Columbia University

The following information was submitted through the STARS Reporting Tool.

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private for profit

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

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

Reason for excluding agricultural school:

There is no agricultural school present at Columbia University.

Reason for excluding medical school:

Columbia University Medical Center (CUMC) is included in the public notes section for each section that is relevant, however the baseline years for quantitative data are not close enough together to be able to provide one data point. We will be fully transparent with our medical center data, however the numbers provided in the report reflect only the Morningside campus, Studebaker, and Baker field.

Reason for excluding pharmacy school:

There is no pharmacy school at Columbia University.

Reason for excluding public health school:

The public health school is included within the scope of Columbia University Medical Center (CUMC) in the public notes section for each section that is relevant, however the baseline years for quantitative data are not close enough together to be able to provide one data point. We will be fully transparent with our medical center data, however the numbers provided in the report reflect only the Morningside campus, Studebaker, and Baker field.

Reason for excluding veterinary school:

There is no veterinary school present at Columbia University.

Reason for excluding satellite campus:

Columbia's satellite campuses are under separate management.

Reason for excluding hospital:

Columbia University does not have any hospitals directly affiliated.

Reason for excluding farm:

Columbia University does not own a farm.

Reason for excluding agricultural experiment station:

Columbia University does not have an agricultural experiment station

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

9,200,000,000 *US/Canadian $*

Total campus area:

58 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large city

Gross floor area of building space:

13,082,585 *Gross Square Feet*

Conditioned floor area:

Floor area of laboratory space:

1,077,570 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

6,491,351 *Square Feet*

Electricity use by source::

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

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---

Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

21

Number of academic departments (or the equivalent):

156

Full-time equivalent enrollment:

22,344

Full-time equivalent of employees:

18,379

Full-time equivalent of distance education students:

793

Total number of undergraduate students:

7,777

Total number of graduate students:

15,460

Number of degree-seeking students:

23,870

Number of non-credit students:

1,645

Number of employees:

23,201

Number of residential students:

5,561

Number of residential employees:

1,523

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Criteria

Part 1

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

Part 2

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

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

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

    2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

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

    • A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

    • A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	5,704	5,874
Number of sustainability courses offered	94	352
Number of courses offered that include sustainability	215	482

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

43

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

156

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):

STARS_AC1.xls

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

See attached document.

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

http://issuu.com/earthinstitute/docs/education-guide?e=4098028/2475352

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

In 2011, the University defined sustainability-related and -focused courses and determined which courses fell into this description by reaching out to the department administrators, program directors, other relevant faculty and staff, and by reviewing the course catalogs. The list was updated in November 2014 by reviewing the 2011 list and comparing to the current course catalogs for the University. For graduate courses, courses were checked in the Columbia University Directory of Classes - courses were either updated, added or deleted from our inventory. For undergraduate courses, the same process was followed, with the addition of checking the Columbia College

Bulletin website for relevant sustainability courses.

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):

Same as above.

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

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

Does the institution designate sustainability courses in its catalog of course offerings?:
No

Does the institution designate sustainability courses on student transcripts?:
No

Learning Outcomes

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Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

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Criteria

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

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

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

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

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

Submission Note:

All undergraduate students in Columbia College are required to take the course Frontiers of Science which includes environmental topics. More info:
http://www.college.columbia.edu/core/classes/fos.php

"---" *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:

13,113

Total number of graduates from degree programs:

23,870

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

EdGuide_2014_online.pdf

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

Below is a list of education programs in the fields of environmental studies and sustainable development; all of which have some sustainability learning outcome(s).

B.S. Earth and Environmental Engineering;
B.A. Earth Sciences;
B.A. Environmental Sciences
B.A. Environmental Biology,
Concentration in Environmental Biology;
B.A. Sustainable Development;
Special Concentration in Sustainable Development;
B.A. Environmental Biology,
B.A. Environmental Science,
B.A. Environmental Policy,
Postbaccalaureate Certificate in Ecology, Evolution and Environmental Biology;
M.A. Climate and Society;
M.A. Conservation Biology;
M.I.A/M.P.A Concentration in Energy and Environment;
M.P.A. Development Practice;
M.P.A. Environmental Science and Policy;
Executive M.P.A. Concentration in Environment Policy and Sustainability Management;
M.P.H. Environmental Health Sciences;
M.S. Earth Resources Engineering;
M.S. Sustainability Management;
Ph.D. Earth and Environmental Engineering;
Eng.Sc.D. Earth and Environmental Engineering;
Ph.D. Earth and Environmental Sciences;
Ph.D. in Environmental Health Sciences;
Dr.P.H. Environmental Health Sciences;
Ph.D. Sustainable Development;
Ph.D. Ecology and Evolutionar Biology;
Ph.D. Evolutionary Primatology;
Professional Certification in Sustainability Analytics;
Professional Certification in Sustainable Water Management;
Certificate in Conservation and Environmental Sustainability"

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

Below are two samples. More information on each program and its ojectives can be found in the link above and attached inventory.

Example: The MPA in Environmental Science and Policy: Graduates are creating a new profession of earth systems problem-solvers: individuals who are prepared for leadership positions in local, state, and federal government agencies, as well as in nonprofit organizations and the environmental divisions of private corporations. They are also well suited for designing cost-effective programs and implementing policies. Most importantly, a deep understanding of earth systems informs their work, allowing them to craft the kinds of solutions necessary for our increasingly complex environmental problems.The skills and concepts include an understanding of:

1) the connections between policy intent, program design, organizational capacity, and political feasibility;

2) the relationship of program to organization and organization to budget;

3) the design of studies that are methodologically rigorous and defensible within the constraints of available resources;

4) environmental economics, politics, policy, and management;

5) public and environmental ethics;

6) perceptions of environmental quality and environmental values, and how to explain science to nonscientists and manage the work of scientists;

7) how to manage organizational change and innovation;

8) how to work in groups and deal with group conflict;

9) professional communication, including memo and report writing and the conduct of formal oral briefing

Example: The MS in Sustainability Management learning objectives:

• Graduates will be able to analyze work processes and operations in order to understand how to improve resource efficiency and limit and environmental impact.

• Graduates will be able to demonstrate a working knowledge of the processes through which rules and regulations targeted toward sustainability are created and implemented.

• Graduates will be able to apply the principles of financial and economic analysis to advance sustainability goals.

• Graduates will analyze the impacts of economic activity and human settlement patterns on the environment.

• Students will be able to synthesize, apply and communicate sustainability knowledge to solve environmental problems."

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

http://issuu.com/earthinstitute/docs/education-guide?e=4098028/2475352

Undergraduate Program

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

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):

Sustainable Development (B.A.)

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

The program provides a unique experience, comprising classes specifically designed for sustainable development students and developed by experienced faculty and practitioners. The program provides students with a well-rounded, interdisciplinary education that is geared to the real and complex challenges of sustainable development and our emerging understanding of how to address them. Students will explore how to move toward a trajectory of sustainability that will allow future generations to pursue further progress in human well-being without causing irreparable harm to the planet. Study abroad and internships are strongly encouraged, particularly as a basis for thesis research and to provide students with practical experience early in their professional development.

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

http://sdev.ei.columbia.edu/

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

Environmental Biology (B.A.)

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

The Environmental Biology (EB) major provides students with a strong foundation in areas of organismal biology including evolution, systematics, ecology, population biology, behavior, and biodiversity conservation, as well as an exposure to social sciences such as economics and government. All majors complete an environmental biology research internship, that serves as the basis for the senior thesis. The major provides the solid academic grounding and necessary training to enter the rapidly evolving environmental work force or to pursue graduate studies.

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

http://www.columbia.edu/cu/e3b/undergrad_requirements.html

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

Earth and Environmental Science (B.S.)

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

The undergraduate major in earth and environmental sciences provides an understanding of the natural functioning of our planet and considers the consequences of human interactions with it. The program for majors aims to convey an understanding of how the complex earth system works at a level that will encourage students to think creatively about earth system processes and how to address multidisciplinary environmental problems. The breadth of material covered provides an excellent background for those planning to enter the professions of law, business, diplomacy, public policy, teaching, journalism, etc. At the same time, the program provides sufficient depth so that graduates will be prepared for graduate school in the earth sciences. The program can be adjusted to accommodate students with particular career goals in mind.

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

http://eesc.columbia.edu/programs/undergraduate-program

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

B.S. in Earth and Environmental Engineering

http://eee.columbia.edu/degrees-offered

B.A. Environmental Biology,

http://envsci.barnard.edu/majors/environmental-biology

B.A. Environmental Science, Barnard

http://envsci.barnard.edu/majors/environmental-science

B.A. Environmental Policy, Barnard

http://envsci.barnard.edu/majors/environmental-policy

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):

Undergraduate Special Concentration in Environmental Biology

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

Columbia offers a concentration in Environmental Biology for students whose main academic focus is elsewhere (e.g. pre-law, economics, chemistry), but who wish to pursue some organized study in our field. The concentration includes fewer introductory and upper division courses, no internship, and no senior seminar.The concentration differs from the major in omitting calculus, physics, the policy course, and the senior seminar with thesis project.

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

http://www.columbia.edu/cu/e3b/undergrad_requirements.html

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

Undergraduate Concentration in Sustainable Development

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

The special concentration is intentionally more flexible than the major, given that students have their major classes as well. However, its structure allows students to benefit from the program's cross-disciplinary courses and to build the expertise that will allow them to address the fundamental issue of how to move toward a trajectory of sustainability.A minimum of nine courses and a practicum are required for the special concentration.

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

http://sdev.ei.columbia.edu/

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

Undergraduate Concentration in Environmental Science

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

The concentration in environmental science and the concentration in earth science are designed to give students an understanding of how the Earth works and an introduction to the methods used to investigate earth processes, including their capabilities and limitations. Concentrators often join social professions (business, law, medicine, etc.) and take with them a strong scientific background. They take the same introductory courses as the majors, but fewer basic science and upper-level courses are required.

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

http://eesc.columbia.edu/programs/undergraduate-program

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

Graduate Program

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

The name of the sustainability-focused, graduate-level degree program (1st program):
M.S. Sustainability Management

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

The Earth Institute and Columbia University's School of Continuing Education developed the Master of Science in Sustainability Management to train and educate sustainability practitioners. The program draws upon the most sophisticated environmental measurement tools, cutting-edge environmental science, and world class management and policy studies to help students fully understand the systematic and organizational role of sustainability in any organization. Our common goal is to create a sustainable economy, society and environment.

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

http://ce.columbia.edu/sustainability-management

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

M.P.A. Environmental Science and Policy

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

The Master of Public Administration in Environmental Science and Policy trains sophisticated public managers and policymakers, who apply innovative, systems-based thinking to environmental issues. The program challenges students to think systemically and act pragmatically. To meet this challenge, we offer a high-quality graduate program in management and policy analysis that emphasizes practical skills and is enriched by ecological and planetary science. Our approach reflects the system-level thinking that is needed to understand ecological interactions and maintain the health of Earth's interconnected ecological, institutional, economic, and social systems.

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

http://mpaenvironment.ei.columbia.edu/

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

Ph.D. in Sustainable Development

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

The purpose of the Ph.D. in Sustainable Development is to create a generation of scholars and professionals equipped to deal with some of the most crucial problems in the world today. By combining elements of a traditional graduate education in social science, particularly economics, with a significant component of training in the natural sciences, the program's graduates will be uniquely situated to undertake serious research and policy assessments with the goal of sustainable development. The program includes a set of rigorous core requirements, but also provides students with the flexibility to pursue in-depth research in a broad variety of critical policy issue areas.

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

http://sipa.columbia.edu//academics/degree_programs/phd/

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

M.A. Climate and Society

http://climatesociety.ei.columbia.edu/

M.A. Conservation Biology

http://www.columbia.edu/cu/e3b/ma_requirements.html

M.I.A./M.P.A. Energy and Environment

https://sipa.columbia.edu/academics/concentrations/energy-and-environment

M.P.A. Development Practice

https://sipa.columbia.edu/academics/programs/mpa-in-development-practice

E.M.P.A. Environmental Policy and Sustainability Management Concentration

http://bulletin.columbia.edu/sipa/programs/empa/environmental-policy-sustainability-management-

concentration/

M.P.H. Environmental Health Sciences

http://www.mailman.columbia.edu/academic-departments/environmental-health-sciences

M.S. Earth Resources Engineering

http://eee.columbia.edu/master-science-degree

Executive Doctoral programs in Earth and Environmental Engineering

http://eee.columbia.edu/doctoral-degrees-0

Ph.D. Earth and Environmental Sciences

http://eesc.columbia.edu/programs/graduate/phd

PhD. or Dr.P.H. in Environmental Health Sciences

http://www.mailman.columbia.edu/academic-departments/environmental-health/academic-programs

Doctoral programs in Ecology, Evolution and Environmental Biology

http://www.columbia.edu/cu/e3b/phd.html

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

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

Sustainability Analytics Professional Certification

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

The Sustainability Analytics program trains professionals to develop skills in analytic methods and quantitative analysis that enable practitioners to measure, report, and communicate the sustainability of organizations, products, and services. Upon completion of this program, students will possess the knowledge and tools to track sustainability indicators, analyze and interpret data, and report upon the findings to industry, nonprofit and government decision makers. The certification focuses on key topics in reporting, accounting, metrics and indices, and monitoring procedures. Students who complete the certification will have a strong framework that can be used to benchmark performance and develop future sustainability initiatives.

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

http://sustainability.ei.columbia.edu/certificate-programs/sustainability-analytics/

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

Sustainable Water Management Professional Certification

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

This new certification equips professionals with the skills to conduct integrated water management and water systems analysis. These professionals— ranging from urban planners for local governments to operations managers for large supply chains to NGO workers focused on issues of health in developing communities— can benefit from gaining the skills necessary to improve water access, delivery, and quality. The Certification of Professional Achievement in Sustainable Water Management will cover concepts of hydrology, water policy and regulation, economics, finance and conflict resolution. It is designed to provide sophisticated and multidisciplinary training in water issues—the nexus of natural science, social science and public policy.

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

http://sustainability.ei.columbia.edu/certificate-programs/sustainable-water-management/

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

Conservation and Environmental Sustainability

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

The Certificate Program in Conservation and Environmental Sustainability allows professionals from all sectors to gain the knowledge and tools to make sound decisions about business activities and policy practices that impact the environment. As a platform for integrated and holistic thinking on the interconnectedness of nature's systems, the Certificate Program offers the unique opportunity to address complex environmental issues and to arrive implementable and measurable solutions.

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

http://eices.columbia.edu/education-training/certificate/

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

Certificate in Ecology, Evolution and Environmental Biology

http://ce.columbia.edu/certificates/ecology-evolution-and-environmental-biology-certificate

Immersive Experience

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

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:

The Summer Ecosystem Experiences for Undergraduates (SEE-U) program provides undergraduate students of all majors from all accredited colleges or universities with a global understanding of ecology and environmental sustainability. It provides students with the opportunity to conduct fieldwork in unique natural settings in Brazil, Dominican Republic, Jordan, and Puerto Rico addition to participation in a combination of classroom lectures and lab work.

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

http://www.cerc.columbia.edu/?id=see-u

Sustainability Literacy Assessment

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

100

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

Columbia_HBEA_Survey_r3.post call 11.11.13.pdf

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

See attached file.

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

Focus groups were used to create the questions and get a pulse on what were hot button sustainability issues to assess for Columbia's community.

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

The survey was distributed to all faculty, staff and students at the University. Participation was voluntary.

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

After a review of all data collected throughout the Human Behavior Energy AuditSM (HBEA) investigation, ECTBC identified seven key findings which, if addressed, would position Columbia to take immediate steps towards reaching their environmental and sustainability goals while enhancing a culture of energy-efficiency. These findings are followed by a set of general recommendations that are open to interpretation and discussion.

Finding 1: The perceptions of existing conservation efforts of Columbia Faculty/Staff and Residential Students are low: this is associated with low participation rates, resulting in a diminished campus energy conservation culture.
Finding 2: Survey respondents across both groups demonstrated a similar degree of misunderstanding about screen savers, vehicle idling and fan usage.
Finding 3: Faculty/Staff and Residential Students reported moderate levels of personal responsibility with respect to energy conservation on campus.
Finding 4: The HBEA results identified immediate opportunities to engage Sustainable Behavior Change practices in order to reduce energy consumption and produce savings.
Finding 5: A majority (63-94%) of both groups reported that they would voluntarily change specific behaviors if Columbia accommodated them with an energy efficient alternative.
Finding 6: Residential Students reported that 1 out of 4 light bulbs brought onto campus are energy wasting incandescent bulbs. Faculty/Staff were worse, with one of 3 bulbs they brought onto campus being incandescent. Extrapolating from the HBEA survey results, for Residential Students alone, over one million kilowatt hours are consumed annually on Columbia's campus.
Finding 7: The issue of recycling consistently came up amongst faculty, staff and students. While recycling behaviors amongst faculty/staff are slightly higher than those of students, opportunities exist to improve the recycling experience. ECTBC recommends an audit of campus recycling followed by a consensus approach.

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

Incentives for Developing Courses

<div align="center">

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

</div>

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?:
Yes

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

The University offers various types of incentives to develop new courses. In certain programs, instructors are paid a financial incentive to develop new courses ($5,000 for the M.S. in Sustainability Management). In other cases, faculty are encouraged to develop new courses as part of their responsibilities with the Earth Institute (as opposed to their "home" department). These courses are offered through Earth Institute programs and typically open to multiple education programs. In other cases, research scientists (who are on soft money not faculty lines) may develop and teach new courses, which provides base salary support for their positions, reducing the amount the must raise through grants. This also attracts scientists who might not otherwise teach.

Much of this activity is led by the Earth Institute. The Earth Institute is a centrally administered (University wide) research & education organization that represents a unique model for academia. Faculty are associated with both the Earth Institute and another school or department at the University (i.e. the School of International and Public Affairs, the Engineering School, etc.). Because of this unique model, faculty are encourage to develop courses for interdisciplinary programs. For example, Columbia launched its PhD in Sustainable Development in 2004, and its M.S. in Sustainability Management and undergraduate Sustainable Development degree programs in the fall of 2010. Enhanced teaching opportunities were created by the university with 49 new courses to date having been created for these degrees alone. As sustainability degree offerings continue to expand, more faculty are incentivized to participate.

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

As additional degrees, certificates, and concentrations are added faculty are encouraged to design courses to fulfill the changing needs of students. With these new courses, there is additional funding for instructing courses in sustainability and for professional development. The Earth Institute expands research, and ducational activities in conjunction with Columbia University schools and departments. The Earth Institute faculty coordinates undergraduate and graduate education programs and oversees the developments of new degree programs.These programs open up opportunities for researchers who don't have faculty lines to gain teaching experiences, which aside from financial incentives, provides important professional development. It allows faculty to come together and work in an interdisciplinary way.

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

Campus as a Living Laboratory

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

Criteria

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

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

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

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

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

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

	Yes or No

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

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

The University offers a number of programs in climate, and houses close to 100 PhD level climatologists. Three examples are listed below.

The Tree Ring Lab at the Lamont Doherty Earth Observatory has an 'open-door' policy to visitors. The tree-ring and climate software made freely available here is one expression of our commitment to sharing knowledge with students, other scientists, and teachers.

The Lamont Atmospheric Carbon Observation Project is a research observation program made up of a network of atmospheric carbon dioxide (CO_2) monitoring stations, providing real time and archived CO_2 and meteorological data for researchers, students, the general public, and policy makers.

The Columbia Climate Center has created "Future Coast" a community-based, participatory "what if?" game that explores the implications of our possible climate-changed futures. Participants can you create a voicemail that sounds as though it was recorded in 2021 or 2035 or 2048? In these voicemails, participants express how extreme weather, sea level rise, and changing ecosystems might affect their lives in the future.

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

Yes, the University is engaged in the Built Environment, through its Graduate School of Architecture, Planning and Preservation and the various sustainability education programs.

For example, SUMAK4119: Empirical Approaches to Building Energy Assessment supplements modeling and spread sheet-based approaches to energy assessment with developing students' ability to see, hear and sense how thermal and electrical energy interfaces with our social and building practices. They work with tool kits that include digital data trackers (temperature, humidity and light sensors), remote surface temperature sensors and instruments to track building insolation (the amount of sunlight that a building receives). They also develop occupant surveys and forensic techniques for deciphering legacy construction in the building envelope and building systems. They deploy open source software to assist in calculating building envelope transmissivity, alternate models for building energy inputs and other data. Their focus for this work is local, on Columbia's campus, and its work compliments the more generalized building assessments already completed for many campus buildings.

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

The EcoReps are working with Columbia Dining to conduct plate scrapings and better the recycling stations in the dining halls.

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

Yes, courses, projects and research across all areas of energy are incorporated throughout the University. The Lenfest Center for Sustainable Energy and the Sustainable Engineering Lab, and the Center on Global Energy Policy are all engaged in such projects with students, faculty, external partners and the general public.

Students in the 'Pedal 2 Power' project will measure the energy from a stationary bike in order to bring light to how much human energy it takes to charge a battery, and also show how much energy is wasted.

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

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive

outcomes associated with the work:

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

Columbia is constantly adding new hybrid and electric vehicles to its fleet as older vehicles reach their end of life.

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

The 'Cup It' project which is offered through the University's Green Fund Program involves using regular waste audits to inform students to how properly dispose of trash.

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

Students involved in the Columbia Water Mark Initiative, offered through the University's Green Fund Program, analyze water use in Furnald Residence Hall (including fixtures, flow rates, and meters) to conduct an energy audit to inform an education campaign around water conservation.

The Columbia Aquanauts is a student club formed to create awareness and address the issues of water scarcity and the lack of availability of safe clean drinking water. The club engages students and faculty from various disciplines at Columbia's undergraduate and graduate schools to tackle some of the most pressing global water challenges, through research both on and off the field.

A team at the Engineering School and the Urban Design Lab is working on a research project, concentrating on developing high-performance green infrastructure to mitigate coastal zone pollution and flooding, with a focus on the Bronx River Sewershed in New York City as their living test bed. They will be creating tools to raise awareness and educate the community about its local green infrastructure. Curriculum material will also be developed for a summer high school program that will be run in conjunction with Columbia University's School of Continuing Education.

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

The Sustainability Advisory Committee, largely responsible for creating the governance structure for sustainability on campus, allows an undergraduate and graduate student to sit on the committee to actively work toward creating a structure for Columbia.

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

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

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

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

The robust social media presence of the sustainability office and students allows for public engagement on campus with students to be seen as working in a living lab.

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

Professor David Walker of the Lamont-Doherty Earth Observatory has developed a walking geology tour of the University campus. Along the way, Walker points to evidence of how life on earth and the planet itself has physically evolved over its 4.5 billion year history, including how the iconic alma mater houses clues to one possible method of carbon sequestration, which could prove to be a vital technology for addressing our problem of too much CO2.

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

http://environment.columbia.edu/

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

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:

1,227

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

6,220

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

100

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:

STARS_Faculty List 12 8 14.xlsx

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

see attached faculty list.

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

Earth Institute Human Resources ran a report and identified any person employed at the Earth Institute who is listed as as a Staff Associate, Senior Staff Asociate, Associate Research Scientist, Research Scientist, and Senior Research Scientist. The Earth Institute is the primary environmental research organization at Columbia University. Following this, to include researchers outside the Earth Institute involved in sustainability research, a review was conducted of each department included in our inventory as having a course in sustainability. Any faculty or staff listed in this department who identified having involvement in sustainability research was also included.

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

The website URL where information about sustainability research is available:

http://www.earthinstitute.columbia.edu/articles/view/1788

Support for Research

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

Criteria

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

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

Submission Note:

Other sites of interest/relevance:

-

http://researchinitiatives.columbia.edu/funding/research-initiatives-science-and-engineering-rise/-applicants

-

http://www.earth.columbia.edu/articles/view/2723

-

http://techventures.columbia.edu/

Additional URL regarding interdisciplinary research:
http://news.columbia.edu/nwcorner"

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

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

Yes

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

The Earth Institute offers a wide array of support for research opportunities to students in order to achieve a sustainable research and knowledge base. Students are given many options for study and research programs, including undergraduate research assistantships, travel grants and the Earth Institute Internship program. We encourage students to share their work with their peers and present it in a number of different conferences throughout the year. In addition to directly supporting research and holding the conferences, the Earth Institute offers a variety of student resources, including listings of funding opportunities, student groups and organizations, related coursework and recent news. Some of these programs are described below.

Research Assistant Program:
During Fall and Spring semesters, the Earth Institute sponsors a number of undergraduate research assistantships, giving Columbia and Barnard students a valuable chance to participate in projects involving sustainability, development economics, Earth sciences, ecology, atmospheric research, and environmental policy. Students will work directly with faculty on current research projects, on a part-time basis. The program aims to give students a valuable chance to collaborate on substantive matters of inquiry.

Internship Program:
The Earth Institute sponsors internships inits research departments and centers for both undergraduate and graduate students from Columbia University and Barnard College year-round. Part-time internships are offered during the Fall and Spring semesters, while full-time positions are offered through the summer. Internships are a wonderful opportunity for both students and their host departments, offering students invaluable exposure to EI research and operations and offering EI departments the contributions of bright and dynamic CU students.

Travel Grant Program:
Each year, the Earth Institute allocates funding to support travel by students matriculated in Columbia University degree programs engaged in research projects dealing with issues of sustainable development and/or environmental protection. This travel is for projects directly related to degree studies at Columbia University. The maximum travel grant award is $750 per person, and students must use this to cover the cost of their travel for research they are conducting to meet specific degree requirements.

Earth Institute Student Research Showcase:
Each year, the Earth Institute brings together student interns, research assistants and travel grant recipients at the Earth Institute Student Research Conference. All of the research projects involved students who are currently studying under an academic program affiliated with the Earth Institute or have received funding through a travel grant, internship, or research assistantship from the Earth Institute.

Millennium Villages Student Internships
The Millennium Villages project, the groundbreaking collaboration between the Earth Institute, Columbia University, Millennium Promise and the United Nations Development Programme, allows a small number of students each year to assist project personnel with various interventions designed to achieve the Millennium Development Goals in sub-Saharan Africa. Students can submit applications to assist with projects identified by Earth Institute personnel on site and in New York. The Millennium Villages Internships provide an excellent opportunity for students to learn about implementing public health, business development, agriculture, infrastructure, and other development interventions though firsthand participation. Students will be placed in one of the fourteen (14) sites in ten (10) countries in sub-Saharan Africa. Interns provide assistance to the MVP teams overseeing the interventions. In addition, students will gain knowledge, tools, skills, and experiences that they can apply to their coursework/thesis project as well as to their future professional pursuits. Students have a rewarding and challenging experience and make a genuine contribution to achieving the Millennium Development Goals in sub-Saharan Africa.

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

http://earth.columbia.edu/articles/view/2448

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:

Columbia has several sustainable/environmentally focused research centers in which Faculty are encouraged to conduct collaborative, cross-disciplinary sustainability research. As a research University, it is expected of all full-time faculty members to engage in research. Further, the Earth Institute provides opportunities (fellowships, grant funding, travel funding, student research assistantships, etc.) for faculty to engage in cross-disciplinary work focused on sustainability. Further, the existence of the Earth Institute itself, a community of faculty from different disciplines, encourages faculty to participate in research. Faculty are encouraged by staff support for proposals and workshops, community-building events and other activities designed to bring faculty together around key issues of global sustainability.

The Cross-Cutting Initiative (CCI), an internal grant program, aims to facilitate studies of complex problems in the field of sustainable development that require bridging disciplines. The CCI strives to achieve new insights into intrinsically cross-disciplinary problems and to enable solution-oriented outcomes. The Earth Institute's Cross-Cutting Initiative (CCI) is one of the initiatives largely responsible for shaping these core research activities. Through allocation of seed funding through the CCI, Earth Institute scholars are able to apply their expertise to theme-driven research in response to complex global challenges. The CCI aims to establish new methods for bridging disciplines to enable scientists from different fields to achieve new insights into intrinsically cross-disciplinary problems and work toward practicable solutions (leading to work in the Earth Clinic).

The Marie Tharp Fellowship is awarded to outstanding women scientists. The three-month fellowship can be taken at any of the research units or departments affiliated with the Earth Institute. Typically two to three fellowships are awarded per year. These prestigious fellowships are awarded to earth scientists outside of Columbia University to collaborate with researchers at Columbia.

Each year, the Office of the EVP for Research sponsors a competition for Research Initiatives for Science and Engineering (RISE) funding. These seed monies enable researchers to initiate a project to test a theory in development or a novel idea in order to gather the data necessary to then secure external funding. Interdisciplinary projects are favored. These formal announcements are sent via email to the University community, and contain the details on proposal submission, availability of funds, eligibility and deadlines.

Columbia Technology Ventures (CTV) facilitates the translation of academic research into practical applications, for the benefit of society on a local, national and global basis. Support research, education and teaching at Columbia by generating funding for the University and facilitating partnerships with industry where appropriate. Educate and serve as a resource for the Columbia community on matters relating to entrepreneurship, intellectual property, and technology commercialization. Many projects have an environmental, energy, and agricultural focus, for a full listing go to:

http://techventures.columbia.edu/technologies/technologies."

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research in response to complex global challenges. The CCI aims to establish new methods for bridging disciplines to enable scientists from different fields to achieve new insights into intrinsically cross-disciplinary problems and work toward practicable solutions (leading to work in the Earth Clinic).

Research Initiatives for Science and Engineering (RISE)
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Additional URL regarding faculty research:

http://evpr.columbia.edu/

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

http://www.earth.columbia.edu/articles/view/61

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

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

The Executive Vice President for Research, reporting directly to the President of the University, has overall responsibility for the University's research enterprise, encompassing a broad spectrum of research departments, institutes and centers in the natural and biomedical sciences, the social sciences and the humanities. The Office of the Executive Vice President for Research works to foster the continuation of those creative endeavors and to promote an environment that sustains the highest standards of scholarship, health and safety. The Office establishes and administers the policies governing the conduct of research at the University and oversees the management of its research programs. It also assists investigators seeking external funding, promotes interdisciplinary research and awards seed money for early stage investigations.

Columbia highly values interdisciplinary research, promotes joint appointments, and just completed a major building on campus Northwest Corner designed explicitly for interdisciplinary research that crosses departmental, school and campus boundaries. Columbia also has a major investment in the MBBI (Mind, Brain, Behavior Institute) which will have researchers from multiple disciplines focused on fundamental research questions.

The University also developed a set of guidelines for appointment and promotion of ""practice-oriented"" scholars, for which many fit into the interdisciplinary research fields. The Earth Institute uses these guidelines when reviewing scholars whose work may be interdisciplinary and/or more applied than traditional departments and disciplines typically experience.

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

http://evpr.columbia.edu/content/about-evpr

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:

Columbia University Libraries / Information Services offers many ways to support research, from consultations with subject-specialist librarians, course-related instruction and workshops, and citation management software and expertise to research guides, online tutorials, and the vast collections and resources - including areas in sustainability. There is a specific 'Sustainability Research Guide' that includes journals, guides, statistics, and data related to sustainability.

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

http://library.columbia.edu/subject-guides/social-sciences/sustainability_researchguide.html

Access to Research

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

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

115

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

115

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

Columbia University Libraries / Information Services and the Mailman School of Public Health have adopted open access policies. They call for faculty members and officers of administration to make their research articles freely available to the public through online repositories, such as Academic Commons, Columbia's open access digital repository. This is effective as of June 1, 2011 for the University Libraries/Information Services, and as of May 1 3013 in the School of Public Health.

A copy of the open access policy:

The open access policy:

This resolution is to be implemented by the Columbia University Libraries/Information Services (CUL/IS), pursuant to a vote of the CUL/IS Management Committee, taken at its regular meeting of May 11, 2011.

The effective date is June 1, 2011.

Preamble

Columbia University is a community of scholars committed to disseminating and sharing the intellectual fruits of their research and scholarship. At Columbia University, the scholarly community includes Officers of the University (comprising officers of instruction, research, administration, and the library) and other professional staff members. In recognition of their commitment to Columbia's research mission, the officers and professional staff within the endorsing units of Columbia University are determined to take advantage of available technologies that can enhance accessibility of Columbia scholarship by colleagues and other researchers, educators, policymakers, and interested readers worldwide; to employ technologies that can preserve copies of their works for future study; and to provide full-text online discoverability of their scholarly works. The officers and professional staff members also desire to join the efforts of many of Columbia's peer institutions in support of public access; in the process they seek to coordinate Columbia's initiatives with customary practices and legal obligations associated with many scholarly works. In furtherance of these objectives and opportunities, the endorsing parties hereby resolve:

Resolved:

Each officer and other professional staff member within CUL/IS hereby commits to make his or her scholarly journal articles accessible to the public through a digital repository based at Columbia University or through an appropriate alternative open-access repository.

Implementation of this Resolution

Each officer or other professional staff member who is the author or co-author of a work of scholarship (see the scope of works as defined below) shall submit to the digital repository based at Columbia University (the current repository is known as Academic Commons), a copy of such work, together with any bibliographic or citation information. The author hereby grants to The Trustees of Columbia University in the City of New York a nonexclusive, irrevocable, royalty-free, worldwide license to exercise any and all rights under copyright relating to all such works of scholarship, created after the adoption of this resolution, solely for the purpose of providing and maintaining public access to them. This resolution does not alter copyright ownership rights determined in accordance with law or the Columbia University Copyright Policy. Many scholars based at Columbia University currently make some or all of their works available through other publicly accessible repositories such as arXiv or PubMed Central. In lieu of submission of a work to Academic Commons, an author may satisfy the terms of this resolution by making such work available through an alternative repository of the author's choosing, provided that such repository makes the work accessible in full-text to the public, without costs or other restrictions (other than customary embargoes) imposed on any individual user, and that it offers to preserve and maintain access to the work indefinitely.

Scope of Works of Scholarship

This resolution applies to scholarly journal articles that meet the following criteria:

The work is authored or co-authored by an officer or professional staff member while employed at Columbia University;
The work is not subject to an incompatible publication agreement, license, or assignment entered into before the adoption of this resolution;
and The work is in a digital format and of a type that may be included in Academic Commons or other repository consistent with its policies and practices.
The version of the work that may be deposited may depend on the exact terms of that author's agreement with the journal publisher. If not otherwise specified in the agreement for publication, the version shall be the author's final version, which would ordinarily be the version after the article has gone through peer review and any revisions responsive thereto and any further copyediting in which the author has participated. Although the commitment in this resolution applies only to scholarly journal articles, members of the university community are encouraged to consider making all forms of scholarly works, including articles, essays, datasets, books, conference papers, reports, presentation slides, and audiovisual works, available through the appropriate repository.

Waivers and Relationship to Publication Agreements

This resolution is not intended to interfere in any way with an author's plans to pursue publication of the work or patent rights associated with the work. However, publication of a work is often subject to an agreement between the author and publisher, and such agreement

may include provisions that support access or that are incompatible with this resolution. Authors should carefully review their publication agreements. Most situations will be one of the following:

The author entered into an agreement for publication before adoption of this resolution: This resolution does not apply to such work. The author may voluntarily contribute it to the repository as the agreement may permit.

The author has deposited the work with the repository, and later considers entering into a publication agreement: This resolution is a nonexclusive license to the University and does not prevent the author from making other uses of the work. The author should inform the prospective publisher of the prior license and include language (see suggestion below) in the publication agreement that may resolve any conflict.

The author is considering entering into a publication agreement and has not yet deposited the work or a version of it with the repository: This resolution is a commitment by the author to submit the scholarly work to the repository. The author is therefore asked to review the publication agreement carefully and to include language (see suggestions below) in the agreement that may resolve any conflict.

The University, through the Copyright Advisory Office, or Office of General Counsel, or other office, will provide guidance to assist authors who are negotiating and adding language to publication agreements. However, most possible conflicts suggested in the foregoing situations may be resolved by adding to the agreement a statement such as: "Notwithstanding any provision in this agreement to the contrary, the publisher understands and accepts that the article or other publication is subject to the Open Access Commitment of Columbia University."

If accessibility of a work pursuant to this resolution is ultimately incompatible with the author's plans for publication, or with the publisher's contractual obligations, the author may request in writing a waiver or postponement of obligations under this resolution, and such request shall be granted. Columbia University shall implement a means for receiving and fulfilling such requests for waivers or postponements.

Administration of the Resolution

The Dean, Director, Chair, or other head of any unit at Columbia that has adopted this resolution shall be responsible for resolving questions arising within the unit concerning the interpretation and application of the resolution. The Vice President for Information Services and University Librarian shall be responsible for implementing procedures and resolving questions regarding the administration of the University's repository. Each of these persons may act through a designated delegate"

The website URL where the open access repository is available:

http://scholcomm.columbia.edu/open-access/open-access-policies/columbia-university-libraries-in formation-services-open-access-policy/

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

Columbia University is a community of scholars committed to disseminating and sharing the intellectual fruits of their research and scholarship. At Columbia University, the scholarly community includes Officers of the University (comprising officers of instruction, research, administration, and the library) and other professional staff members. In recognition of their commitment to Columbia's research mission, the officers and professional staff within the endorsing units of Columbia University are determined to take advantage of available technologies that can enhance accessibility of Columbia scholarship by colleagues and other researchers, educators, policymakers, and interested readers worldwide; to employ technologies that can preserve copies of their works for future study; and to provide full-text online discoverability of their scholarly works. The officers and professional staff members also desire to join the efforts of many of Columbia's peer institutions in support of public access; in the process they seek to coordinate Columbia's initiatives with customary practices and legal obligations associated with many scholarly works. In furtherance of these objectives and opportunities, the endorsing parties hereby resolve:

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

http://scholcomm.columbia.edu/open-access/

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

Allie Schwartz
Assistant Manager
Environmental Stewardship

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:
23,870

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

Number of students served (i.e. directly targeted) by the program (1st program):
7,777

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

EcoReps operate in a similar manner to the RA program; students apply to become an EcoRep and commit to a set of responsibilities and to work a set number of hours each week to fulfill them. The EcoReps are a group of students working in partnership with the Dining, Housing and Environmental Stewardship departments in order to make Columbia's campus more environmentally sustainable. Undergraduate EcoReps supervise and encourage a sustainable lifestyle in their residence halls on campus by implementing recycling programs (such as videos demonstrating how items are recycled on campus), encouraging students to save energy (through the Campus Conservation Nationals Energy Challenge), and creating educational events for the students. Their work entails publicizing available environmental services, serving as a bridge of communication between students and the administration, facilitating campus projects for a reduced university ecological footprint. EcoReps is split into six committees that all work on different projects in those areas and aim to educate students on different issues and encourage environmental practices. The committees are Bike Share, Dining, Composting, Living Green, Give + Go Green, and Recycling. Some examples of EcoReps outreach activities include: The Bike Share program offers a way for students to get around the city and exercise in a sustainable way--on a bike. The Dining Committee facilitates Plate Scrapings about three times a semester and encourages students not to waste food. The Composting Committee provides a way for students in residence halls the option of composting their food scraps in the basement of one of the residence halls. The Living Green Committee focuses on improving the behaviors of students in residence halls such as offering plastic bag recycling. The Give + Go Green program involves targeting students moving out at the end of the year and encourages them to donate items that they will not be shipping/taking home with them instead of throwing it away. The items are stored over the summer and sold back to the students at low prices in the Fall and these funds fund the EcoReps programming. The Recycling Committee focuses on recycling and educating students on how to recycle properly on campus (follow NYC Recycling laws) and advertises the importance of recycling in an engaging and dynamic way (the committee is creating videos).

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

At the beginning of each semester, the EcoReps leadership (Executive Board=2 Co-Presidents, 1 Secretary, 1 Media Liaison, 1 Treasurer) send out applications to join EcoReps and host an introductory meeting. The individuals apply and then the Eboard assigns each individual to a specific committee aligned with his/her primary interests. The majority of EcoReps' commitment spans the full academic year. New EcoReps are accepted throughout the year as it's important to engage as many students as possible in the programs.

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

EcoReps from the previous year conduct training to the new EcoReps. Additionally ongoing guidance and training is provided by Housing with support from Environmental Stewardship.

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

EcoReps support themselves financially with the funds they have raised through the Green Sale. While being a Columbia EcoRep was once a paid position, the EcoReps themselves chose to operate on a volunteer basis and put their salaries into a programming fund to use on green initiatives totaling approximately $15,000. At the beginning of the academic year, the EcoReps host a used goods Green Sale, where they sell lightly used room furnishings and other household and office goods – most of which are donations from the Give + Go Green event at the end of the school year. Earnings from the Green Sale also help to fund the EcoReps program for the academic year.

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

Student Union for Sustainable Development (SUS-D)

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

23,870

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

The Student Union for Sustainable Development (SUSD) is dedicated to bridging the gap between the Earth Institute and Columbia students majoring, concentrating, and showing interest in Sustainable Development. SUSD gathers ideas, insight, and feedback from the student body and shares this information with the professors and administrators who shape the program. Beyond their work with the Earth Institute, they provide peer-to-peer advising and keep students updated on opportunities and events related to sustainability.

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

Anyone who is majoring, concentrating, or showing interest in Sustainable Development is able to join.

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

SUSD leadership trains the next set of leaders for the group and receives guidance from the Columbia University Earth Institute.

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

SUSD is supported through guidance and financially by the Earth Institute.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

Submission Note:

"EcoReps Green Sale:
http://www.columbia.edu/cu/ecoreps/GGG.html

NSOP Program lists Eco activities:
http://www.studentaffairs.columbia.edu/orientation

Housing Green Living Guide:
http://housingservices.columbia.edu/files/housingservices/other/green_living.pdf

Emma Tuzinkiewicz, a senior in Columbia College, helped to complete this section.

"---" *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 prominent during check-in and is the first line of defense. During each New Student Orientation Program, incoming undergraduate students receive information on environmental sustainability in their first moments on campus. When students arrive, they are immediately directed to the location where they can sign in and receive their student ID cards. EcoReps have a small table set up in this area so that after students pick up their IDs they receive a free made in NYC, BPA-free, recyclable at end of life water bottle. As the EcoReps hand out the water bottles, they engage students in conversation about sustainability on campus and make them aware of various environmental student groups on campus. They also receive a Dining Eco Token from Columbia Dining which allows the students to use an eco washable and reusable to-go container in the Dining Hall instead of using one-time use containers. Environmental Stewardship tables at the New Student Orientation Program Campus Resources Fair, CUMC Welcome Expo, Residential Resource Fair, Law School Welcome Fair, and General Studies Fair to educate the incoming students on campus sustainability. In addition, Housing sends out an orientation e-mail to all new students early in the academic year that includes a link to the Guide to Green Living, which is a valuable tool written by EcoReps with the intention of informing students on how to live sustainably on campus. Housing also includes environmental tips in its emails and on its Guidebook app. All first year undergraduate students also receive a CFL light bulb to use in their personal lamps in their residence hall room. At check-in, EcoReps also give each new student a reusable cloth grocery bag and Green Tips info cards. Additionally, during NSOP students have the chance to attend Eco Tours of the Columbia Campus to learn about the sustainability features of campus (such as LEED certified buildings) and the plethora of opportunities for students. EcoReps also offers tours of NYC at large such as a thrift shop tour of the Union Square Area, visit to a rooftop farm in Midtown, etc.. Additional URLS:

http://newstudents.columbia.edu/undergraduate/explore-campus-services#Environmental

http://newstudents.columbia.edu/undergraduate/explore-campus-services

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

http://housing.columbia.edu/sustainability

Student Life

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

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:

Emma Tuzinkiewicz, a senior in Columbia College, helped to complete this section.

"---" *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	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No

Other co-curricular sustainability programs and initiatives	No

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

Columbia CSA: This program through Roxbury Farm (Kinderhook, NY) allows students and community members to purchase a share of the farm.

Columbia EcoReps: A group of students working in partnership with Columbia's department of Housing and Dining in order to make Columbia's campus more environmentally sustainable.

Columbia Students for Animal Protection: This group supports animal-friendly policies at Columbia University and throughout the world.

Columbia University Environmental Biology Society: CUEBS approaches the biosphere from an academic point of view and aims to encourage environmental appreciation and education at all levels within the Columbia community.

Consilience: The Journal of Sustainable Development: Consilience is a global online publication dedicated to promoting interdisciplinary dialogue on sustainable development.

CoreFoods: Core Foods is Columbia's Student-Run Organic Food Co-op. Currently located in JJ's Place, they focus on providing a wide selection of local and organic food right on Columbia's campus.

EarthCo: A Columbia/Barnard student coalition working to improve the local environment by promoting recycling on campus, organizing gardening and clean-ups in local parks, sponsoring environmental forums, and coordinating Earth Week activities on the Columbia campus.

EcoLions: EcoLions is a club at Columbia University devoted to the sustainability of Columbia University Athletics.

Food Sustainability Project: CUFSP organizes the campus garden open to all that serves both as a source of "real" food and an example of the potential for urban agriculture and community development through the act of growing food.

Green Builders: GB@C is a student group at Columbia University dedicated to sustainable design, products and materials, green building practices, and sustainable development.

JTS Eco-Reps: An environmental advocacy and action student group dedicated to changing the attitude and ways of the JTS community and infrastructure.

SEEJ (Students for Environmental and Economic Justice): Barnard and Columbia group dedicated to advancing ecological sustainability and labor rights.

The Columbia University Partnership for International Development: CUPID is a student-led effort across Columbia University to facilitate multidisciplinary dialogue, awareness, and action on international development.

Energy Club: The Energy Club is committed to educating Columbia Business School students about the energy industry, increasing awareness regarding career opportunities, and helping members take advantage of those opportunities.

Engineers Without Borders: The Columbia University chapter of Engineers Without Borders aims to address the problems facing people both locally and abroad by leveraging the skills, talents and passions of Columbia University students and the partnerships formed with our organization.

Environmental Law Society: ELS is a student-run organization whose purpose is to promote the furthering of skills and knowledge in environmental law.

Green Business Club: engages students, the Columbia Business School community, and business leaders across industries on the intersection of business and sustainability.

SIPA Energy Association: dedicated to complimenting the education of the International Energy Management and Policy concentration, connecting SIPA students with practitioners in the energy sector, and educating students about career opportunities in the field.

Social Enterprise Club: The Social Enterprise Club empowers students to create social value in private and public enterprises.

Student Environmental Coalition for Sustainability (SECS): The SECS shall create and provide a community for the growing number of environmentally oriented and focused students within SIPA and Columbia, as a whole.

Delta GDP: The Growth and Development Project, or Delta GDP, is a group of students dedicated to exploring innovative methods of self-sustaining economic growth in developing countries.

Scientists and Engineers for a Better Society: SEBS' mission is to bring awareness to Columbia about scientific and technological issues of social relevance.

CU Global Brigades: CU Global Brigades is the Columbia chapter of the national Global Brigades organization, which empowers students to lead service trips to developing countries.

Greenborough: Greenborough is the environmental special interest house, serving as a living laboratory for environmental lifestyle choices in the Columbia community.

4local: 4local is a sustainable food group dedicated to providing students with fresh local, vegetarian and organic cuisine. 4local prepares and sells meals to the Columbia community at affordable prices and hopes to one day open a student-run café.

Earth Institute Student Adisory Council (EISAC) is a student body that serves the Columbia University community by promoting relationships between student groups, developing events and panels, and assisting with student-interest program planning. One of the key tasks of the Advisory Council is to advise and suggest improvements to the professional resources that will help students gain more experience in the field of sustainability. The Council is comprised of two students each from the School of International and Public Affairs, General Studies, Barnard College, the Business School, the Law School, the Graduate School of Arts and Sciences, Columbia College, the School of Public Health, the School of Journalism, and the School of Engineering and Applied Science.

Additional website URLs where information about the student groups are available:
Scientists and Engineers for a Better Society

http://www.columbia.edu/cu/sebs/

Green Umbrella

https://www.facebook.com/pages/Columbia-University-Green-Umbrella/312801592090776

CU CSA

http://justfood.org/csaloc/manhattan/columbia-university-csa

CU EcoReps

http://cuecoreps.wordpress.com/

Columbia Students for Animal Protection

http://www.columbia.edu/cu/csap/

Columbia University Environmental Biology Society

http://www.columbia.edu/cu/cuebs/index.html

Consilience

http://www.consiliencejournal.org/

Corefoods

http://www.columbia.edu/cu/corefoods/

;

http://theflyingbeet.wordpress.com/

CU Earthco

https://www.facebook.com/CUEarthCo

CU Food Sustainability Project

https://www.facebook.com/pages/Columbia-University-Food-Sustainability-Project/180945055289625

or

http://gosustainable.blogspot.com/

JTS Ecoreps

https://www.facebook.com/people/Jts-EcoReps/1109120995

CU Students for Environmental and Economic Justice

http://www.columbia.edu/cu/seej/

CUPID

http://www.columbia.edu/cu/cupid/

CU Engineers without Borders

http://www.cuewb.org/

Columbia Business School Energy Club

http://www0.gsb.columbia.edu/students/organizations/ert/mission.html

CU Environmental Law Society

https://sites.google.com/site/clsenvlawsoc/

Green Business Club

http://www0.gsb.columbia.edu/students/organizations/gbc/

Human Rights Working Group

http://www.sipa.columbia.edu/students/hrwg/

Social Enterprise Club

http://columbiasocialenterprise.org/sec/

The website URL where information about student groups is available:

http://environment.columbia.edu/student-groups

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:

Columbia has a 1500 square foot rooftop garden on the Morningside Campus, which is managed by students with the support of Facilities. The garden was founded by the CU Food Sustainability Project (CUFSP), a student group which allows students participate in organic gardening on campus. Student volunteers coordinate maintain the garden year-round. The garden is on its third growing season, and the bulk of the produce grown is kale and tomatoes, most of which go to the volunteers at harvest time. The project hosts a Harvest Meal each year, and shares the dinner with residents of the local General Grant Houses Community Center, as a way to interact with the community and raise awareness of nutrition and other food issues. Watering for the garden is done manually with a hose, and there is also a rainwater catchment to reduce water use. CUFSP maintains a composting center for its own use in the garden, as well. CUFSP hosts potlucks about once a month with produce from the garden when available, accompanied by movies when weather permits.

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

http://www.environment.columbia.edu/newsandprofiles/nevislabshistoricspaceforsustainability

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

CoreFoods is a student run non-profit organic cooperative. The mission of CoreFoods is to provide students and members of the Columbia community with affordable and nutritious foods produced in a sustainable way. CoreFoods offers organic, local, vegan, and vegetarian foods, such as Country Choice Quick Cooking Oatmeal, Glutino Gluten Free Chewy Bars, Stash Premium Organic Teas, and Woodstock Farms Vegetarian Gummy Subs. Members volunteer for one to two hours per month and help with operational tasks such as pricing and inventory. In return, they receive a 10% discount on products.

Columbia University's various student organizations are also launching a major campaign to raise awareness about the fight against malaria in Africa through student-run enterprises, including:

Barnard-Columbia Undergraduate Public Health Society (BCUPHS)
Efforts towards the Malaria Campaign include selling Povertees t-shirts to raise awareness about malaria in Africa and the Millennium Promise organization. Povertees was started by three Columbia University students last year when they decided it was time to help end poverty in Africa. The t-shirt slogans include: "Sustainable Development is Sexy," "Debt...Drop It Like It's Hot," and "Jeff Sachs is my Homeboy." For more information go to:

http://www.columbia.edu/cu/publichealth/

Columbia University's Partnership for International Development (CUPID)
CUPID will be working hard to promote the bed net campaign to raise funds in all the graduate schools across campus. Each school will be responsible for putting on at least one event throughout the campaign. CUPID members will work with other development-focused clubs in each school on these events. Additionally, CUPID is planning to host an awareness-raising event on campus in Mid-November to raise interest in the campaign throughout the broader student-body.

Additional URL:

http://earth.columbia.edu/articles/view/44

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

http://www.columbia.edu/cu/corefoods

A brief description of the sustainable investment or finance initiatives:

Incorporated as a non-profit and staffed by Columbia Business School students, Microlumbia provides growing microfinance institutions with pro-bono consulting services and debt capital while stimulating interest in the field among a new generation of future business leaders.

The mission is to help alleviate global poverty by providing the Columbia Business School (CBS) community the means and opportunities to become lifelong contributors to the field of microfinance.

Microfinance is a financial service that gives very poor people very small loans (microcredit) to help them grow tiny businesses.

For CBS students, they offer education and investment management and consulting opportunities.

Additional information on the fund:

http://www.businessweek.com/stories/2007-11-20/student-funds-get-responsiblebusinessweek-busine

ss-news-stock-market-and-financial-advice

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

http://microlumbia.org/

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

There is a wealth of sustainability events on campus throughout the year. On any given week, events ranging from student group activities to sustainability lectures to colloquiums are posted both on the Environmental Stewardship's website and the Earth Institute's website, as well as on the main Columbia events page. Major events include: State of the Planet, EcoPalooza on Earth Day, which features professor lectures, entertainment and performances, and free prizes, giveaways and food; Earth Week, which is a week packed with myriad sustainability events all through the campus; Columbia Business School's Social Enterprise Conference , the Law School Center for Climate Change Law events, the Sustainability Management Symposium, an annual Energy Symposium and the International Sustainable Development Research Society's annual, three-day conference.

Additional URLs of major events related to sustainability held on campus:

http://earth.columbia.edu/articles/view/1774

http://calendar.columbia.edu/sundial/webapi/get.php?vt=detail&id=44480&con=standalone&br=ei_bra

nd

http://environment.columbia.edu/

http://www.columbiasocialenterprise.org/conference2012/

http://www.law.columbia.edu/centers/climatechange

http://www.environment.columbia.edu/events/sustainabilitymanagementsymposiumleadershipandinnova

tion

http://www.cuenergysymposium.com/spring-2011/keynote.html

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

http://stateoftheplanet.org/

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

For Earth Week, EcoReps usually puts together an art piece that demonstrates an aspect of sustainability. For example, the group created a tree and then hung plastic bags on it to show the amount of plastic bags used and it was an art piece as it was an intricately and creatively sculpted tree. It was also an educational piece about plastic bag use, recycling, and reusable bag use.

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

http://www.columbia.edu/cu/ecoreps

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

The Columbia University Hiking Club organizes hiking trips throughout the tri-state area over the course of the academic year. New students may sign up to join the Columbia Outdoor Orientation Program (COÖP) for a hiking, biking, or rafting trip for a few days prior to orientation. Throughout the year, COÖP provides camping and hiking equipment available for rental too.

Additional URL:

https://web.ovationtix.com/trs/pe/9695384

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

http://blogs.cuit.columbia.edu/coop/programs/

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

Green Monday is a global sustainability initiative that is designed to promote green lifestyle choices. At Columbia, Green Monday focuses on four themes: recycling, food and nutrition, paper waste reduction, and energy conservation. Weekly tips and challenges for our undergraduate residential community make it easy and fun to incorporate environmentally-friendly habits into daily routines.

The website URL where information about the theme is available:

http://environment.columbia.edu/green-monday

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

In Woodbridge Hall rooms 7H, I and J, there are designated model rooms that demonstrate sustainable features. The model rooms were designed with the intent to standardize sustainable living space. The rooms have bamboo flooring, low flow toilets, sink faucets and showerheads, low VOC paint was used, Energy Star rated appliances were installed and have recycled glass counter tops.
The EcoReps committees hold different events during which students can learn sustainable practices. Additionally, as a part of Green Monday, EcoReps has worked with Housing and Environmental Stewardship with the Recycling Roadshows which teach proper recycling techniques and habits to students in residence hall lobbies.
Additionally, a living green wall was installed in Carman Hall to provide improved indoor air quality and will display signage about its environmental benefits.

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

http://housing.columbia.edu/housing-options/residences/renovation-projects

A brief description of sustainability-focused student employment opportunities:

For post-graduate sustainability-focused employment opportunities, the Columbia Center for Career Education offers workshops on how to find these jobs and offers a lot of support for students who are interested in this area as the path post-grad is not as clear in this area as with other careers. Sustainability-related full-time jobs and internships are also available and posted on LionShare which is the school's job portal. Career counselors who have specific knowledge in this area are also available to students.

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

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:

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

Outreach Materials and Publications

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Environmental Stewardship maintains a central sustainability website the collects information, links to relevant pages at the University, and posts environmental stories, happenings, and events at the University. Additionally, the central University events calendar is kept up-to- date with environmentally related events and activities.
The central sustainability website,

www.environment.columbia.edu

serves as the main hub of all things sustainability for the University. The site features a scrolling climate news feed, as well as an area for news/highlights of sustainability initiatives going on around the campus, Green Fund project updates, pilot project updates, as well as successes to be shared. The site also features a comprehensive recycling education page, where students/staff/faculty can learn where to throw various items based on the NYC recycling rules, and where specifically at Columbia. The site features games to encourage participation in the University recycling program. The site also features campus upgrades in order to create more efficient energy use, as well as a comprehensive Transportation Demand Management page for those commuting to and from campus.

The website URL for the central sustainability website:

http://environment.columbia.edu/

A brief description of the sustainability newsletter:

"Sustainable Columbia" is a newsletter that comes out 2-3 times per year from the University's Senior Executive Vice President, Robert Kasdin. The newsletter features highlights from all campuses and provides a high-level overview of current initiatives, awards and recognition, with the option to read on if interested. This newsletter reaches every person at the University.

The website URL for the sustainability newsletter:

http://environment.columbia.edu/sustainable-columbia-newsletters

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

There is an extensive social media presence for Environmental Stewardship at Columbia University. Currently, there are extremely active Facebook, Twitter and Instagram pages, as well as a Youtube channel that features various videos made by the office. Additionally, there is an online real-time sustainability dashboard that displays energy usage from the Columbia undergraduate residence halls.

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

https://www.facebook.com/ColumbiaSustainability

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

The Earth Institute holds a Student Research Showcase for research specifically in the areas of the environment and sustainable development. Students discuss their unique research experiences of working to understand and solve pressing environmental and sustainable development issues. All of the projects are conducted by students who have received support, guidance or funding through an Earth Institute affiliated education or student program including a travel grant, internship or research assistant ship from the Institute.

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

http://www.earth.columbia.edu/articles/view/3166

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

Every undergraduate residence hall has a flat screen located in the lobby, which highlights important green initiatives like "Green Monday", as well as updates during any energy challenges. The messaging also encourages students to use the stairs instead of the elevator, and to shut their lights when not in use. In the coming LEED-rated Manhattanville Mind Brain and Behavior building, there will be flatscreens that display the cutting-edge green features of the new building.

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

http://www.environment.columbia.edu/newsandprofiles/faculty-house-reopens-%E2%80%93-green-inside-and-out

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

There are flat screens monitors located outside the entrance to John Jay Dining Hall that inform students as they wait in line about sustainability initiatives. Additionally there are signs at food stations and information on the Dining website about sustainable food systems, local, organic, gluten-free, vegetarian, and vegan offerings, which now coordinate with the Green Monday campaign.

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

http://dining.columbia.edu/local-and-sustainable

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

As Integrated Pest Management is employed, appropriate information and signs are displayed when needed.

http://neighbors.columbia.edu/pages/manplanning/presentations/pest-control.pdf

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

http://www.ehs.columbia.edu/PesticideMgt.html

A brief description of the sustainability walking map or tour:

Columbia offers a Sustainable Gardens Tour of the Morningside Campus that details the plants and greenscaping used by the University.

The website URL of the sustainability walking map or tour:

http://facilities.columbia.edu/garden-tours

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

The transportation website lists many alternative transportation options to campus including by subway, train, bus, campus shuttle, and biking. Additionally, there is a brand new Transportation Demand Management website that helps manage traffic to and from all campuses.

http://environment.columbia.edu/transportation-demand-management

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

http://transportation.columbia.edu/

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

The new Transporation Demand Management page has many tools for bicyclists.

http://environment.columbia.edu/transportation-demand-management

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

http://environment.columbia.edu/transportation-demand-management

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

The Guide to Green Living is a guide written by Columbia students, for Columbia students and is hosted on the Housing website. New incoming residential students are directed to the guide for eco living tips.

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

http://housing.columbia.edu/sustainability.

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:

Sustainability activities and initiatives are reported on in the Spectator on a regular basis.

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

http://www.columbiaspectator.com/search/node/environmental

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

Consilience which is Columbia University's Journal of Sustainable Development. Consilience is published twice a year once each semester in the Fall and Spring. Briefings are added throughout the year to address current topics. It is run and managed by Columbia

students in conjunction with a Faculty Board (includes Jeff Sachs, Michael Gerard and Steve Cohen amongst others) who desired to build a global, online publication dedicated to the promotion of interdisciplinary dialogue and solution-oriented research on sustainable development amongst students, professors and practitioners.

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

http://www.consiliencejournal.org/blog/

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

Yes

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

The Record regularly reports on Columbia sustainability news.

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

http://news.columbia.edu/

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

Yes

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

Columbia Magazine regularly reports on Columbia sustainability news.

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

http://magazine.columbia.edu/features/summer-2012/gas-menagerie

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

Yes

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

The Earth Institute publishes a regular e-update that highlights news from the institute's research centers and features events and student activities.

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

http://www.earth.columbia.edu/articles/view/1012

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

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

Submission Note:

Columbia has also rolled out Cool Columbia, which is a campaign and case study, aimed at creating a culture of conservation at the University. Residents who participate in this program are provided with tools and tips to help them reduce their energy consumption, thus reducing their environmental impact at the University.

"---" *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):

Campus Conservation Nationals (CCN)

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

Columbia participated in CCN in 2013 and 2014, and has registered again for the 2015 competition. Campus Conservation Nationals is a nationwide resource use reduction competition that challenges college and university campuses to achieve the greatest electricity and water use reductions during a 3-week period. The Campus Conservation Nationals utilizes Lucid Design Group's Building Dashboard® to track progress.

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

CCN's goals are to:
1. Engage, educate, motivate, and empower students to conserve resources in their residences
2. Achieve measurable reductions in electricity and water use in the residences, and prevent the associated carbon dioxide emissions
3. Save money on utility bills
4. Foster a culture of conservation within campus communities
5. Participate in a program that enables students to teach themselves conservation behaviors that they can employ in the home and workplace in the future
6. Enable students to develop leadership and community organizing skills

Additionally, in 2014 Columbia University won the Campus Conservation Nationals poster challenge.

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

http://www.luciddesigngroup.com/campusconservationnationals.php

The name of the campaign (2nd campaign):

Green Monday

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

Green Monday is a global sustainability initiative that is designed to promote green lifestyle choices. At Columbia, Green Monday focuses on four themes: recycling, food and nutrition, paper waste reduction, and energy conservation. Weekly tips and challenges for our undergraduate residential community make it easy and fun to incorporate environmentally-friendly habits into your daily routine.

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

To date, over 500 students have taken the Green Monday pledge. The initiative has helped to reduce paper printing around campus by about 25 pounds since the initial launch of Green Monday. Additionally, the EcoReps collected over 500 pounds in food waste by

conducting plate scrapings on two different days in the dining halls

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

http://environment.columbia.edu/green-monday

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

The Mailman School of Public Health and the Columbia University Facilities and Operations teams volunteered to roll out a one year pilot project targeted at reducing paper consumption, directly from the source. The two pilot groups are working to develop innovative technological, policy-driven and behavior-oriented solutions for paper reduction. The goal of this initiative is to identify and implement strategies to reduce paper entering the waste-stream. The initiative will explore ways in which we can reduce consumption thus reducing paper entering the waste-stream.

Employee Educators Program

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

23,201

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

Green Champions (program expansion is underway)

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

23,201

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

Any employee or department interested in receiving training in becoming a green champion is able to participate by contacting the Environmental Stewardship office.

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

Employees in the Environmental Stewardship office will work with departments or individuals interested in becoming greener. In other instances, a project will be rolled out first, and Green Champions will be selected in each area in which the project touches. For example, the new paper reduction pilot project calls upon all of Facilities and Operations, as well as the Mailman School of Public Health. We have elected approximately 15 Green Champions at each location (Facilities and Public Health) to represent all departments within these groups. These green champions meet every other week to discuss best practices, share successes and potential stumbling blocks.

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

The Environmental Stewardship office will dedicate as many staff as are necessary to perform the relevant trainings and work with the Green Champions until they can be self sufficient in promoting sustainability in their respective areas.

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

http://www.environment.columbia.edu/

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

New Hire Orientation

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

23,201

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

The Assistant Manager for Communications and Data in Environmental Stewardship gives an interactive presentation to all new employees of the University, which is held biweekly.

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

The Assistant Manager for Communications and Data in Environmental Stewardship gives an interactive presentation to all new employees of the University, which is held biweekly.

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

There is a full-time Director of Learning and Development who is dedicated to running these orientations and constantly works to improve them by providing surveys to employees who have been through the orientation, as well as by working with the presenters to improve their presentations.

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

100

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

In the new orientation program for faculty and staff, Environmental Stewardship presents an overview to all new employees covering recycling on campus, alternative transportation, energy efficiency practices such as turning off lights and computer power management, universal waste disposal, waste minimization, reuse, and green purchasing. Additionally there are presentations by Public Safety that discuss biking options and discounts on biking equipment, Work/Life presents on their message board that provides employees the service to create carpools and ride shares as well as buy, sell, trade furniture, and EH&S discusses their environmental safety programs and trainings.
Every new employee also receives an offer letter that has links to benefits, retirement plans with social responsibility options and informs employees of Columbia about the University being a diverse and equal opportunity employer.

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

http://hr.columbia.edu/learn-dev/orientation

Staff Professional Development

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Several sustainability training opportunities are available to all employees:
EH&S offers training and certifications Laboratory Safety, Chemical Hygiene, Hazardous Waste Management, Biosafety, and Radiation Safety.
Whole Business Ethics for Managers is an on-line learning program with several sustainability course offerings.

Environmental Stewardship works with any faculty, staff, student, or department interested in receiving training on sustainability issues from recycling, energy efficiency and more. Columbia offered a LEED intro course to all interested employees for free to learn more about the LEED green building process.

All job positions must be openly posted; internal mobility policy or managing staff lateral transfers and promotions-guidelines that allow all jobs posted, and promote people from job to job.

The University provides a 100% tuition exemption option for employees that have worked at Columbia for 2 years, and a discount for those who have worked under two years for all sustainability related degrees (including the MS in Sustainability Management, Certificate

in Sustainability Analytics, and the Certificate in Sustainable Water Management) These programs can be taken part-time and in the evening after business hours. There is also reduced tuition for CERC certificate courses and tuition reimbursement options for employees.

Community outreach at the employment center that is located in Manhattanville to aid the local community in finding jobs primarily at Columbia but also within the local area (especially construction jobs at Columbia that are LEED projects). The Employment Center also provides skills training and computer resources. Further, Columbia HR provides 4 job fairs a year to the community, training out of the center to be job ready, offer the skills on-line training at Columbia also to local residents with about~2000 courses available.

Job readiness training programs that Columbia sponsors to point people towards their desired career path.

Additional Information:
Community:

http://community-jobs.columbia.edu/

EH&S Training:

http://www.ehs.columbia.edu/TrainingSchedule.html

Continuing Education:

http://ce.columbia.edu/sustainability-management

Tuition Benefits:

http://hr.columbia.edu/benefits/tuition

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

10

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

http://hr.columbia.edu/learn-dev/e-learning

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

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

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

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

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

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

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

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

Yes

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

As part of the Manhattanville construction, Columbia is committed to changes and upgrades that improve the water quality of the Hudson River, replacing outdated, 19th-century combined sewage and water main systems in the neighborhood. The recently completed and separated storm sewer and wastewater sewer reduce flows into the local New York City wastewater treatment plant by an esimated 9.9 million gallons per year, reducing the amount of overflow and discharge of excess wastewater into the Hudson River by an estimated 1.6 million gallons per year, relieving the pressure on the combined sewers during major rainstorms, and reducing street flooding in the community. The effort will also help New York City reach its PlaNYC goal of increasing use of its network of waterways for recreation.

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

Yes

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

The University is utilizing best practices in environmentally sustainable construction and design in various phases of the Manhattanville construction and is committed to reducing the impact of construction on the environment and local community. Beginning in August 2008, with pre-construction, Columbia took a creative approach to increase recycling of building materials, help train women and young people in green construction skills, improve the storm sewer system benefiting the entire local community, and utilize innovative methods of decreasing noise and dust. At the core of the construction activity is a commitment to maintain a safe environment—for the construction workers and for the surrounding neighborhood.

In collaboration with Environmental Defense Fund, Columbia University is utilizing best practices in environmentally sustainable construction and design in various phases of the Manhattanville construction. The University is committed to reducing the impact of construction on the environment and local community. In addition to complying with required regulations, Columbia has adopted an approach to construction that surpasses requirements from federal, state, and local agencies. The University is achieving this goal through the implementation of a clean construction action plan during construction activities.

Columbia's clean construction program primarily addresses air quality, noise, vibration, integrated pest management, communication, and education. As part of this cutting-edge, comprehensive clean construction program, Columbia's Manhattanville campus development team is using an innovative wheel washing system that cleans truck tires and vehicle under-chassis with high volumes of recycled water under great pressure, removing sediment before trucks leave the construction site and enter the surrounding community, thus limiting dust in the air.

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

No

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

n/a

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

The website URL where information about sustainability partnerships is available:

http://www.columbia.edu/content/community-programs-and-services.html

Inter-Campus Collaboration

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

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:

Columbia University is active in best practices sharing. A Columbia working group developed guidelines for energy efficient "Laboratory Design: Laboratory Ventilation and Fume Hood Exhaust Systems" that was presented and shared with peers at a Campus Consortium for Environmental Excellence conference. Presentations on Columbia's donations to Institutional Recycling Network have been made at the annual Greenbuild Conference, the Manhattanville clean construction and LEED New Development certification have been made at Ivy Plus meetings, AASHE, NECSC, and Urban Green Council meetings, Columbia 's recycling practices have been presented at NYSAR3 state conferences and regional BRANY meetings.

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:

Ivy Plus Sustainability Group
NECSC-Northeastern College Sustainability Consortium
AASHE-Association for the Advancement of Higher Education
NYCER-New York Campus Environmental Resource
NYSAR3 College Council-New York State Association of Reduction, Reuse, and Recycling College Council
NY Coalition for Sustainability in Higher Education
Environmental Consortium of Hudson Valley Colleges & Universities
C2E2-Campus Consortium for Environmental Excellence
NYC PlaNYC University Challenge
BRANY-Buy Recycled Alliance of New York-NYSAR3 Region 2 Council

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

Columbia hosts and attends meetings, events, seminars pertaining to campus sustainability best practice sharing through its operations and via academia.
Environmental Consortium:

www.environmentalconsortium.org

Earth Institute:

www.ei.columbia.edu

AASHE:

www.aashe.com

Ivy Plus Sustainability Group:

http://sustainability.yale.edu/ivy-plus

PlaNYC University Challenge:

http://www.nyc.gov/portal/site/nycgov/menuitem.c0935b9a57bb4ef3daf2f1c701c789a0/index.jsp?pageI

D=mayor_press_release&catID=1194&doc_name=http%3A%2F%2Fwww.nyc.gov%2Fhtml%2Fom%2Fhtml%2F2008b%2

Fpr419-08.html&cc=unused1978&rc=1194&ndi=1

NYSAR3 College Council:

http://www.nysar3.org/index.php?option=com_content&view=article&id=26:nysar3-college-council&ca

tid=8:homepage

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

http://sustainability.yale.edu/necsc

Continuing Education

Responsible Party

Alison Miller
Deputy Executive Director
Earth Institute

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

Submission Note:

Certificate in Conservation and Environmental Sustainability:
http://www.cerc.columbia.edu/?id=certificate-courses

Sustainability Essentials Training Program:
http://set.ei.columbia.edu/

RFK Compass Sustainability Investing Program:
http://rfkcenter.org/compass-sustainable-investing-certificate-new-york

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

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

Yes

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

304

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

STARS_EN11.xlsx

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

CERC Courses: Courses are taught by Columbia University professors and researchers from the Consortium for Environmental Research and Conservation (CERC) as well as adjunct faculty and current practitioners from both the public and private sectors. Their breadth of experience and diverse set of perspectives allow the Certificate Program curriculum to reflect scientific expertise and current hands-on approaches to environmental sustainability. As a platform for integrated and holistic thinking on the interconnectedness of nature's systems, the Certificate Program offers the unique opportunity to address complex environmental issues and to arrive implementable and measurable solutions.Courses include: Environmental Sustainability & Corporate Decision-Making; Environmental Economics; Sustainability on a Smart Planet; Evolutionary Adaptations & Behavior; Introduction to Ecology; Agriculture & Wildlife Conservation: Coffee Agroforestry; Disease Ecology; Environmental Markets: The Nexus of Business, Regulation & Sustainability; Diversity & Conservation; Projects in Conservation Biology; Evolution: Darwin to DNA; The Little Things: Chemical, Microbial & Biological Oceanography; Systems & Sustainability; Psychology of Environmental Decision-Making & Sustainable Behavior; Climate & Biodiversity; Disease Ecology; Population & Sustainable Development; Forest Management & Conservation: Black Rock Forest; Coral Reef Ecology: Bermuda

RFK Sustainable Investing Workshops: The program presents principles and best practices to mitigate risks and optimize returns. It is designed for asset owners, asset managers and consultants with a long term investment perspective—pension funds/defined benefit plans, endowments, financial planners, foundations and sovereign wealth funds and provides a comprehensive approach to investment analysis including environment, social/human rights, corporate governance and labor issues. The Program is grounded in the understanding that sustainable investing is an element of risk mitigation which is at the core of fiduciary responsibility. Coursework is delivered through a combination of case study use, lectures, group and individual exercises. Courses include: Sustainability for the Investor; Good Governance, Good Management, Good Results; Environmental Policy and the Business of Sustainability; Human Rights: Corporate Human Rights; Social Injustice Elevates Sovereign and Macroeconomic Risk; ESG Metrics and Open Data Initiatives; Natural Hazards and Natural Disasters Mean Naturally Overlooked Risks; Environmental Risks & Disguised Opportunities; Screening Methods & the Prudent Investor; The Devil in the Details: Investment Decision Homework and the December Workshop; Risk Complexity: Multiple Horizons, Geographies, Investment Styles; Supply Chains: Outsourcing Expertise or Liability?; Resource Extraction and Sustainable Investing: Benchmarking, Engagement or Exit; Due Diligence Techniques and the Search for Investment Opportunities; The Problem with Screens: One Size Does Not Fit All; ESG Excellence & Financial Performance - Myths, Mantras & Facts; Agriculture and the Global Food system; Risks and Opportunities for the Sustainable Investor; Sustainable Investing Portfolio Management Tools & Case Studies; Summarizing the Business Case for Sustainable Investing

Sustainability Essentials Training Modules:The training is based on the same core elements that are taught in the Masters of Science Program in Sustainability Management. The Sustainability Essentials Training Program comprises four modules. Each module is a mixture of lectures, discussions, and in-class exercises that address key elements in understanding and practicing sustainability. Classes include: Introduction to Sustainability Management; The Public Policy and Regulatory Framework of Sustainability; The Path Toward a Sustainably Built Environment; Sustainable Financing and Investment.

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

extension department?:

Yes

A brief description of the certificate program:

There are four sustainability certificates offered at Columbia University- three are for academic credit: Certificate in Sustainability Analytics, Certificate in Water Sustainability and Certificate in Ecology, Evolution, and Environmental Biology. The fourth certificate is offered by the Center for Environmental Research and Conservation (CERC)-the Certificate in Conservation and Environmental Sustainability, which is earned through taking non-credit bearing courses. CERC's Certificate in Conservation and Environmental Sustainability is awarded to participants who satisfactorily complete 12 courses (120 hours of instruction) in the program. Courses are five-weeks long, typically meet one evening per week for two hours and may include weekend workshops. Additionally there is also an opportunity to earn the certificate through distance learning in the virtual classroom. Participants are admitted into the Certificate Program on a competitive basis. Once enrolled, students must complete the coursework in as few as 9 months or up to 3 years.

Year the certificate program was created:

2,002

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

http://www.cerc.columbia.edu/?id=certificate-courses

Community Service

Responsible Party

Loftin Flowers
Associate Vice President
Government and Community Affairs

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Community Impact consists of a dedicated corps of about 950 CU student volunteers participating in 25 community service programs, which serve more than 8,000 people each year. An estimated 6,262 CU students participate in service learning courses per academic year. Columbia Urban Experience (CUE) is a week-long service focused pre-orientation program, held August 19th- 26th, that introduces incoming first-year Columbia College, Columbia Engineering, Barnard College, and GS/JTS Joint Program students to community service opportunities throughout New York City, coupled with a critical exploration of service.
Connect with your community.

VOLUNTEER during the week with one of ten sites, such as the Harlem YMCA, Project ACHIEVE, and Gods Love We Deliver. Each site is chosen to familiarize and expose CUE-ers with the social needs of New York City and its inhabitants. CUE-ers volunteer with 3-5 other first-years and one leader each day. CUE also emphasizes "service learning" through nightly dinner discussions and a panel of prominent New York City service leaders and activists. Each year, members of the Columbia Business School community volunteer thousands of hours to tutor and read to children, coach welfare-to-work recipients on interviewing skills, and assist in refurbishment projects at schools and parks. The University also hosts many service oriented clubs:
Advocacy Coalition
Afterhours Tutoring
Alternative Break Program
America Reads
Artists Reaching Out (ARO)
Asian Youth Program (AYP)
Big Sibs
Bikkur Cholim
Blue Key Society

Circle K

Columbia Adaptive Sports Organization

Columbia Community Outreach

Columbia Engineers Without Borders

Columbia Rotaract

Columbia University Dance Marathon

Columbia Urban Experience

Community Lunch

Community Youth

CU Public Service Initiative

CU Smile

Emergency Food Pantry/The Clothes Closet

Food Stamps Awareness Project

Golden Key Society

Habitat for Humanity

Harlem Restoration Project (HRP)

Health Education Awareness League (HEAL)

Health LEADS

Heights to Heights Mentoring

Hispanic Scholarship Fund

J.E.E.P. Citizenship Classes

J.E.E.P. College Road

J.E.E.P. Computer Training

J.E.E.P. ESL Classes

J.E.E.P. GED/AED Classes

J.E.E.P. Job Road

Kenneth Cole Community Engagement Program

Kraft Food Pantry

Let's Get Ready!

Mentoring Youth in New York City (MyNYC)

One to One Tutoring

Peace by PEACE

Peer Health Exchange

Project for the Homeless

Project Sunshine Book Buddies

Project Sunshine Harlem Hospital

Project Tutors

Relay for Life

Rotaract Club

Student Help for the Aging

Toddler Learning Center (TLC)

Unite for Sight

Youth For Debate

The total full time degree seeking student population is 6917.

Additional URLs:

http://www4.gsb.columbia.edu/students/mba/beyond/service

http://hr.columbia.edu/wac/university-life/volunteer-opps

https://www.studentaffairs.columbia.edu/sda/programs/CUE

http://www.studentaffairs.columbia.edu/admissions/learn/studentlife/activities

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

Number of students engaged in community service:

15,000

Total number of students :

23,870

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

Yes

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

125,240

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

No

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

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

No

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

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

http://www.columbia.edu/content/community-programs-and-services.html

Community Stakeholder Engagement

Responsible Party

Loftin Flowers
Associate Vice President
Government and Community Affairs

Criteria

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

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

And

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

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

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

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

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

Yes

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

The University's framework for partnerships, outreach and engagement with surrounding communities was established a generation ago, with the creation of three campus-wide community service organizations that continue to thrive: Community Impact (CI), the Double Discovery Center (DDC), and Columbia Community Service (CCS).

Through Community Impact, approximately one thousand Columbia University student volunteers work every year with some 25 community service programs to serve more than 8,000 people in Harlem, Washington Heights, and Morningside Heights. At the Double Discovery Center of Columbia College, our students, alumni, and faculty provide after school and summertime academic enrichment to prepare low-income and at-risk high school students for higher education. Columbia Community Service raises funds from faculty and

staff to support more than 50 local not-for-profit organizations, including soup kitchens, childcare centers, and community gardens in northern Manhattan.

Columbia University has a long tradition of civic engagement by its students, faculty, staff, and alumni, who provide numerous direct services to city residents through hundreds of local partnerships and programs and play leadership roles in public service and the professions, the arts, and the sciences. The Office of Government and Community Affairs (GCA) provides information on and access to the University for local residents, community and civic organizations and others. The Office works to establish and maintain community partnerships, in addition to addressing issues of interest and concern.

GCA is the University's primary liaison to local Community Boards and represents the University on the boards of several other community organizations. The office tracks and monitors the Manhattanville Campus Expansion Project, responding to community inquiries and providing the University with timely information on neighborhood issues. The Office also serves as the University's primary link to the West Harlem Development Corporation and participates in the implementation of the historic West Harlem Community Benefits Agreement and related programs.

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

For the academic year 2013-14, two Community Impact groups with over 80 volunteers, informed 1200 local residents about signing up for health insurance, food stamps and other social service benefits. The environmental group, Earth Coalition organized 4 workshops during Earth Week, on Recycling, Energy, Food and Water, reaching about 200 individuals.
See more at:

http://communityimpact.columbia.edu/issues-impact/our-impact#sthash.SReCcSdv.dpuf

List of identified community stakeholders:

n/a

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

Comprehensive update on community engagement efforts over the previous three years:

http://gca.columbia.edu/files/gca/content/Final%20Growing%20Together%20-%20Update%20to%20the%20

Community.pdf

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

http://www.columbia.edu/cu/gca/pdf-files

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.

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

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

Yes

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

Columbia University's senior administration sat on the NYC Green Codes Task Force which developed 111 recommendations some of which have already been incorporated into laws and practices, with many others in the pipeline. By 2030, the measures already implemented will reduce citywide carbon emissions by almost 5%.

A Columbia representative sits on Go Green East Harlem a collaborative community-based initiative implemented by the Borough of Manhattan, it aims at breaking the pattern of harmful environmental conditions that have been part of East Harlem's history for decades, while serving as a model for other environmentally beleaguered neighborhoods. Columbia also advocated for improved energy efficient lab fire and safety codes with the city government and with the NY Fire Department.

At the federal level Columbia University advocates both Congress and the administration for federal subsidies supporting university-based scientific research, including research that promotes long-term goals regarding sustainability and environmental stewardship. This is particularly true of competitive research grant funding as administered by the Department of Energy, National Science Foundation, and the National Oceanic and Atmospheric Administration. These efforts are ongoing.

At both the City and State level, the University participates in a number of initiatives that are designed to address the sustainability objectives of the City and State, particularly with an eye towards reducing the campus' energy consumption and carbon emissions.

Additional Information:

Community Benefits Agreement,

http://www.columbia.edu/cu/gca/news/COmmunityBenefitsAgreement/index.html

NYC Green Codes Task Force,

http://www.nyc.gov/html/gbee/downloads/pdf/urban_green_anniversary_report.pdf

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

As a 501 (c) 3, non-for-profit institution, the University does not take political positions.

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

As a 501 (c) 3, non-for-profit institution, the University does not make political donations.

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

http://gca.columbia.edu/node/600

Trademark Licensing

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

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

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

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

Yes

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

Yes

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

Yes

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

http://www.columbia.edu/cu/senate/committees_dan/external/labor.htm

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 affiliated hospital or health system has been excluded from the institutional boundary.

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

Jennifer Kearney
Energy Director
Facilities

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (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.

Submission Note:

*Columbia University Medical Center values are included below, to supplement the main submission for Morningside campus. CUMC's parameters are not included in the main area tally because the GHG emissions baseline years are different, therefore we formally report

everything quantitative for the Morningside main campus, with the CUMC numbers explained in the public notes section, in order to include this campus in our submission.

Columbia University Medical Center (CUMC) GHG values:
2009 Total:
Scope 1 - (Gas,#2 Oil,#6 Oil): 11,814.66; Scope 2 - (Elec, CHW, Steam): 63,526.22; Total: 75,341
2010 Total:
Scope 1 - (Gas,#2 Oil,#6 Oil):12,205.79; Scope 2 - (Elec, CHW, Steam): 69,410.93; Total: 81,617
2011 Total:
Scope 1 - (Gas,#2 Oil,#6 Oil):11,023.38; Scope 2 - (Elec, CHW, Steam): 68,438.41; Total:79,462
2012 Total:
Scope 1 - (Gas,#2 Oil,#6 Oil):10,856.41; Scope 2 - (Elec, CHW, Steam): 69,069.52; Total:79,926
2013 Total:
Scope 1 - (Gas,#2 Oil,#6 Oil):11,166.07; Scope 2 - (Elec, CHW, Steam):68,813.29; Total:79,979

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

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:

Columbia uses the EPA's Energy Star Portfolio Manager and PlaNYC tool kit to track the GHG emissions inventory. Both applications are helpful in tracking individual buildings and the campus as a whole. The EPA's Energy Star Portfolio Manager is updated monthly, and the information input into the PlaNYC tool kit is updated every 6 months.

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

Yes

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

Frank Martino, Vice-President of Operations at Columbia University validates the GHG emissions inventory. The GHG emissions inventory is completed by Jennifer Kearney, the Director of Energy Programs. Jennifer Kearney has overseen and managed the GHG emissions inventory since 2007. On a monthly basis the GHG emissions inventory is updated once usage becomes available via Con Edison's customer portal. Columbia takes the usage data from Con Edison and uses this information to update information input into the EPA's Energy Star Portfolio Manager. Jennifer Kearney and Frank Martino meet and discuss GHG emissions inventory quarterly. In this quarterly meeting milestones are discussed as well as successes and shortcomings.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	74,572 *Metric Tons of CO2 Equivalent*	93,298 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	60,028 *Metric Tons of CO2 Equivalent*	56,556 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

Columbia participates in MillionTreesNYC a citywide, public-private program with an ambitious goal: to plant and care for one million new trees across the City's five boroughs by 2017. The program is part of Mayor Bloomberg's PlaNYC climate emissions reduction program. As of 2012, over 500,000 million trees have been planted by the program. As part of Columbia's partnership with the program, the University plants trees, tracks tree health, and provides maintenance not only for the trees Columbia plants but other MillionTreesNYC program trees throughout the Morningside Heights/West Harlem area for the city. The CUMC campus also participates in the MillionTreesNYC program and is working with the City to enhance the number of trees planted on-site.

The new Campbell Sports Center, which began construction at Baker Athletics Complex this spring, is performing a restoration at the other end of the lot stretches the banks of the Harlem River, where Columbia is working to restore the onetime marshland adjacent to Inwood Hill Park. The 40,000-square-foot Boathouse Marsh park will recreate a habitat for native wetland plants and birds.

In addition, Columbia participates in the The Black Rock Forest Consortium-an alliance of colleges and universities, public and independent K-12 schools, and leading scientific and cultural institutions-that operates the nearly 4000-acre Black Rock Forest.

All of these projects help remove carbon from the atmosphere and act as carbon sinks for Columbia's local campus and surrounding community.

Assessing Ecosystem Effects of NYC Urban Forest Restoration of MillionTreesNYC:

http://digitalcommons.lmu.edu/cgi/viewcontent.cgi?article=1079&context=cate

Milliontrees NYC:

http://www.milliontreesnyc.org/downloads/pdf/nyc_mfra.pdf

Black Rock Forest:

http://www.blackrockforest.org/docs/about-the-forest/index.html

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	10,958	10,510
Number of residential employees	1,523	1,450
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,921	19,331
Full-time equivalent of employees	18,379	18,379
Full-time equivalent of distance education students	793	793

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, 2006	Dec. 31, 2006

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

n/a

Gross floor area of building space, performance year:

13,082,585 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,077,570 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

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

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

n/a

A copy of the most recent GHG emissions inventory:

Columbia University_CarbonEmissionsInventory_CY2013 - SUBMITTED FILE (without

The website URL where the GHG emissions inventory is posted:

http://environment.columbia.edu/climatechange/

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

previous three years:

In 2007 the NYC Carbon Challenge for Universities began. Columbia University along with 16 other universities joined the mayor in this initiative to reduce NYC's carbon footprint 30% by 2017. This program required Columbia University to choose a baseline year. Columbia University choose 2006 since the program began in 2007.

Outdoor Air Quality

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

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:

Columbia developed an Idle-Free Campaign to help raise awareness of idling and to educate the community, ultimately helping to meet the NYC and University goals around clean air, greenhouse gas reductions, noise reduction and efficient resource use.

http://www.ehs.columbia.edu/IdleFreeCampaign.pdf

In July of 2014, Columbia University adopted the following policy to assure compliance with applicable law and to promote the health and safety of its community.

Smoking is prohibited in any indoor area, in all University vehicles, and outdoor seating or viewing areas of sports arenas and recreational areas, such as those at Baker Field. Smoking is also prohibited outdoors within 20 feet of all University buildings (including undergraduate housing).

Without in any way limiting the general rule, smoking is specifically prohibited in the following areas at the University: auditoriums, classrooms, conference rooms, meeting rooms, laboratories and storage areas, employee or student lounges, theaters, clubhouses, elevators, hallways, stairwells, restrooms, undergraduate apartment buildings or residence halls, gymnasiums, swimming pools, employee or student medical facilities, rooms or areas containing photocopying or other equipment used by employees or students in common, food markets or other retail stores, restaurants, cafeterias and dining facilities (including the Faculty House), and bars or other places in which alcoholic or other beverages are served.

Notwithstanding the above descriptions of locations where smoking is prohibited or permitted, smoking is prohibited in any area with signage indicating that smoking is prohibited. Smoking is entirely restricted except for 15 designated outdoor locations.

Employees at the Medical Center Campus are required to obey campus-specific smoking policies along with New York Presbyterian Hospital applicable to hospital premises. Violations of the hospital's policies by University employees will be considered violations of this policy.

This policy will also be applied to the Lamont-Doherty Earth Observatory and Nevis Laboratories unless local laws in those two locations were to require more restrictive practices.

Additionally, Columbia utilizes hybrid or electric vehicles whenever possible to reduce emissions from vehicle exhaust. For more on hybrid/electric vehicle usage, see the transportation section.

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

No

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

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

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---

Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Dan Held

Executive Director

Facilities Communication

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.

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

Building Design and Construction

Responsible Party

Janet Grapengeter
Director, Design and Compliance
Facilities

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

Columbia University uses LEED and LEED Alternative for renovations and new buildings, and are subject to Local Law 87 Energy Audits for existing buildings, including performing easily achievable ECM's (energy conserving measures).

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

13,082,585 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	35,000 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	398,020 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Sept. 13, 2014

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

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

The University has committed to meeting a minimum of LEED Silver practices for all new construction and major renovations.

A list of buildings certified under LEED new construction:

Northwest Corner

Faculty House

Knox Hall

McVicker

Studebaker 200

Additional URLs referencing Columbia's green building:

http://facilities.columbia.edu/sustainability/greenbuilding

http://facilities.columbia.edu/columbia-university-s-northwest-corner-building-achieves-leed-go

ld

http://neighbors.columbia.edu/pages/manplanning/proposed_plan/environmental.html

http://facultyhouse.columbia.edu/current-news/1

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

http://facilities.columbia.edu/sustainability/greenbuilding

Indoor Air Quality

Responsible Party

Jennifer Kearney
Energy Director
Facilities

Criteria

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

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

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

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

13,082,585 *Square Feet*

Gross floor area of building space:

13,082,585 *Square Feet*

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

Columbia University's practices related to the quality of the indoor environment focus on designing and maintaining facilities that afford occupants a high quality indoor work environment. These practices include utilizing environmentally preferable building materials and finishes and implementation of preventive maintenance practices, such as HVAC filter maintenance/replacement, performed by Facilities Operations. EH&S practice goal is to respond immediately to concerns regarding the quality of the indoor work environment, assess the concerns, develop a mitigation strategy and engage the appropriate stakeholders capable of affecting recommended corrective actions.

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

http://ehs.columbia.edu/FAQ.html

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

Criteria

Part 1

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

> • Local and community-based

> And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

55.60

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

Inventory of Local Products_1.docx

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

see attached.

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:

99.80

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:

Columbia was not able to produce an inventory of on-site vending machine purchases that are sustainably produced however 99.795% of items are purchased locally on a unit basis, and 99.762% are purchased locally on a dollar basis.

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

Columbia Dining purchases from the local greenmarket and numerous vendors within 250 miles of Columbia's Morningside Campus. Apples and fresh apple cider are purchased from Red Jacket Orchards in Geneva, New York. All milk is distributed by GAF Seelig and come locally from Clover Farms. Chobani Yogurt is manufactured in Central New York. All Coke products ($28,000 worth) are produced in the Bronx. Purveyors provide locally grown fresh vegetables to both dining halls as well as retail units. Products include: cucumbers, green leaf lettuce, romaine lettuce, Boston lettuce, red radishes, green, red and white cabbage, leeks, turnips, jalapeno and Serrano peppers, escarole, red bell peppers, red beets, carrots, portabella, shiitake, enoki, crimini, and button mushrooms, spaghetti squash, butternut squash, yellow squash, pumpkin, eggplant, collard greens, spinach, white and red potatoes, Swiss chard, green peppers, Italian peppers, green beans, corn, parsnips, sweet onions, zucchini, pico de gallo, salsa, and green peas. All tomatoes are provided by Thomas Colace Company, whose tomato vendors are all audited by Social Accountability. The tomatoes used to make the salsa are locally grown at Olds Maids Farm in South Glastonbury, CT and crafted by Onofrio's of New Haven, CT.

Dining also contracts with a local farmer and canner to make salsa and strawberry jam. The strawberries are grown and harvested at Hindinger Farm in Hamden, CT, and processed, packaged and delivered by Onofrio's of New Haven, CT. Coffee comes from Brooklyn

Roasting Company and is fair trade, organic, shade grown, and bird friendly. All bakery and grab-and-go sandwiches are purchased from local vendors. From the green market, honey is bought from Ballard's Honey that is based in Roxbury, New York. At John Jay Dining Halls' annual "Local Dinner," items such as Long Island Yukon Gold Potatoes, Mint, Bell Peppers, and Mushrooms, New York State Maple Syrup, and cheese from green market vendor Millport Dairy, based in Lancaster, Pennsylvania, are served. Columbia Dining follows The Northeast guidelines of Monterey Bay Aquarium Seafood Watch for buying fish. The program provides science-based recommendations so that buyers can make ocean-friendly seafood choices. Dining buys "Best Choices" fish, meaning that they are abundant, well managed, and caught or farmed in environmentally friendly ways.

Additional URLs for local and organic food suppliers:

www.hindingersfarm.com

www.oldmaidsfarm.com

www.redjacketorchards.com

www.gafseelig.com

www.tomatobycolace.com

www.brooklynroasting.com

http://www.montereybayaquarium.org/cr/cr_seafoodwatch/sfw_recommendations.aspx?c=ln

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

Each vendors provides an annual report of purchases from the prior year; Dining's Executive Director analyzes data to delineate vendors and purchases that are sustainable & local. Columbia Dining's specifically seeks out and requests local products from vendors.

Total annual food and beverage expenditures:

5,692,633 *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	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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://dining.columbia.edu/local-and-sustainable#green

Low Impact Dining

Responsible Party

Victoria Dunn
Executive Director
Dining

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:

31.30

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

Vendors provide an annual report of purchases from the prior year; Dining's Executive Director analyzes data to delineate purchases that are conventionally produced animal products v. sustainably produced animal products.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

Vegan options are available in all dining halls and retail units at each meal period. Vegan retail items include Emmy's macaroons, Larabars, Kind Bars, Kettle Cuisine Vegan soups, Wonderful Pistachios, other raw nut mixes, Naked Juices, and Vegan salad, sandwich, and hot food options. Vegan options at dining halls are identified through the food allergy identification key (a blue "VN" sticker next to menu items that are vegan). Menus for the dining halls are posted online where a filter is used to sort Vegan options served at each location and meal period. A "Today's Menu Highlight's Board is placed at the entrance of each dining hall to identify unique and complete vegetarian, vegan, and gluten free meal combinations for the day. At John Jay Dining Hall, grains like quinoa, buckwheat, kasha, millet, or cous cous are served daily, along with a variety of beans. Soy milk, tofu, hummus, natural peanut butter, edamame, oatmeal, sushi, whole wheat pasta, marinara sauce, vegan composed salads, fresh/local fruit, vegan burgers, vegan soups, and tofu dogs are always available. JJ's Place serves Jamba Juice smoothies, vegan black bean burgers, and options like a hummus wrap or black bean wrap. Ferris Booth Commons serves vegan soup options, oatmeal, hummus, natural peanut butter, tofu sandwiches, beans, vegan pizzas, whole wheat pasta and marinara sauce, and soy milk daily. Columbia's Registered Dietitian has developed an initiative that includes virtual newsletters, monthly nutrition tips, and most recently, a video tour of John Jay Dining Hall that takes viewers to each station, identifying healthier options, including vegan options. Columbia Dining has promoted Meatless Mondays since 2011, and at the start of the Fall 2014 semester, Columbia University initiated "Green Mondays," promoting meatless meals. National Nutrition Month is celebrated annually in March, including a recipe contest where students submit there favorite recipe that meets certain criteria, such as gluten free or vegan. The vegan recipe that won in 2011 was for Orange Cranberry Vegan Muffins.

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

Along with the variety of vegetarian and vegan options highlighted in each unit, Columbia Dining promotes "Green Monday," which was inspired by Meatless Mondays. Columbia alumnus David Yeung created Green Monday in his native Hong Kong, which promotes meat reduction alongside other sustainability practices such as recycling and energy efficient lighting. The initiative in sponsored by Environmental Stewardship, Columbia Dining, Housing, EcoReps, and RHLO. It focuses on four themes: recycling, food and nutrition, paper waste reduction, and energy conservation. Green Monday banners, menu templates, and stickers are used to promote the initiative and identify vegetarian and vegan options for the day. Various pop up events occur each Monday, like plate scrapings in John Jay Dining Hall, as well as challenges on Instagram and Facebook. Green Monday tumblers are sold in retail locations as well as free bracelets that allow for discounted coffee and Bookstore purchases if shown at the register.

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

http://dining.columbia.edu/local-and-sustainable#green

Annual dining services expenditures on food:

5,692,633 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

982,848 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

678,087 *US/Canadian $*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jennifer Kearney
Energy Director
Facilities

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	2,635,159 *MMBtu*	2,586,592 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	1,298,720 *MMBtu*	1,277,215 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	13,082,585 *Gross Square Feet*	12,110,538 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,077,570 *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	4,870
Cooling degree days	1,243

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	1
District steam/hot water	1

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

	Start Date	End Date
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

The building energy consumption baseline was adopted when Columbia signed onto Mayor Bloomberg's PlaNYC Carbon Challenge for Universities.

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

A number of buildings use timers to regulate temperature. Temperature timers in buildings are on schedules, such as office spaces. These times are virtually managed. Night set back and cut back on usage on air handlers turn them off completely or change set points in IAB, CEPSR, Social Work, Northwest Corner on mostly the north campus at Morningside depending on lab or office space usage and occupancy.

Columbia University Facilities, depending upon the time of the year, sets forth targeted interior space temperature ranges in commonly (temperature controlled) zoned areas for academic, administrative spaces and residence halls.

http://policylibrary.columbia.edu/indoor-space-temperature-guidelines

The chiller optimization program engaged by Johnson Controls installed metering and sensors on the chillers and on the chilled water loop so Facilities can read how the system is performing and run more efficiently. Columbia has an economic dispatch model (told to run the most efficient machines) so the University had 11 and replaced 2 with more efficient units and adding 2 new ones and then will remove the 3 in CEPSR. The University is able to trend over a period of time with an optimization program developed by JCI and Optimum Energy.

Typical faculty, staff, and graduate student apartment buildings have timers for temperature control to monitor the temperature in the apartments. If above the set point, turns boiler on or below, turns it off for far reaching apartments furthest from the loop technology. Technology and service is provided by Tri-Star and have resulted in savings of 20-25% on consumption.

LEED Gold-Certified Faculty House contains an HVAC system that is highly energy efficient. The air conditioning is partly an outdoor air cooling system. On warm days, it uses chilled water provided by the main campus system – which also provides steam heat during winter. When the outdoor air is dry, and temperatures range from around 55 to 65 degrees, automatic controls shut off the chilled water flow and louvers open to bring in outside air. Additional sensors count occupancy and adjust the necessary amount of air flow accordingly.

The Gary C. Comer Geochemistry Building on the LDEO campus also has occupancy sensors for both heating and lighting.

The Allan Rosenfield Building has HVAC mechanical timers installed on each of its air handling units that serve non-critical spaces. The timers shut down the fan at 10 pm and turn it back on at 5 am. Building management systems are used in the Audubon (Russ Berrie, Irving, Lasker) buildings to set back temperature a few degrees at night to reduce mechanical load in non-critical areas and/or raise the chilled water temperature.

For additional information:
Faculty House:

http://www.environment.columbia.edu/newsandprofiles/faculty-house-reopens-%E2%80%93-green-insid

e-and-out

http://facilities.columbia.edu/node/1328/1330

New Water Chillers and Timers Project:

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

Columbia continues to install Light Emitting Diode (LED) bulbs in a series of pilot programs. LED lighting has been installed in multiple locations within Columbia's School of International and Public Affairs , in 5 floors of Wallach and Shapiro in the hallways. and is currently used in exit signs and some outdoor spaces- with several more projects in the works. LED lights will be installed in the new Campbell Sports Center and in other public spaces, and are now being considered for lighting retrofits across campus.

Wherever lighting fixtures need to be replaced , they are being replaced by LED for all 220 University apartment buildings including 47 Claremont, Harmony Hall, 362 Riverside, Shapiro 2/3rds is complete and Wallach ½ of the building been changed to LED.

LED lighting is used in exit signs and some outdoor spaces on campus. It is currently being installed as part of our cosmetic and lighting renovation of the Black Building Auditorium, which, when finished in a few weeks, will utilize LED lighting in both hallways and the entry area to the auditorium. Columbia also utilizes LED's within the renovated elevators and other entryways across the campus.

As renovations continue preference is given to install LED lighting especially in large public open spaces.

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

Most academic spaces on the Morningside campus have lighting controls with timers, a combination of motion and infrared sensors as appropriate to the lighting application. The university is transitioning to newer, more reliable technology for all future construction projects. These new controls will be able to determine whether a space is truly vacant and switch off lights accordingly, as well as adjusting to natural light levels. The Alumni Center has the new device installed already. Spaces under renovation are also retrofitted with occupancy sensors whenever appropriate to the lighting application. There are photocell and infrared timers. New LED lighting has been installed with sensors that have a set back feature that will reduce the lighting down to 50% but when walk through the motion sensor return to preset lighting percentage. Additionally, all the light poles on campus are on timers. Wall Switch occupancy sensors are installed in dorm rooms and dorm bathrooms as an energy conservation measure. When the lights are manually turned off, they will not be controlled by motion in the room until they are manually turned back on. Where the motion sensor location does not have a clear view of the students in the space, a digital timer sensor is installed instead, as an energy conservation measure. Timer switches are manually turned on and will save energy by automatically turning the lights off after a preset time.
As fixtures are replaced, bi-level lighting is going in with sensors in residential apartments for faculty, staff and graduate students (but in undergraduate residence halls hallway bi-levels motion sensors had to be discontinued due to wireless interference).

Additional information on Columbia's residential light sensors:

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

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

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

Columbia's first microturbine, built by Capstone Turbine Corporation, is housed in an 8-ft.-high container that's 30 inches wide and 9 ½ ft. long at 600 W. 113th St. , and uses natural gas purchased from Consolidated Edison to generate about half of the electricity used in the building. Exhaust from the turbine is forced into a heat-recovery module through which water is circulated and heated. For each microturbine installed, the estimated annual reduction in greenhouse gas emissions is equal to taking at least 45 cars off the road each year and a conservative estimate projects savings of about $20,000 per year on electric and heating costs. Two additional turbines are installed and will be coming on-line this year at 542 W. 112th 545 W. 112.

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

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

Columbia uses several types of building energy management system to manage and control equipment measure energy usage across its building portfolio, including Andover Controls, Siemens, Automated Logic, Allen-Bradley, and more. Approximately 50% of Morningside buildings are on a BMS system. Only buildings that are part of the central enclosure on the Morningside campus which includes most academic, science, research buildings, IAB, East Campus, Butler, most undergraduate residence halls, and Lerner Hall (student union) are on a management system. As part of the metering plan, Columbia has implemented a system called BUDA (building utility data acquisition). 15 buildings are already on-line and more will be added for all of Morningside. In the buildings, panels are installed that can connect electrical, water, and steam meters that will feed data to a central location. The data is live for use by Facilities staff with a goal to supply the information in a clickable public map of buildings. The information collected will help with measuring energy efficiency, erratic usage, reconciling with finance and ultimately help improve the University's carbon footprint.

Additonal information on EMS's at Columbia:
Morningside EMS:

http://facilities.columbia.edu/pecovic-named-avp-plant-engineering-utilities

Manhattanville EMS:

http://neighbors.columbia.edu/pages/manplanning/proposed_plan/environmental.html

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

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

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

The vending machines in Wallach, Hartley, and John Jay use the Vending Miser energy management system. The energy savings result in a reduction of both operation costs and greenhouse gas emissions. The vending machines now use 46% less energy than before and are comparable in daily energy performance to new Energy Star qualified machines.

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

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

Clean and Renewable Energy

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

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:

As the overwhelming majority of the University's greenhouse gas emissions were shown to derive from buildings and their energy usages, the action plan focuses on strategies to reduce energy consumption in existing buildings and in central operations that supply the buildings. The action plan also focuses on strategies that will a) replace aging infrastructure with more efficient alternatives; b) produce the greatest greenhouse gas reduction for the cost; and c) have a reasonable payback period for the investment.

Consistent with the emphasis on gaining reductions in connection with existing space, the University's efforts focus on improving operations and maintenance, improving and expanding building management systems, replacing aging central plant equipment and retro-commissioning as part of its comprehensive strategy. It's with this focus that the University works on improving its own carbon footprint rather than investing in large amounts of RECS. As such, 3% of all energy purchased by Columbia University from Con Edison is from green sources that feed into the grid including hydro, wind, biodiesel, solar, and non-fossil fuel nuclear.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*

Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	150,797.68 *MMBtu*

Total energy consumption, performance year:

2,635,159 *MMBtu*

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

N/A

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

Four 2,000-foot deep geothermal wells are installed at Knox Hall. The geothermal wells, each eight inches in diameter provide heating and cooling by drawing ground water from the earth. The wells eliminate the less efficient chillers associated with more traditional systems and the University projects energy savings of 50% - 60%.

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

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

Columbia has recently purchased two green power agreements for two buildings on the Manhattanville campus.

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

http://facilities.columbia.edu/sustainability/energyefficiency#geothermal

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Dan Held
Executive Director
Facilities Communication

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	58 *Acres*
Footprint of the institution's buildings	0.00 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	57 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

IPM_Brochure.pdf

The IPM plan :

see attached.

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

Columbia University manages its grounds using guidelines that responsibly implement plant selection, leaf composting, and limited use of synthetic pesticides and herbicide applications. All site work is carefully studied to provide the best environment for our plant communities which results in minimal pest infestations.

The University has engaged Dr. Jill Gordon, an Urban Entomologist, Rodentologist and Integrated Pest Management (IPM) specialist to oversee the application of the principles of IPM to various phases of the Manhattanville in West Harlem development. Gordon owns Mantis Consulting and has extensive experience working with rodent control in urban environments, designing pest management programs. The following control program is being implemented as part of the Manhattanville Project:

Conducting surveys of the structures and the surrounding areas before disturbance in order to estimate current rat activity and population; performing least toxic pest control practices such as baiting, trapping, and burrow location prior to demolition or structure disturbance; tracking activity during disturbance; performing follow-up surveys and trapping after disturbance; and practicing good site sanitation including discarding food trash in covered metal receptacles lined with trash bags and emptying food trash.

The general policy is:
The elimination and prevention of vermin through non-chemical methods wherever possible. In general, non-chemical control alternatives are always to be considered prior to the application of pesticides. Where pesticide use is deemed to be essential, the judicious selection shall consider the least toxic treatment possible with emphasis on limiting the potential exposure to the community. The evaluation of the toxicity and exposure potential with any application of pesticides is necessary to assure that the "least toxic, least impact" alternative is chosen.

By regular site inspections, identification of existing pest problems and the specific structural and environmental conditions which may be causing these infestations. The next step is to reduce or eliminate the causes of infestation with long-term solutions such as engineering, maintenance and sanitation methods, together with education.

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

Columbia University removes invasive species by manual removal such as cattails in the Muscota Marsh; provides cultural practices to ensure adequate cover of turf to effortlessly absorb rainfall, and selects plant material appropriate for hardiness zone, including improved cultivars.

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

Organic mulches are used in and around the landscape plantings, grass clippings are recycled and returned to the turf reducing nutrient inputs, and leaves and organic debris are collected and taken to a composting facility.

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

The University lawns are constantly being improved with cultivation techniques including core aeration, seed selection, and judicious irrigation practices with a computerized system that has demonstrated to maintain optimum soil moisture for plant growth. Trees and shrub soils are periodically loosened by a process called air spading-that decreases soil compaction in the root zone. Display gardens are fertilized with organic products.

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

The University uses improved varieties of grass seed and plant material, appropriate for this hardiness zone, and most tolerant of conditions found in urban campus grounds. Street trees are planted in accordance with guidelines set forth by the borough forester, to ensure survivability in the harshest of growing conditions. Several years ago, mature American Elm trees were destroyed by high winds

on campus, and a similar, yet improved variety of elm was planted to replace the disease-ridden American elms.

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

By maintaining a healthy stand of turfgrasses, soil erosion in minimal at both sites. Computerized irrigation systems ensure that plants receive the proper amount of moisture, and can automatically shut off in the event of a broken water pipe or heavy rain event. At Muscota Marsh, a tertiary weir system, combined with aquatic plant material, filters runoff water prior to it's ultimate release into the salt marsh.

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

Prior to the start of each snow season, employees are re-trained on the proper techniques to apply deicing materials; equipment is carefully calibrated for proper application rates; and weather stations and forecasts are monitored in real time to track the potential storm intensity and impact on the campuses. When feasible, snow and ice removal is accomplished by plows and brushing, and chemical treatment is applied only when necessary. Deicing products are directed toward targeted areas, not haphazardly applied.

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

Muscota Marsh is notable for its views and for its ecological conservation features, and is unusual for having both a freshwater marsh and a salt marsh in such a tiny (<1 acre) area. Besides attracting plant and animal life, these wetlands are intended to help filter rainwater runoff and thereby improve the water quality of the Harlem River.

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://facilities.columbia.edu/morningside-grounds-gardens-reflect-day-day-decision-making-july-3-2007

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 Applicable** for the following reason:

Institution does not own or manage land.

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

Hugh Horowitz
Executive Director
Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

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

The electronics purchasing policy, directive, or guidelines :

Central University Purchasing strongly encourages the use of University-wide Purchasing Agreement suppliers in order promote University based initiatives and cost controls

A brief description 0f steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

Columbia University has purchasing portals for all centralized computer purchases. The University has restricted and standardized the choice of computers purchasers may select to only EPEAT gold certified models on the CUMC and Morningside CUIT Central Administration portals. A third portal exists for non-CUIT supported departments to purchase computers that offers EPEAT gold certified models as well as . Not only does this benefit the environment through EPEAT, but by only having a few models on campus, it increases the reuse of accessories and reduces the need to purchase peripherals as often. Additionally, in Central Administration, all new Dell computers purchased must come with power saving management settings that are more efficient than factory recommendations. Through these guidelines, the University is able to improve our computer environmental footprint.

The Dell Premier site which has sanctioned models for University purchasing include the following models with their EPEAT status:
Optiplex 790 Gold
Latitude E6220 Gold
Latitude E6420 Gold
Optiplex 7010 Gold
Latitude E6430 Gold
Latitude E6230 Gold

Additional URLS:

http://environment.columbia.edu/wycd/purchasing

http://www.columbia.edu/acis/desktop/hardware.html

http://www.apple.com/environment/reports/

http://www.dell.com/downloads/global/products/optix/en/EPEAT_Dell_Overview.pdf

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	5,888.82 *US/Canadian $*

EPEAT Silver	270,347.87 *US/Canadian $*
EPEAT Gold	3,918,198.23 *US/Canadian $*

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

6,443,966.55 *US/Canadian $*

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

http://finance.columbia.edu/purchasing-guide

Cleaning Products Purchasing

Responsible Party

Hugh Horowitz
Executive Director
Purchasing

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

"---" 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:

COLUMBIA LEED UNIVERSITY GREEN CLEANING MISSION STATEMENT.pdf

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

Sustainability Directive:

Storeroom Solutions is committed to supporting environmental initiatives that reduces impact on the environment. To this end, all purchasing personnel are directed to:

1. Identify and present to environmentally friendly materials which provide equivalent service and performance
2. Develop supply base that embraces "green" not only in their products but also in their operation and culture
3. Provide quarterly reporting on sustainability initiatives including actual dollars spend

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

Columbia managers, in partnership with Storeroom Solutions review their custodial purchasing program on a quarterly basis. Green initiatives are discussed and recommendations are made based on current initiatives for sustainability.

Process for purchasing these materials summarized as follows:
- Request is made for material. Is material a chemical or cleaning product?
- Forward all MSDS to safety and custodial manager for approval
- Verify green seal certification and fill requisition

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:
818,994 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
1,385,686 *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?:

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

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

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

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

http://environment.columbia.edu/initiatives

Office Paper Purchasing

Responsible Party

Hugh Horowitz
Executive Director
Purchasing

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:

The University has also implemented a Paper Reduction Pilot program with the Mailman School of Public Health and Columbia University Facilities and Operations, which directly impacts the amount of purchased paper. Paper purchased is the metric used to measure success, and the goal is to reduce this number by 10% for each group, respectively.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

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

The paper purchasing policy, directive or guidelines:

Sustainability Directive:

Storeroom Solutions is committed to supporting environmental initiatives that reduces impact on the environment. To this end, all purchasing personnel are directed to:

1. Identify and present to environmentally friendly materials which provide equivalent service and performance

2. Develop supply base that embraces "green" not only in their products but also in their operation and culture

3. Provide quarterly reporting on sustainability initiatives including actual dollars spend

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

Through the Staple's University Agreement, departments at Columbia are urged to purchase 30% Recycled Paper. To support this initiative, Staple's has priced the recycled paper at the same price as the 100% Virgin Paper.

Purchasing receives a report from the University's office supply vendor, which provides the majority of the photocopier paper utilized at Columbia. From this it can be determined what departments that continue to purchase non-recycled products. Overall, 40.2% of all purchases through Staples were recycled products over the last year. 68% of all contracted paper purchased was a minimum of 30% recycled content which is an improvement from only 35% of all paper in 2009.

Columbia encourages departments to modify their procurement practice relative to papers that are environmentally favorable by:

* On the Staple's EWay for Columbia, the default paper option for purchase is 30% recycled paper.

* Purchasing contacts departments appearing on the Staple's report to encourage them to use recycled paper.

* On the Staple's page, within the Purchasing Guide, there is information on the front page highlighting the benefits of recycled paper.

*New employees are informed of the benefit and price advantage of purchasing recycled content paper during new employee orientation.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	52,683.37 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	526,052.85 *US/Canadian $*
90-100 percent (or FSC Recycled label)	15,421.92 *US/Canadian $*

Total expenditures on office paper :

884,048.40 *US/Canadian $*

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

Inclusive and Local Purchasing

Responsible Party

Hugh Horowitz
Executive Director
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.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

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

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

Storeroom Solutions shall be responsible to procure and source Items from a certified minority, woman-owned, local suppliers (MWL), in a manner consistent with COLUMBIA's strategic goals. These goals will be reviewed by COLUMBIA and updated annually as required no later than 30 days from the Anniversary date of this AGREEMENT.

A minority owned supplier is defined as at least 51% of the business is owned by a United States Citizen or a Naturalized Citizen who is African-American, Hispanic-American, Native-American, Asian-Pacific American or Asian-Indian American under the day-to-day control and guidance of a minority group member.
A woman owned supplier is defines as at least 51% of the business is owned and controlled by one or more women who are U.S. citizens

or Legal Resident Aliens; whose business formation and principal place of business are in the US or its territories; and whose management and daily operation is controlled by one or more of the women owners.

Local businesses are defined as businesses located in the New York Empowerment Zone which is within the zip codes 10025 – 10027, 10029 – 10035, 10037, 10039, 10040, 10451, 10454, 10455 and 10474.

If a firm is double certified meaning a minority and woman-owned business the business will be deemed a minority owned business for purposes of Section 5.3.

Storeroom Solutions will provide an MWL mentoring program for suppliers within the NYEZ during the term of this AGREEMENT. Such mentoring program will provide for the development and growth of suppliers Storeroom Solutions identifies. Storeroom Solutions will identify at least one (1) MWL per year of this AGREEMENT. Storeroom Solutions will provide the supplier and COLUMBIA with a detailed mentoring plan with clear milestones and metrics.

Storeroom Solutions will meet with COLUMBIA quarterly to review its progress to date on MWL initiatives.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

27

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://policylibrary.columbia.edu/small-business-concerns-policy

Life Cycle Cost Analysis

Responsible Party

Jennifer Kearney
Energy Director
Facilities

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

Yes

A brief description of the LCCA policy(ies) and practice(s):

Life Cycle Cost Analysis is required as a component of Local Law 87. Columbia University as a policy conducts energy audits of buildings in excess of 50,000 square feet, and as a component o fthese audits, a life cycle analysis is performed.

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

Guidelines for Business Partners

Responsible Party

Michael Fletcher
Executive Director
Facilities

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?:

Some

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

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

In addition to the Preferred Vendor Status, the University has established University-wide Strategic Partnership Agreements with several large vendors in a few key areas of high-volume goods and services. In turn, these vendors have agreed to utilize local suppliers when possible to improve local sourcing opportunities. The Strategic Vendor Partners (SVP) hold major contracts with the University, and the individual schools and departments are required to order their goods and services from the SVP. These vendors provide goods and/or services such as:

Maintenance, repair, and operating (MRO) supplies
Office supplies
The Strategic Vendor Partners require a high capacity level from minority-, women-, and locally-owned (MWL) vendors, but they also provide mentoring and technical assistance to the MWL vendors with which they work.

Getting Started

Every vendor must be validated and approved before providing goods and services to the University. Once approved, vendors become part of our vendor database. The more data we have about our vendors, the easier it is for our purchasers to identify quality, reliable sources who have established a relationship with us.

This information is also vital because the University is a recipient of a substantial amount of federal funds, and Federal Acquisition Regulations (FAR) require us to submit reports about the diversity of our vendor base. Our vendor information also helps further the University's commitment to offer opportunities to local and small minority-owned businesses to provide goods and services to the University.

Potential University vendors should only access the below questionnaire under the following conditions:

Vendor has been requested to complete the questionnaire by University customer
Vendor has been requested to complete the questionnaire by the Vendor Validation group
Vendor has been requested to complete the questionnaire by the University Purchasing Office
Vendor is seeking to qualify for Facilities and construction-related work
If vendor submits under any other premise, their questionnaire will not be reviewed. Additionally, completion of the questionnaire does not commit or guarantee use of the vendor by the University.

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:

Columbia University is a member of the Worker Rights Consortium, Fair Labor Association and has expressed intention to participate in the Designated Suppliers Program.

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

http://www.columbia.edu/cu/senate/committees_dan/external/labor.htm

Transportation

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

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

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

Campus Fleet

Responsible Party

Dan Allalemdjian
Director, Transportation Demand Management
Environmental Stewardship

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:

*Columbia University Medical Center values are included below, to supplement the main submission for Morningside campus. CUMC's parameters are not included in the main area tally because the GHG emissions baseline years are different, therefore we formally report everything quantitative for the Morningside main campus, with the CUMC numbers explained in the public notes section, in order to include this campus in our submission.

Columbia University Medical Center has 9 total vehicles:
1 pickup truck, 3 ATVs, 2 Kabotas and 3 gas-electric hybrids.

Total number of vehicles in the institution's fleet :

52

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	18
Diesel-electric, non-plug-in hybrid	1
Plug-in hybrid	0
100 percent electric	6
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Mail continues to replace gasoline powered vehicles with green solutions (3 remaining all gasoline vehicles).
All Public Safety patrol vehicles are alternative fuel vehicles (hybrids). Two ambulances used by CU EMS but maintained by Public Safety are diesel powered. Two escort shuttle buses owned and funded through Campus Services but operated by Public Safety daily between 6 PM and 4 AM are powered by gasoline.

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

http://environment.columbia.edu/transportation

Student Commute Modal Split

Responsible Party

Dan Allalemdjian
Director, Transportation Demand Management
Environmental Stewardship

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://transportation.columbia.edu/

http://environment.columbia.edu/transportation

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

Total percentage of students that use more sustainable commuting options:

95

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)	4.10
Walk, bicycle, or use other non-motorized means	48
Vanpool or carpool	0.34

Take a campus shuttle or public transportation	47
Use a motorcycle, scooter or moped	0

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

The data provided was gained from the 2013 commuter survey to all staff, faculty and students that contained questions about their commute mode. The University received a 21% response rate from the survey

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

http://transportation.columbia.edu/

Employee Commute Modal Split

Responsible Party

Dan Allalemdjian
Director, Transportation Demand Management
Environmental Stewardship

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:
79.50

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)	20
Walk, bicycle, or use other non-motorized means	15.90
Vanpool or carpool	2.50
Take a campus shuttle or public transportation	6.10
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:

The data provided was gained from the 2013 commuter survey to all staff, faculty and students that contained questions about their commute mode. The University received a 21% response rate from the survey

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

http://transportation.columbia.edu/

Support for Sustainable Transportation

Responsible Party

Dan Allalemdjian
Director, Transportation Demand Management
Environmental Stewardship

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:

The University has bicycle parking racks scattered around all campuses. Some are located near building entrances and others not. Students are allowed to bring their bicycles into the buildings or can permanently lock their bicycle to a designated rack. The main campus has one bicycle cage with space for about 20 bicycles. The cage has a swipe ID secure access. This is a pilot program for the University.

CUMC provides covered storage at its residential towers, on the main CUMC campus. Plus One Fitness offers a shower pass to Columbia bicycle commuters for $5 each semester.

Indoor, secure bike storage is offered in the Manhattanville new campus project area. New buildings in accordance with LEED that are seeking the applicable credits are being designed to have bicycle storage available when appropriate.

Columbia University has also formed a biking committee to explore ways to promote a more bike-friendly Morningside campus. Issues to be researched include providing expanded shower and locker facilities, bicycle fix-it stations, bicycle storage and a campus-wide bike sharing program.

Maps:
Morningside Bike Racks:http://www.columbia.edu/cu/publicsafety/bikemap.pdf
CUMC Bike Racks:

http://www.columbia.edu/cu/publicsafety/images/CUMC_Map_withBikeRacks.JPG

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:

One bike cage available. And all other parking locations are in open areas or sheltered

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:

The University can be easily accessed by the Hudson River Greenway bicycle trail which runs the length of Manhattan. On campus, it's a very safe place to bicycle as there are no cars on campus. Some adjacent streets have bicycle lanes
The campus is almost completely car-free, hence it's a very walkable campus. As class buildings are very close together, it makes more sense to walk than bicycle. No policy is in place for walking and bicycling. The University does identify bicycling parking locations on the University website

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

Yes

A brief description of the bicycle sharing program:

The Columbia University Bike Share Pilot was launched with 8 bikes reclaimed and repurposed by Public Safety. The current bike share is only open to students but there are plans to expand it to the rest of campus. Student participants signed liability wavers, received safety training and volunteers repair the bikes . Students are held financially responsible for lost bikes or bike parts via a hold on their account organized through Housing. A bike share volunteer is "on call" for help with check-out or maintenance issues during the open hours for the bike share.

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?:

Yes

A brief description of the certification, including date certified and level:

Columbia was just recently certified at the Bronze level for the 2014-2018 period.

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):

Columbia provides an efficient, timely and safe means of transportation for faculty, staff, and students to travel for free between Morningside, Lamont, Manhattanville, Medical Center, and Harlem Hospital campuses on University operated shuttle buses. The

University has launched a real time tracking app through Transloc that can be accessed via mobile devices so riders users can see where the shuttle is at any time.

Additionally there is a free shuttle that transports passengers between the Medical Center and the George Washington Bridge Port Authority Bus Terminal; the Ft. Lee, NJ leg transports passengers between the Medical Center and Ft. Lee, NJ which helps reduce the use of individual passenger vehicles being driven to campus.

Columbia University has partnered with NJ TRANSIT to offer full-time undergraduate and graduate students the opportunity to purchase a bus, rail, or light rail monthly pass at 25% off the regular monthly pass price. Enroll through NJ TRANSIT's Quik-Tik program to take advantage of this offer.

Pre-tax commuter passes are available to Columbia employees.

Columbia provides free shuttle bus service to non-Columbian elderly and disabled (as well as their attendants) via the ADA-accessible Intercampus Shuttle. The shuttle connects 96th Street, the Morningside campus, the Medical Center, and Harlem Hospital with stops at nearby subway stations.

Columbia University's benefits offers access to a Transit/Parking Flexible Spending Account.

The Transit/Parking Reimbursement Program (T/PRP) is a convenient way to pay commuting expenses using pre-tax dollars. Both full-time and part-time employees may participate in T/PRP.

The website URL where information about the program is available:
Columbia NJ Transit Discount:

http://transportation.columbia.edu/nj-transit

Columbia Shuttle Tracker App:

http://columbia.transloc.com/info/mobile

Columbia's FSA Tax Free Public Transit Program:

http://hr.columbia.edu/files_humanresources/imce_shared/FOBIB-2012.pdf

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

Yes

A brief description of the GRT program:

This program is paid for and administered by the New York State Department of Transportation and is promoted via Columbia's website.

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:

Columbia promotes the New York State Department of Transportation's free carpool database, 511 NY Rideshare, to all staff, faculty and students via the University's website. This service allows people who live or work in New York to list their ride and or search for rides to and from their home. By joining and patriating in 511 NY Rideshare, you are also enrolled in the Guaranteed/Emergency Ride Home Program. Additionally, the University provides tips on how to form and maintain a successful carpool arrangement.

http://environment.columbia.edu/transportation-demand-management

Lamont Doherty Earth Observatory offer their students, staff and faculty their own internal carpool notice board

http://www.ldeo.columbia.edu/ldeo/it/lamont.rides/

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

A brief description of the car sharing program:

Columbia University has partnered with ZipCar to offer an institutional discount for ZipCar memberships for departments and individuals. The University also has a corporate Hertz Connect car share membership that offers Columbians environmentally friendly vehicles at low hourly or daily rates. Incentives to join include a waived application fee per member for all employees, the annual membership fee waived is for all employees, and the surcharge waived for students 18-20 years old.

Columbia's Zipcar page:

http://www.zipcar.com/columbia/

Additonal information about Columbia's Hertz Connect program:

http://www.campustravel.com/university/columbia/

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 University currently has four, Level 2 electric vehicle charging stations, two each in the two commuter garages on the Morningside campus. These garages are designated primarily for faculty and administrators commuting to campus, and the charging stations are available to all parkers in these garages. These stations are not available to students. The University does not have electric vehicle charging stations at the Medical Center.

All four are ChargePoint CT 2003 stations, which are capable of accepting credit card or billing account payment, but the University currently is not charging for their use.

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:

As part of its flexible work arrangements (FWAs), Columbia University allows telecommuting subject to meeting the needs and operational goals of the department with the approval of the department manager. This policy applies to all officers of administration, libraries, and non-union support staff of Columbia University. Telecommuting entails regularly working outside of the office (for example, a work-at-home arrangement or a remote-access arrangement) for at least part of the work week. In order to facilitate arrangements under which staff may telecommute as part of their work schedule, departments are expected to decide each request for telecommuting on an individual basis. Certain positions may require telecommuting, and the department will notify staff at the time of hire.

The University offers FWAs as a way to meet the needs of its staff, and strengthens the University's position as an employer of choice. Telecommuting also has a positive environmental benefit by allowing reduced trips to and from campus. All formal FWAs must be approved by the department in advance and must allow the department to meet the business needs and operational goals. Short-term and/or non-recurring FWAs are permitted by this policy as well. Such arrangements do not require that the formal process be followed, but need to be approved in advance by the department manager. Short-term arrangements may include adjusting a work schedule for a determined period of time (i.e. a day, a week, etc.).

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:

Columbia University has a comprehensive flexible work arrangement policy that allows flexible work arrangements (FWAs) subject to meeting the needs and operational goals of the department with the approval of the department manager. This policy applies to all officers of administration, libraries, and non-union support staff of Columbia University.

The University offers FWAs as a way to meet the needs of its staff, and strengthens the University's position as an employer of choice. FWAs also have a positive environmental benefit by allowing reduced trips to and from campus. A FWA is any variation in scheduling work hours and/or location from the traditional on-campus daily pattern.

The categories of available arrangements are:

-Flextime

-Telecommuting

-Nine, Ten, and Eleven-Month Employment Programs

All formal FWAs must be approved by the department in advance and must allow the department to meet the business needs and operational goals. Departments decide whether to allow an individual to participate in a flexible work arrangement on a case by case basis.

The flexible work arrangement policy and the associated guidelines pertain to formal FWAs which occur on an on-going basis. Short-term and/or non-recurring FWAs are permitted by this policy as well. Such arrangements do not require that the formal process be followed, but need to be approved in advance by the department manager. Short-term arrangements may include adjusting a work schedule for a determined period of time (i.e. a day, a week, etc.).

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

Yes

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

With a prime location in Manhattan, the location of Columbia in the city is a draw that attracts students to come study and employees to come work at the University. As an urban hub, students faculty and staff desire to live locally on or near campus. The University houses most undergraduate students, tenure track and tenured faculty plus graduate students in its own buildings on or surrounding its campuses. The Housing office at CUMC and the Housing Information and Referral Service, through Columbia's Office of Work/Life assists faculty, staff, and students who are looking for housing anywhere in the NYC metro area.

Most new incoming full-time faculty are eligible to receive University housing that is within walking distance to campus. Roughly 75% of faculty live in Columbia housing and within walking distance to campus. All 60 building superintendents are required to live on campus. Further, the Columbia employment office has a preference to higher employees locally through the Upper Manhattan Empowerment Zone. When presented with various candidates for employment, the University gives preference to the local (local defined as Upper Manhattan) candidates vs. non-local (other parts of NYC, other locations, etc.). The Housing Information and Referral Service is an initiative of the Office of Work/Life. The service provides individual consultations on renting or purchasing apartments and homes within commuting distance of Columbia University campuses. The service is available to all faculty, including faculty being recruited to the University, and to all other Columbia University employees. Services include:
-General Real Estate and Housing Information
-Metropolitan New York area overview
-Housing challenges in the New York area
-Neighborhood information for NYC, Westchester, New Jersey and other areas
-Map of local area with rental, co-op and condo building locations
-Definition of real estate terminology
-Issues of buying vs. renting
-Information and contacts for realtors, attorneys, inspectors and other real estate professionals
-Eligibility and requirements, including Dean's approval, for The Provost's Faculty Housing Assistance Program

Rental Options
-Landlord and managing agent information
-Lease information
-Tenant information
-Short term and temporary housing options Purchasing Options
-The process of purchasing a property
-Mortgage information and options
-Affinity Lending Program

The website URL where information about the incentives or programs is available:

http://worklife.columbia.edu/housing-information-referral-service

and

http://worklife.columbia.edu/faculty-recruitment-relocation

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:

Columbia's location on Manhattan island in a transit rich area means taking an sustainable travel mode comes naturally for most people. In 2014 Columbia employed a full time Transportation Demand Management coordinator who is developing initiatives to further reduce the number of autos commuting to the campus and provide more alterative travel options. In 2015, many new transportation initiatives will be rolled-out, such as emergency ride home, rideshare assistance, commuter events and more.
Additionally, Black Car services default CU requests to hybrid vehicles (if available).

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

http://transportation.columbia.edu/

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

<div style="text-align:center">

Responsible Party

Helen Bielak
Manager
Environmental Stewardship

</div>

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

Tonnage numbers are estimates based on the best available information provided by the city of NY for average waste and recycling Collection Methods
The New York City Department of Sanitation (DSNY) picks up the majority of Columbia's waste and recycling through a collection system on the Morningside Campus and for all residential buildings at CUMC. All buildings within the Morningside Campus enclosure bring waste, plastic, glass, metal, paper, and some cardboard to a centralized location where the DSNY picks it up. LDEO hauls their recycling to the Rockland County Solid Waste recycling center.

*Columbia University Medical Center values are included below, to supplement the main submission for Morningside campus. CUMC's parameters are not included in the main area tally because the GHG emissions baseline years are different, therefore we formally report everything quantitative for the Morningside main campus, with the CUMC numbers explained in the public notes section, in order to include this campus in our submission.

CUMC statistics:
2011:
Trash 1,116.79 tons
Recycling: 29.47 tons

2013:
Trash 702.02 tons
Recycling: 300.85 tons

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	8,358.50 *Tons*	7,519 *Tons*
Materials composted	9.50 *Tons*	0 *Tons*
Materials reused, donated or re-sold	13 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	49,384.50 *Tons*	50,187.50 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	11,039	10,794
Number of residential employees	1,523	1,450
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,921	21,263
Full-time equivalent of employees	18,379	17,768
Full-time equivalent of distance education students	793	793

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

	Start Date	End Date

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2010	June 30, 2011

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

This is the earliest year for which we have data to report.

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

A Recycling Improvement working Group was organized to analyze recycling behaviors in one first year & one senior residence halls. Waste Audits were conducted, dedicated recycling rooms were built, new color coded receptacles were purchased and staged and new signage from The New York city Department of Sanitation was placed

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

Sustainability Directive:

Storeroom Solutions is committed to supporting environmental initiatives that reduces impact on the environment. To this end, all purchasing personnel are directed to:

1. Identify and present to environmentally friendly materials which provide equivalent service and performance
2. Develop supply base that embraces "green" not only in their products but also in their operation and culture
3. Provide quarterly reporting on sustainability initiatives including actual dollars spend

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

Surplus Reuse when possible is used on campus or given to schools or local non-profit organizations with priority to organizations affiliated with Columbia Community Service. Whatever remains unclaimed goes to the Build It Green, NYC Waste Match program, which includes non-profits in the other four boroughs. Columbia also partners with the Institutional Recycling Network (IRN) where changed out dorm furniture and used equipment – like kitchen equipment is given. In the past equipment has gone to several countries in the Caribbean and to disaster relief in Haiti. More information is on the Columbia Housing, Dining and Environmental Stewardship website.

Additionally, the Work/Life bulletin board, similar to an internal Craigslist, allows Columbia staff, faculty, and students to post personal household and office items to buy, sell, swap or reuse.
The undergraduate EcoReps program partners with Facilities and Housing for Give and Go Green and Facilities hosts Clean and Go Green.

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

Course catalogs, schedules, and directories are available only online with only some hard copy catalogs may be available by request. The URL below has links to the academic calendars, course management system, and Directory of Classes/course catalog.

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

Students, faculty, instructors, and others have a weekly print quota which varies by affiliation. (See the website for details). In addition, all printing is duplex/double-sided by default to reduce paper waste. A locally-developed print queue management system called NINJA that has a queue management workstation at each public printer is used to reduce overprinting. Print jobs are not released for printing until the user logs in at the workstation with their University network ID and password. Thus, unclaimed print jobs are never printed. Also, a quota system is implemented to limit usage. Users needing additional printing have the option of paying online to add pages to their quota.

All NINJA printers and their queue management workstations are configured for maximum standby energy savings and to print duplex by default.

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

Give and Go Green EcoReps, in conjunction with Columbia Housing, have organized a campaign during spring move-out to help make donating stuff to local charities easy during Move-Out. Unwanted items are brought to a drop-off location instead of throwing them in the trash.
Items to Donate:
Non-perishable food, clothing in good condition, kitchenware, appliances, linens, accessories, books, small furniture, computers, toiletries
Supporting Local Charities: Salvation Army, City Harvest, Per Scholas, Goodwill, St. John the Divine and the Broadway Community, Inc. and more!
Students are also directed to a link on Green Check-Out tips that cover tips for move out to help reduce their environmental impact and reduce move out stress in the process. Storage, Packing Materials, Craigslist, Packing, and Item recycling and donation.
Hosted by Facilities, Clean and Go Green is offered during winter move-out and over the summer for all faculty, staff and students. Similar to Give and GO Green drop-off locations are designated for the recycling and donating of the items listed above but is expanded to include:

Reuse/Donation:
• Clothing
• Textiles & Linens
• Non-perishable Food
• Coats
• Shoes
• Books
• Small Household Items
• Newer, working Electronic Equipment

Recycling:
• Furniture
• Non-working Computer Monitors, Keyboards and CPUs
• Paper/Cardboard
• Batteries
• Non-working Electronic Equipment
• Non-working Desk Lamps

• Toner Cartridges

• Paint Cans

Refashion NYC textile recycling bins are provided in several University apartment buildings for faculty, staff and graduate students with signs on bins, buildings, and notes to all tenants to use the bins especially during move-out.

Additional information:

http://housing.columbia.edu/sustainability

http://housing.columbia.edu/check-out/give-go-green

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

"Recycling Makeover" is a recycling education /recycling consolidation initiative focusing on administration work space and recycling behavior. By removing desk side waste receptacles creating central waste and recycling stations the university hopes to increase recycling numbers.

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

The Ecoreps perform plate scraping waste audits in the central dining room 3 times a semester and post data.

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:

Columbia University is the first urban university to pilot with the NY Department of Sanitation Organics Collection Program to collect prep waste and front of the house closing leftovers.

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

Columbia Dining adopted a 100% trayless policy in all dining halls in the Fall of 2009. Dining has determined an average saving of 3,000 gallons of water daily as well as approximately 50 pounds of wasted food per meal by removing 1,400 trays. The food removed from the waste stream not only has environmental benefits but it reduces the amount of food used and increases the amount of unserved food from Columbia donates each week to City Harvest, a non-profit agency whose mission is to end hunger in New York City and the surrounding boroughs. Columbia's donations have actually decreased to City Harvest, as the University is producing a significantly less amount of food waste than ever before.

Additional URL about Columbia's trayless dining program:

http://www.environment.columbia.edu/newsandprofiles/traylessdiningatjohnjayyieldsimpressivegree

nbenefits

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):

Columbia Dining provides reusable eco-containers for to-go food. In all dining halls, students who wish to carry out food are able to do so with reusable plastic containers. Each student who buys a meal plan receives a free token that he or she can exchange for an eco-container. When the student returns to the dining hall, he/she can receive a new eco-container or exchange it for a token. The containers, made of polypropylene, are made in the USA. They are microwave and dishwasher safe, with microbial protection that controls stains and odor-causing bacteria. At the end of their useful life, the containers are recyclable. Additionally, Columbia hands out BPA free, made in NYC, recyclable at end of life reusable water bottles to all first year undergraduate residential students to reduce the purchase of disposable cups and bottles. Students can fill these with the beverage of their choice at the dining halls when they are taking meals to go.

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):

Columbia Dining provides reusable eco-containers for to-go food. In all dining halls, students who wish to carry out food are able to do so with reusable plastic containers. Each student who buys a meal plan receives a free token that he or she can exchange for an eco-container. When the student returns to the dining hall, he/she can receive a new eco-container or exchange it for a token. The containers, made of polypropylene, are made in the USA. They are microwave and dishwasher safe, with microbial protection that controls stains and odor-causing bacteria. At the end of their useful life, the containers are recyclable. Additionally, Columbia hands out BPA free, made in NYC, recyclable at end of life reusable water bottles to all first year undergraduate residential students to reduce the purchase of disposable cups and bottles. Students can fill these with the beverage of their choice at the dining halls when they are taking meals to go. All other take away containers are BPI Certified and compostable.

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:

At all Blue Java Coffee Bar locations, customers who purchase a Blue Java mug receive a discount for all coffee or tea beverages purchased when they bring their mug. In addition, students and staff receive coffee refills for $0.99 with their Blue Java mugs or any outside reusable mug. In John Jay Dining Hall only reusable beverage containers are available when dining in house.

Additionally, Columbia hands out BPA free, made in NYC, recyclable at end of life reusable water bottles to all first year undergraduate residential students at no cost to reduce the purchase of disposable cups and bottles. Students can fill these with the beverage of their choice at the dining halls when they are taking meals to go.

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

Dining recycles all of its cooking oil, glass metal plastic and containers, mixed paper and cardboard, all delivery pallets are returned to the vendor, and a composting pilot with the City of New York Department of Sanitation as well as the in-house Rocket composting.

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

http://facilities.columbia.edu/sustainability/recycling

Waste Diversion

Responsible Party

Helen Bielak
Manager
Environmental Stewardship

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:

*Waste totals were calculated using the NYC Open Data Recycling & Diversion data set from the Department of Sanitation. Recycling totals were calculated by adding up Columbia's total recycling, compost and reuse tonnage for the DSNY district.

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

Materials diverted from the solid waste landfill or incinerator:

8,381 *Tons*

Materials disposed in a solid waste landfill or incinerator :

49,384.50 *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:

Paper Recycling
-All newspapers, magazines, catalogs
-white and colored paper (lined, copier, computer, staples OK)
-mail and envelopes (any color, window envelopes OK)
-paper bags
-wrapping paper
-soft-cover books, telephone books (paperbacks, comics, etc.; no spiral bindings)
-cardboard egg cartons and trays
-smooth cardboard (food and shoes boxes, tubes, file folders, cardboard from product packaging)
-corrugated cardboard boxes

Metal, Glass, and Plastic Recycling

-milk cartons & juice boxes (or any such cartons and aseptic packaging for drinks: ice tea, soy milk, soup, etc.)

-plastic with narrow necks only (neck has to be smaller than the body) only

-glass bottles & jars only

-metal cans (soup, pet food, empty aerosol cans, dried-out paint cans, etc.)

-aluminum foil wrap & trays

-household metal (wire hangers, pots, tools, curtain rods, knives, small appliances that are mostly metal, certain vehicle license plates, etc.)

-bulk metal (large metal items, such as furniture, cabinets, large appliances, etc.)

Composting

-grass and vegetative clippings, leaves, and woody debris

-fruit and vegetable scraps and pits

-non-greasy food scraps (rice, pasta, bread, cereal etc.)

-coffee grounds & filters

-tea bags

-egg and nut shells

-cut or dried flowers, houseplants and potting soil.

Other Recyclables:

-textiles

-mercury

-sharps

-solvents

-silver

-polystyrene/styrofoam shipper boxes:

http://www.ehs.columbia.edu/StyroformBoxes.html

Surplus Reuse or Donation

-Desk Chairs

-Stackable Chairs

-Side Chairs

-Lobby Chairs

-Folding Chairs

-Dentist Chairs

-Side/End Tables

-Conference Tables

-Commercial Kitchen Tables

-Lab Tables

-Office Tables

-Computer Tables

-Working Computers less than three years old

-Computer peripherals

-Monitors

-Blank recordable CDs

-Working Hand-held computer devices (i.e. Garmin, PDA, etc.)

-Working Printers

-Working Cell Phones

-Unused Full Printer Cartridges

-File Cabinets

-2 drawer cabinets

-Wood cabinets

-Sideboards

-Computer cabinets

-Book cases

-Wooden shelving

-Metal shelving

-Brackets and shelf boards (must have all the pieces)

-Display cases with shelves

-Working kitchen appliances

-Working household appliances

-Office Supplies

-Books

-Mystery Items

-Kitchen pots & pans

-Restaurant china

-Restaurant equipment

Waste prevention and recycling are important initiatives because they can help mitigate climate change. Landfills release greenhouse gases over time, and any form of source reduction or waste diversion mitigates the magnitude of greenhouse gas emissions. Recycling is a particularly effective method of waste disposal because material reprocessing requires less energy use than original processing.

Collection Methods

The New York City Department of Sanitation (DOS) picks up the majority of Columbia's waste and recycling through a collection system on the Morningside Campus. All buildings within the Morningside Campus enclosure bring waste, plastic, glass, metal, paper, and some cardboard to a centralized location where the DOS picks it up for free. The City does not measure the amount that they pick up, so Columbia University only has records of private collection for waste and recycling on campus.

In 2009, the University changed the way in which 'sharps' waste was collected, replacing single-use containers with re-usable containers. When full, these containers are robotically emptied, sanitized and reused. A single container may be used as many as 500 times.

In fiscal year 2013, about 15,725* lbs. of glassware, over 174,828 lbs. of electronics, 8,237 lbs. of batteries, 487 gallons of solvents, and 20,926 lbs. of light bulbs/lamps were recycled. Surplus Reuse when possible is used on campus or alternatively, items no longer needed or in use are given to schools or local non-profit organizations with priority to organizations affiliated with Columbia Community Service. Whatever remains unclaimed goes to the Build It Green, NYC Waste Match program, which includes non-profits in the other four boroughs. Columbia also partners with the Institutional Recycling Network (IRN) where changed out dorm furniture and used equipment – like kitchen equipment is given. In the past equipment has gone to several countries in the Caribbean and to disaster relief in Haiti. More information is on the housing, dining and

environment.columbia.edu

website.

Additionally, the Work/Life bulletin board, similar to an internal Craigslist, allows Columbia staff, faculty, and students to post personal household and office items to buy, sell, swap or reuse.

The undergraduate EcoRep program partners with Facilities and Housing for Give and Go Green and Facilities hosts Clean and Go Green.

(*This is the amount that Columbia Environmental Health and Safety sends out through the Chemtracker program. This number does not reflect lab glass sent to the Department of Sanitation NY).

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

John Jay Dining Hall, Ferris Booth Commons, Faculty House, and Catering Services donate excess food and leftovers to City Harvest, the city supplier for food banks. Typically Columbia donates about 300 pounds a week of starches, vegetables, and sometimes meat. Smaller quantities are donated to a local homeless shelter, Broadway Community. In addition to food, Dining Services and University Events donate surplus kitchen equipment, including pots, pans, China, and larger restaurant equipment through the Institutional Recycling Network (IRN).

Columbia Dining also works with Columbia Community Impact Food Pantry. Every Friday, volunteers cook a meal for 75-100 homeless and low-income guests. Columbia Dining donates packaged items so that people who visit can go "grocery shopping."

Lastly, the spring move-out donation drive, Give + Go Green, accepts canned goods which it also donates to food banks and local charities. Various food drives are conducted through the year, particularly in the holiday season.

Additional URLs regarding Columbia Food Donation:

http://www.environment.columbia.edu/newsandprofiles/food-donation-constant-effort-morningside-c

ampus

http://communityimpactatcu.org/ci/programs/emergency/community-lunch

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

Columbia Dining is contributing pre-consumer food scraps to an in-vessel composter the Rocket, that has been installed in Ruggles Hall. It is expected to produce about 160 gallons of compost in each two-week cycle based on an estimate of 400-lbs. of food scraps. Additionally, Columbia Dining recovers and recycles about 4,000 gallons of frying oil annually through The Doe Fund's Ready, Willing, and Able resource recovery program. All oil collected is recycled into biodiesel.

Lamont-Doherty Earth Observatory campus hosts a "backyard compost project". The project got under way with more than $400 in donations from scientists and staffers. The three-bin system, built of wood, chicken wire and fiberglass, receives from 60 to 100 gallon containers of food scraps each week from cafeteria food preparation and lunch scraps from two campus buildings.

Additional URLS regarding Cooking Oil Recycling:

http://dining.columbia.edu/local-and-sustainable#waste

and

http://www.doe.org/programs/?programID=1

Additional information about the Rocket composter:

http://www.environment.columbia.edu/newsandprofiles/compostingcomingtomorningsidecampus

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

Members of the student-run Food Sustainability Project sometimes run a composting initiative where they compost post-consumer food waste. The group then uses the soil produced from their compost to fertilize their community garden.

Columbia Dining also recycles all used trans fat-free cooking oil. They have partnered with The Doe Fund, through their Ready, Willing, and Able resource recovery program. Columbia Dining recycles about 4,000 gallons annually and all oil collected is recycled into biodiesel.

Additional URLs with information about Columbia composting:

http://gosustainable.blogspot.com/

http://dining.columbia.edu/local-and-sustainable#waste

http://www.doe.org/programs/?programID=1

http://environment.columbia.edu/newsandprofiles/compostingbegins

http://www.environment.columbia.edu/newsandprofiles/compostingcomingtomorningsidecampus

http://www.grownyc.org/compost/locations

An in-vessel composter has also been installed in Ruggles Hall. Operated by the undergraduate EcoReps, students can drop-off compost at designated times.

Lamont-Doherty Earth Observatory campus hosts a "backyard compost project". The project got under way with more than $400 in donations from scientists and staffers. The three-bin system, built of wood, chicken wire and fiberglass, receives from 60 to 100 gallon containers of food scraps each week from cafeteria food preparation and lunch scraps from two campus buildings.

Lastly, Columbia hosts a NYC Greenmarket farmer's market that has compost collection. Every Sunday, from 8am-1pm, Columbia community members can drop-off fruit and vegetable scraps, non-greasy food scraps (rice, pasta, bread, cereal etc.), coffee grounds & filters, tea bags, egg and nut shells, pits, cut or dried flowers, houseplants and potting soil that will be transported to one of several NYC compost sites. The food scraps are transformed into a fertile compost for use on local urban farming and gardening projects.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No

Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	Yes
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

Janet Grapengeter
Director, Design and Compliance
Facilities

Criteria

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

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

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

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

676.79 *Tons*

Construction and demolition materials landfilled or incinerated :

122.62 *Tons*

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

For LEED projects, recycling construction and demolition debris is a priority and Columbia has had success with rates as high as 84% for LEED construction recycling. Operations manages all recycling for small projects. General contractor hired for medium projects (pay lump sum so don't track and don't divulge hauler info or recycling). Struggle for 0-10,000 GSF projects. Regardless of the size of project sustainability practices are followed when pursuing LEED certification or following LEED guidelines for new projects with a minimum of 50% for one credit and 75% for second credit recycling.

Apartment renovations are minimized as the majority are historic buildings. Renovations that are made reuse the infrastructure-walls, ceilings, flooring except when it's not structurally possible or for health and safety reasons. For instance if a floor is replaced it's because the floor is usually rotted out and it's over 100 years old.

URLS:

http://facilities.columbia.edu/sustainability/greenbuilding#cleanconstruction

http://facilities.columbia.edu/projects

Hazardous Waste Management

Responsible Party

Chris Pettinato
Executive Director
Environmental Health & Safety

Criteria

Part 1

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

Part 2

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

Submission Note:

Additional information about hazardous materials reduction and recycling is available at:
Battery Recycling:

http://ehs.columbia.edu/RecycleBattery.html

Electronic Recycling:

http://ehs.columbia.edu/RecycleElectronics.html

Lab Glassware Recycling:
http://ehs.columbia.edu/RecycleGlassware.html

Lamp/Light Bulb Recycling:

http://ehs.columbia.edu/RecycleLamp.html

Mercury Recycling:

http://ehs.columbia.edu/RecycleMercury.html

Sharps Recycling:

http://ehs.columbia.edu/bsSharpsContainers.html

Silver Recovery:
http://ehs.columbia.edu

/RecycleSilverRecovery.html
Solvent Recycling:

http://ehs.columbia.edu/RecycleSolvent.html

Radioactive Waste Management:

http://www.ehs.columbia.edu/RadioactiveWasteMgt.html

Hazardous Waste management by Campus:
http://www.ehs.columbia.edu/5LAll.html

Drain Disposal Policy:

http://www.ehs.columbia.edu/draindisposal.html

EH&S Safety Committee:

http://www.ehs.columbia.edu/SafetyCommittee.html

EH&S Safety Training Options:

http://www.ehs.columbia.edu/TrainingSchedule.html

Criteria

"---" 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:

Columbia University has implemented several processes to reduce waste volumes. Columbia University has a robust solvent recycling program for alcohol, xylene, acetone and ethanol at the Morningside campus. Electronics, batteries, scrap film are recycled. Mercury-containing thermometers are exchanged for nonmercury thermometers in laboratories. Mercury-containing dental amalgam is filtered from the wastewater at Columbia University maintained faculty practices and clinics through the use of dental amalgam separators with a rate of over 99% efficiency. Silver halide is filtered from wastewater at all Columbia maintained dark rooms through silver recovery traps.

Re-usable sharps collection containers are employed at most locations generating sharp waste. The containers are recycled up to 500 times thus reducing plastic in landfills. Chemically contaminated glassware is crushed prior to disposal as nonhazardous waste thus reducing the total volume.

Additionally, EH&S organizes several working groups to review safety and waste practices including the Chemical Tracking System Committee and the Environmental Management System (EMS) Steering Committee.

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

Columbia University has a strict no drain disposal policy which prohibits the discharge of hazardous, radioactive, mixed and nonhazardous waste down any drain on any campus. Additionally, the University only utilizes vendors that have gone through a rigorous preferred vendor process. This process includes a thorough regulatory compliance paperwork review, documentation archiving and in many cases an onsite audit. The University emphasizes disposal options that reduce our overall impact on the environment such as preferring: recycling, fuel blending or incineration to landfill disposal methods. Numerous training sessions are preformed throughout the year to advise researchers on how to properly manage their resulting waste streams. Environmental Health & Safety (EH&S) also offers monthly safety classroom training sessions as required for laboratory personnel that includes proper disposal procedures.

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

n/a

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

Environmental Health & Safety at Columbia University implemented the chemical tracking system (CTS) on the Morningside Campus in 2006. This system allows Columbia to maintain compliance with federal, state and city environmental regulations and hazardous waste minimization. It has been largely achieved through efficient and appropriate use of the system.
Columbia University has selected the ChemTracker Consortium as the CTS tool. Chemical tracking is managed at the point of receipt of chemicals to the campus. Chemical receiving is centralized at two locations. Chemical shipments from vendors are bar-coded by dedicated personnel in these two locations. Bar-coded chemicals are delivered to laboratories or the chemicals are picked up by lab staff. One requirement of the system is that empty chemical bottles are needed to be discarded in designated waste receptacles so that bar code information can be retrieved and inventories adjusted accordingly. ChemTracker allows researchers to monitor their own chemical inventories on-line and reduce redundant purchases.
Principal Investigators are permitted to view their own departmental inventories trough the CTS. They can check peer's inventories when they need to transfer chemicals to their lab which minimizes ordering excessive chemicals.
EH&S may receive emails from researchers, search the system, and send information back to researchers to contact and borrow the chemicals. It has been very successful and researchers use this function to full capacity and are able to reduce excessive chemical inventories. Further, this allows the reduction of chemical purchases and inventories.
EH&S requests that laboratories send unused chemicals to the EH&S surplus lab. This list is forwarded to researchers, allowing them to pickup surplus chemicals on a first come, first serve basis. The program is successful enough in that the surplus laboratory is virtually empty at the end of each work day.

In 2001, an on-site recycling program was initiated for spent xylene and ethanol used in laboratories allowing the chemicals to be returned for use over and over again. Over the years acetone and methanol have been added to the program for recycling. After many

years and many thousands of gallons, the program is running strong and maintaining green benefits, both environmental and financial.

Additional information on Solvent Recycling:

http://ehs.columbia.edu/RecycleSolvent.html

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):

The University has collection points at each campus for electronic waste generated by the institution. Materials generated institutionally are brought to the Facilities-maintained storage areas for consolidation and disposal through a vetted recycler on a regular schedule. This disposal occurs at least monthly at the NYC campuses and as needed at the satellite campuses. Additionally, the University hosts a semi-annual recycling event at multiple campuses where used electronic waste collection centers are set at the campus level, which generates a large amount of e-waste.

University supplied electronic mobile devices are collected for recycling by CUIT.

Through Columbia's Surplus Reuse program, departments can find a matching recipient to receive old working computers to keep them out of the landfill. Computers are matched to other units within Columbia and to local, community organizations partnered with Columbia Community Service. Additionally, several departments have donated computers to various non-profit organizations.

Students can drop-off for reuse old working computers less than 5 years old with their power supply 10am-6pm Monday through Friday at 202 Philosophy. Students must first run DBAN to wipe their hard drives before donation.

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

All Facilities workers handling potentially hazardous materials are given annual training on how to handle specific wastes, such as electronic wastes. The training includes a technical element and a safety element. Electronic waste is delivered by Facilities (or in certain cases, the departments generating e-waste) to the collection points at each campus. The material is consolidated, placed into shipping containers, manifested, and shipped by a vetted vendor. The vendor's downstream facilities are scrutinized for environmental, safety and social responsible operations by EH&S prior to signing any contract with vendor.

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

http://www.ehs.columbia.edu/HazardousWaste.html

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

Dan Held
Executive Director
Facilities Communication

Criteria

Part 1

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

Part 2

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

Part 3

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

Submission Note:

Columbia's rain gardens collect water from surrounding rooftops and uses the root systems of native plants to absorb storm water and filter it from pollutants. It also reduces the amount of water needed to water the plants in the community garden.

http://gosustainable.blogspot.com/2010/11/rain-garden-is-coming-to-russell.html

Columbia's irrigation system:

http://facilities.columbia.edu/new-irrigation-system-sustainable-coup-scorching-summer

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

Rainwater Management

Responsible Party

Dan Held
Executive Director
Facilities Communication

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:

Columbia University emphasizes effective stormwater management in new construction as part of the university's commitment to a standard of LEED Silver for new construction. There is a storm water diversion plan planned for the new Medical and Graduate Education Building, currently in design as well as implanting a vegetative marshland at the Campbell Sports Center. The stormwater management initiatives for new buildings work to optimize storm water management tactics based upon the LEED credits for stormwater

under new construction, seeking a LEED-silver level or better.

Additionally as part of the Manhattanville campus plan, with the campus so close to the Hudson River, stormwater management is a concern. An irrigation system and adding substantial greenscaping to a predominantly concrete area is part of the thoughtful stormwater management plan has been developed for the entire 17 acre campus as part of the LEED ND Platinum certification. Columbia is installing a new dedicated storm sewer and upgrading and relocating a combined (sanitary and storm) sewer to replace outdated 19th century sewage and water main systems in the Manhattanville area of West Harlem. The sewer project began in fall 2009 and is scheduled for an estimated completion in 2012 with a total project cost of $14.925 million.

Project Benefits:

• Improves the water quality of the Hudson River

• Reduces flows to the local New York City wastewater treatment plant by an estimated 9.9

million gallons per year. This also saves energy at the plant.

• Reduces the amount of combined sewage overflows (CSOs) discharged into the Hudson River

by an estimated 1.6 million gallons per year.

• Helps the PlaNYC goal of being able to use New York City's rich network of waterways as

recreational resources.

• Consistent with the New York State Department of Environmental Conservation Hudson River

Plan and the New York/New Jersey Harbor Comprehensive Conservation Plan.

• Improves service to the community

• Replaces and upgrades outdated sewage and water main systems – a legacy of 19th century

municipal engineering found mostly in older cities like New York.

• Relieves the pressure placed on the combined sewers during major rain events.

• Reduces street flooding and building sewer back-ups.

• Facilitates the upgrade of other utility services which will result in less service interruptions.

In day to day operations, stormwater management is considered throughout the campus with green softscape an integral part of the urban city campus, walkways and sidewalks constructed with brick or paving stones that allow water to drain and greenroofs added to several buildings including 635 West 115th St., GreenBorough residential brownstone, 118th St, a patch between Hartley and Hamilton residence halls, and Uris Library. There is also a rain barrel to collect and divert rain water away from the pavement that is used on the campus community garden on the Morningside campus.

Columbia's Rain Barrels:

http://gosustainable.blogspot.com/2010/11/rain-garden-is-coming-to-russell.html

Manhattanville's Stormwater Management:

http://neighbors.columbia.edu/pages/manplanning/pdf-files/current-construction-storm-sewer.pdf

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:

n/a

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

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

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

The campus has green roofs on five of our buildings – we are the first institution of higher education in New York City to implement this technique as well as the first green roof research station. Zero Floor harvest sedum-a local plant from Upstate New York- supplies the greenroof and farm is within 2-300 miles of campus. The greenroofs are weeded once a year.

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

New construction projects will lay down permeable pavement where applicable to reduce the flow of contaminants into the city's waterways.

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

A brief description of any rain gardens on campus:

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

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

Catoniasta plants are installed on top of the stone near Lewisohn Hall. The plants operate as a vegetative swale by diverting water and slowing down the water rate to allow for better groundwater recharge.

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

Columbia's Morningside campus employs a timed irrigation system. The Rain Bird irrigation system was installed on Lower Campus, College Walk and Low Plaza green spaces totaling about four acres. Columbia's irrigation grid with its 5,004 rotor heads is controlled and monitored by what's known as a cluster control computer. The customized system enhances campus environmental efforts by conserving water and power at about 20 percent. Over watering leaches nutrients, while under watering stresses the plant, which then becomes drought intolerant.

Columbia's irrigation system:

http://facilities.columbia.edu/new-irrigation-system-sustainable-coup-scorching-summer

Manhattanville:

http://neighbors.columbia.edu/pages/manplanning/pdf-files/current-construction-storm-sewer.pdf

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

http://neighbors.columbia.edu/pages/manplanning/proposed_plan/environmental.html

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

Allie Schwartz
Assistant Manager
Environmental Stewardship

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 Sustainability Advisory Committee at Columbia meets regularly throughout the year to discuss ideas and progress and provide overall guidance and direction for Environmental Stewardship's initiatives and sustainability as a whole at the University. Serving on the committee are leadership representatives from Facilities, Campus Services, Environmental Health and Safety, the Medical Center, the Earth Institute and students representing Morningside and CUMC.The group meets quarterly with the Senior Executive Vice President to discuss progress.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Advisory Committee plays a central role in supporting the sustainability initiatives on campus. The committee collaborates with and connects communities: students, faculty and administration. It helps to form working groups, discuss opportunities to advance

sustainability initiatives and help shape the strategy, as well as to make recommendations to University leadership.

The core function of the group will be to help convert knowledge into action.
The group will strive to transparently share data by benchmarking goal progress, which will help create accountability. Additionally, the committee will review tools and guidelines that connect local behaviors to larger sustainability goals to encourage stakeholders to adopt new behaviors in their workspaces that directly impact Columbia's ability to meet its sustainability goals.The committee will also provide input for where we want our initiatives to progress together in 5-10 years, and drive progress in partnership with Environmental Stewardship through a series of workgroups, campaigns, and whatever else is deemed necessary.

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

Scott Wright, Vice President, Campus Services
Frank Martino, Vice President, Facilities
Kathleen Crowley, Vice President, Environmental Health & Safety
George Sarrinikolaou, Earth Institute
Harris Schaer, Associate Director, Columbia University Medical Center
Jessica Prata, Assistant Vice President of Environmental Stewardship
Daniel Allelemdjian, Director of Travel Demand Management, Environmental Stewardship
Helen Bielak, Operations Manager, Environmental Stewardship
Allie Schwartz, Assistant Manager, Environmental Stewardship
Courtney Carroll, Graduate Student Representative
Emma Tuzinkiewicz, Undergraduate Student Representative

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

http://environment.columbia.edu/

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

Yes

A brief description of each sustainability office:

In 2005, an Environmental Stewardship Task force was created with broad participation from departments and offices across the University—from Facilities and the Office of the Provost to Public Affairs and Purchasing. In the following year, 2006, the office of Environmental Stewardship was officially established with the mandate of working across the University to spearhead campus programs and initiatives in the field.
Changes were made to the office in 2012. With input from faculty, students, and staff, the office of Environmental Stewardship was reconfigured to play a more focused role at Columbia, offering more technical expertise, a clearer mission, data-driven plans, an advisory board, and efforts to connect campus groups and organizations across the University.
To turn these prescriptions into realities, in the summer of 2013, Jessica Prata was hired as Assistant Vice President of Environmental Stewardship, and shortly thereafter, the Sustainability Advisory Committee was created, in part, to streamline and strengthen the integration of campus operations and sustainability initiatives, Campus Services (which includes Environmental Stewardship) was folded into Facilities in December 2013.

In its most current form the Environmental Stewardship office initiates, coordinates and implements practical programs to reduce the University's environmental footprint and promotes a culture that values the environment and acts to protect it. The office collaborates with students, staff and neighbors to achieve the University's sustainability goals.

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

5

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

http://www.environment.columbia.edu/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jessica Prata, Assistant Vice President; Daniel Allelemdjian, Director of Travel Demand Management; Helen Bielak, Operations Manager; Allie Schwartz, Assistant Manager, Data & Communications; Janice Erskine, Office Manager

A brief description of each sustainability officer position:

Jessica Prata is the Assistant Vice President of Environmental Stewardship and oversees the office. Daniel Allalemdjian oversees the Travel Demand Management program, which looks to create more sustainable travel solutions both to-and-from campus, and between campuses. Helen Bielak is the Operations Manager and oversees the Re-Use program and the Composting initiatives. Allie Schwartz is the Data and Communications Assistant Manager, and manages all data collection from other departments, as well as all communications from the office both internally to stakeholders and to students, staff and faculty. Janice Erskine is the Office Manager and oversees daily office function, budgeting, accounting, scheduling, etc.

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

http://www.environment.columbia.edu/aboutus

Sustainability Planning

Responsible Party

Jessica Prata
Assistant Vice President
Environmental Stewardship

Criteria

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

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

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

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

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

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

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

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

Other	No	No

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

This information may be found within the academic sections of this report.

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

This information may be found within the academic sections of this report.

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

This information may be found within the academic sections of this report.

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

This information may be found within the academic sections of this report.

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

This information may be found within the academic sections of this report.

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

This information may be found within the academic sections of this report.

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

Columbia Sustainability Advisory committee is developing a plan with short and long term goals. Actionable goals will built into a plan. There will be set targets and steps clarified to reach those end goals. There are many ways Environmental Stewardship has formally planned to engage students, faculty and staff to engage around sustainability. The University has a Green Fund which provides students the opportunity to lead projects and use the campus as a living lab. Additionally, Environmental Stewardship formally engages with student committees and groups to hard wire sustainability training when students arrive on campus. Currently, they are working now on a pilot Green Office certification program to engage, educate and recognize staff for implementing green standards in their work spaces.

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

The objectives will be to improve environmental performance in key impact areas including energy, transportation, waste, procurement and the other STARS operations sections; part of this will aim to increase a sense of person responsibility to reach sustainability goals.

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

Environmental Stewardship and the Columbia University Sustainability Advisory Committee.

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

n/a

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

The Sustainability Advisory Committee will review this in 2014-2015.

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

The Sustainability Advisory Committee will review this in 2014-2015.

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

The University has formally committed to the Mayor's Carbon Challenge, and so is working to reduce its GHG emissions by 30% by 2017.

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

Columbia has committed to reduce greenhouse gas emissions 30% from our baseline year by 2017, in accordance with Bloomberg's PlaNYC carbon challenge for Universities.

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

Columbia University Facilities and operations, Environmental Stewardship.

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

See buildings section for various retrofits, use of LED lights, energy audits conducted etc.

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

Energy output is a measurable objective that comes out of the energy audits conducted for all of Columbia's buildings larger than 50,000 sq ft.

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

Columbia University Facilities and Operations.

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

See the dining section of the STARS report.

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

See the dining section of the STARS report.

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

Columbia University Dining, Environmental Stewardship

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

Columbia has committed to reduce greenhouse gas emissions 30% from our baseline year by 2017, in accordance with Bloomberg's PlaNYC carbon challenge for Universities. Additionally, Columbia participates in the campus conservation nationals annually, a competition which is aimed at students and asks them to reduce their energy usage. They compete against other residence halls on campus.

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

Energy output per building. Columbia engages in competitions periodically, and has a real-time energy dashboard that tracks residence hall energy usage, carbon dioxide equivalent, etc.

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

Housing, Facilities, Environmental Stewardship

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

An Integrated Pest Management plan is followed at the University. See Grounds section.

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

See grounds section.

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

Facilities

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

See purchasing section

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

See purchasing section

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

See purchasing section.

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

See OP-18 through OP-21 in this report.

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

See OP-18 through OP-21 in this report.

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

See OP-18 through OP-21 in this report.

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

See the waste minimization and waste diversion sections.

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

See the waste minimization and waste diversion sections.

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

See the waste minimization and waste diversion sections.

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

Columbia uses Department of Environmental (DEP) Protection Automatic Meter Readers (AMR) to track water usage. Additionally, one of the winning student Green Fund groups is focusing on water usage and creating an inventory of water usage in various buildings on campus.

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

See the water usage section.

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

See the water usage section.

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

Columbia makes cultural competence training and activities available to all students, staff and administrators and faculty. The Office of Equal Opportunity and Affirmative Action provides training programs to educate faculty, staff and students about conduct that may constitute a violation of University policy, and to inform them of the procedures that are available to manage alleged violations. While any member of the University community may attend, management and supervisory personnel are especially encouraged to participate in these programs, and are expected to be knowledgeable about the University's policies and procedures. The programs are available to all University departments, and the sessions may be designed to tailor and meet the needs of specific participants.
The Learning and Development Office under the Vice President for Human Resources, provides professional development for faculty and staff. Do the Right Thing is an online training platform that educates faculty and staff regarding behavior and interactions within a diverse work force. Each new staff orientation provides a Statement on the Administrative Code of Conduct and a Statement of Ethical Conduct.

The Office of Multicultural Affairs (OMA) (Columbia College/Columbia Engineering) promotes an inclusive university climate by acting as an educational resource for undergraduate students. OMA offers diversity education and training programs that are designed to encourage dialogue and interaction among students about issues related to diversity.

Additionally, Columbia hosts a plethora of cultural competency events, presentations, and activities on campus that are open to students, staff and faculty.

Lastly, for decades Columbia University has supported high-achieving, low-income students through the New York State Arthur O. Eve Higher Educational Opportunity Program (HEOP) and our own National Opportunity Program (NOP). These need-based programs provide enhanced academic and financial assistance for a select group of Columbia College and Columbia Engineering students, including a Summer Bridge program before the first year and specialized advising, mentoring and tutoring resources. Additionally, the Office of Undergraduate Admissions conducts targeted outreach to low-income high school students to inform them about Columbia's academic opportunities and admissions and financial aid process. This outreach includes mailings, e-mail messages, phone calls and

invitations to special online chats and webinars.

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

See the diversity and equity coordination section

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

See the diversity and equity coordination section

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

Columbia University offers a number of programs to help support the health and wellness of its people by encouraging members of the Columbia community to adopt and sustain healthy behaviors that are linked to long-term positive outcomes. Browse this section to learn more about Columbia wellness initiatives offered through departments on all campuses, as well as Office of Work/Life-sponsored programs such as the Healthy Lifestyle Challenge, Weight Watchers at Work, and the Walk to Wellness Program.

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

See the Columbia worklife website:

http://worklife.columbia.edu/wellness

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

Columbia Work Life

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

The Advisory Committee on Socially Responsible Investing was established as a permanent addition to the University in March 2000. The Committee's purpose is to advise the University Trustees on ethical and social issues that arise in the management of the investments in the University's endowment.
The Committee will set its own agenda within the broad arena of socially responsible investing, and will, by formal vote of a majority of the Committee membership, make recommendations to the University Trustees on issues related to investments in the University's endowment, including but not limited to the exercise of the University's proxy-voting rights, shareholder initiatives, and portfolio screening. To this end, the Committee will set out a specific agenda to the Columbia community each fall to be submitted to the University Trustees and the University Senate. The Committee, however, will determine the SRI issues it researches and the recommendations it makes to the University, including its response to issues that arise after the preparation of its annual agenda.

The University will also provide the Committee with current information on a confidential basis regarding endowment holdings and investment management actions of the University related to SRI issues under review by the Committee. The Committee's deliberations using such information will take place in executive session, and information given the Committee regarding the University's endowment

will be held in confidence by members of the Committee and used solely to formulate recommendations from the Committee to the University Trustees. To keep the Columbia community informed on these matters, the Committee's formal recommendations to the University Trustees and the subsequent action or response by the University Trustees will be reported.

Columbia's Advisory Committee on Socially Responsible Investing (ACSRI) meets regularly throughout the academic year to garner consensus as to how to vote on proxies. This opinion is then forwarded to a subcommittee of the Trustees of the University who provide the definitive decision.

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

To ensure that the Committee is broadly representative of the University community, its twelve voting members are drawn in equal proportion from students, faculty, and alumni of the University, and the process for the appointment of its members provides for balanced representation, over time, of the University's divisions and schools. Two University officers sit as non-voting members in addition to the twelve voting members.

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

The Advisory Committee on Socially Responsible Investing

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

n/a

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

n/a

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

n/a

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:

Columbia University does not have one singular guiding document. Each department/school/unit typically has their own strategic plan, specific to the designated function of the unit and is charged with incorporating sustainability into their operations. Environmental Stewardship and its website serve as a central University resource for this work and captures the collective initiatives of the schools and departments across the University.

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

http://environment.columbia.edu/

Governance

Responsible Party

Jessica Prata
Assistant Vice President
Environmental Stewardship

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

This information may be found within the academic sections of this report.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Undergraduate and graduate students are represented on our central Sustainability Advisory Committee. Student EcoReps leaders are selected to participate. There is also an Earth Institute Student Advisory Committee. Each school Dean identifies a student to participate on this group.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No

Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

There are many student groups on campus that any enrolled student has the ability to join.
Additionally, students sit on the Sustainability Advisory Committee, as well as the Dining Advisory Committee and Housing Advisory Committee, and are pivotal in making all decisions.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

In the coming year we will be engaging more broadly and this will give staff the opportunity to voluntarily engage in working groups focused on key impact areas of sustainability.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The members of the Environmental Stewardship office participate in the Sustainability Advisory Committee, along with the Director of Programs from the Earth Institute. All were nominated by their peers and/or supervisors to participate.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Members of the Environmental Stewardship office contribute to the areas above.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

The Sustainability Advisory Committee will review this in 2014-2015.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The Director of Programs, Earth Institute was selected by administration of the Earth Institute.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The Sustainability Advisory Committee will review this in 2014-2015.

The website URL where information about the institution's governance structure is available:

http://environment.columbia.edu/

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Melissa Rooker
Associate Provost
Office of Equal Opp/Affirm Action

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Equal Opportunity and Affirmative Action (EOAA) has overall responsibility for the management of the University's Student Policies and Procedures on Discrimination and Harassment and the Employment Policies and Procedures on Discrimination and Harassment.

EOAA coordinates compliance activities under these policies and the applicable federal, state and local laws and has been designated as the University's Compliance Office for Title IX, Section 504 of the Rehabilitation Act, and other equal opportunity, nondiscrimination and affirmative action laws.

http://eoaa.columbia.edu/

. Students, faculty and staff may contact the EOAA to inquire about their rights under University policies, request assistance, seek information about filing a complaint, or report conduct or behavior that may violate these policies.

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

6

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

http://eoaa.columbia.edu/

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Professional development and training are integral to successful implementation of the University's Student Policies and Procedures on Discrimination and Harassment and Employment Policies and Procedures on Discrimination and Harassment.
The Office of Equal Opportunity and Affirmative Action provides training programs to educate faculty, staff and students about conduct that may constitute a violation of University policy, and to inform them of the procedures that are available to manage alleged violations. While any member of the University community may attend, management and supervisory personnel are especially encouraged to participate in these programs, and are expected to be knowledgeable about the University's policies and procedures. The programs are available to all University departments, and the sessions may be designed to tailor and meet the needs of specific participants.
The Learning and Development Office under the Vice President for Human Resources, provides professional development for faculty and staff. Do the Right Thing is an online training platform that educates faculty and staff regarding behavior and interactions within a diverse work force. Each new staff orientation provides a Statement on the Administrative Code of Conduct and a Statement of Ethical Conduct.

The Office of Multicultural Affairs (OMA) (Columbia College/Columbia Engineering) promotes an inclusive university climate by acting as an educational resource for undergraduate students. OMA offers diversity education and training programs that are designed to encourage dialogue and interaction among students about issues related to diversity.

Additionally, Columbia hosts a plethora of cultural competency events, presentations, and activities on campus that are open to students, staff and faculty.

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

http://hr.columbia.edu/learn-dev/e-learning

Assessing Diversity and Equity

Responsible Party

Susan Smith
Associate Provost, Academic Affairs
Office of the Vice Provost for Academic Planning

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

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

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

Yes

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

Each year, the Office of the Vice Provost for Academic Planning conducts an assessment of ten-year trend lines for each school showing the percentage of female and underrepresented minority undergraduate students, graduate students, tenure-track faculty, and tenured faculty.

In 2010 and 2011, as part of a University-wide initiative to enhance faculty and pipeline diversity, the Provost of the University and the Vice Provost for Academic Planning met with each School Dean and asked them to establish specific diversity goals, a three-year strategy to achieve its goals, and methods to assess and communicate progress. To assist the Deans with their planning, the Office for Academic Planning provided them with availability analyses from Affirmative Action Plans, their ten-year student and faculty diversity assessments, and guidance on formulating priorities in light of academic and financial considerations and pipeline realities. School goals and strategies, developed in collaboration with faculty members at each School, vary depending on hiring needs, pipeline variability, and similar considerations. The Schools' plans address key points of the faculty career cycle, with specific strategies for achieving the diversity goal. Schools submitted their plans to the Provost and the implementation process is underway.

Has the institution assessed student diversity and educational equity?:

No

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

Has the institution assessed employee diversity and employment equity?:

No

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

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

No

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

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

http://academicplanning.columbia.edu/diversity-program-elements

Support for Underrepresented Groups

Responsible Party

Alycen Ashburn
Associate Director of Communication
Columbia College and SEAS Student Affairs

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Additional Links:

http://www.studentaffairs.columbia.edu/csa/first-in-family

http://www.studentaffairs.columbia.edu/asp

Additional Notes:
Open Housing is an arrangement whereby two students, regardless of sex, gender, or gender expression, are permitted to share a room in Columbia's residence halls. The primary reason for such a policy is to provide housing options that take into consideration varying identities and preferences, and to ensure a safe and comfortable environment for all students.
http://www.studentaffairs.columbia.edu/OMA/trans

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

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

Yes

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

Office of Multicultural Affairs (OMA): The umbrella organization for students in underrepresented groups is the Office of Multicultural Affairs. Responding to the needs of Columbia's diverse undergraduate student body, OMA aims to promote an inclusive university climate by acting as an educational resource that prepares students to succeed in a heterogeneous and ever-changing society. The Office provides a supportive environment for intercultural communication, constructive interaction and mutual understanding. OMA aims to strengthen and enhance the richly diverse fabric of the Columbia community by providing and supporting programs and services in the following areas: Critical Intellectual Inquiry; Mentoring; Advocacy; Social Justice and Inter/Intra Cultural Programming; Leadership Development and Training; Diversity Education and Training; and Cultural & Identity Based Student Organization Advising.

The Intercultural Resource Center (IRC), a part of the OMA, is devoted to promoting a just society and exploring intercultural and diversity issues within and beyond the Columbia University community. The IRC provides a forum for education and social exchange that encourages self-discovery, increased social awareness, and an appreciation of the cultural histories within and between communities on campus. We strive to equip students, faculty, and staff with the tools necessary to empower themselves, successfully navigate their environments, and positively impact the community at large.

http://www.studentaffairs.columbia.edu/multicultural/aboutus/rescom/irc.php

Student Engagement
Columbia offers a wide range of student clubs, organizations, and initiatives, including Proud Colors, Society of Women Engineers, Black Theater Ensemble, Multicultural Business Association, Grupo Quisqueyano, Native American Council, and many, many more. (List attached of Student Clubs and Organizations.)

http://lionlink.columbia.edu

Academic Success Programs (within Center for Student Advising)

The Arthur O. Eve Higher Education Opportunity Program (HEOP), currently found in over sixty independent colleges and universities, was established by the New York State Legislature in 1969 to assist eligible residents in obtaining higher education at private institutions. HEOP is funded jointly by the University and the New York State Arthur O. Eve Higher Education Opportunity Program, and programming activities are supported, in part, by a grant from the New York State Education Department.

HEOP participants receive the following:
Financial aid awards will be based on each student's demonstrated financial need, as determined on a case by case basis.
- Parents with calculated incomes below $60,000 a year and typical assets are expected to contribute $0 toward their children's Columbia education.
- Financial aid packages at Columbia contain no loans.
- Students can estimate their financial aid eligibility by using the Net Price Calculator.
Academic, personal, career, and financial advisement;
Peer mentoring;
Academic workshops and seminars;
Individualized and/or group tutorial services; and
Semester book allowance.

In order to be eligible for HEOP, students must meet both academic and economic criteria set forth by the State of New York.

In 1986 Columbia University created the National Opportunity Program (NOP), making a commitment to providing the same kind of academic and financial support to students from all over the United States. In 2006, The Fu Foundation School of Engineering and Applied Science established a National Opportunity Program.

NOP participants receive the following services:

Academic, personal, career, and financial advisement;

Peer mentoring;

Academic workshops and seminars;

Individualized and/or group tutorial services; and

Financial aid awards will be based on each student's demonstrated financial need, as determined on a case by case basis.

Parents with calculated incomes below $60,000 a year and typical assets are expected to contribute $0 toward their children's Columbia education.

Parents with calculated incomes between $60,000 and $100,000 and typical assets are also eligible for significant financial aid.

Financial aid packages at Columbia contain no loans.

Students can estimate their financial aid eligibility by using the Net Price Calculator.

In order to be eligible for NOP, students must meet academic criteria set forth by the University.

First-in-Family Programs (within the Center for Student Advising)

Columbia College and Columbia Engineering are proud to have more than 900 undergraduates who are the first in their family to attend college. First-in-Family (FIF) Programs serves these students, and all students, by supporting them as they make the cultural leap into the college environment. First-in-Family is by definition a secondary identity. The FIF constituency hails from every corner of the socioeconomic spectrum, every ethnic background, and every area of study. The philosophy of FIF is that ""students don't know what they don't know."" FIF Programs aims to introduce students to the huge variety of possibilities for their Columbia education.

Orientation: We hold a reception during the New Student Orientation Program (NSOP) to welcome new first-generation college students and their families to campus. The 2014 FIF Welcome Reception featured a panel discussion where five current FIF students shared their experiences with twenty-nine incoming students.

Peer Mentoring: FIF administers a peer mentoring program that pairs incoming and upperclass FIF students. The mentoring relationship enriches new students by connecting them with the attention and wisdom of FIF students who are farther along in their Columbia careers. The 2014-15 FIF Peer Mentoring Initiative will launch mid-September.

Social Events: All FIF students are invited to participate in FIF-exclusive social events throughout the academic year. Programming for the fall semester will be announced in early September.

Academic Support: The Center for Student Advising provides academic support resources through the Academic Resources in Support of Excellence (ARISE) program. All FIF students are encouraged to inquire about these resources.

A variety of alumni affinity groups help sustain links to Columbia University and strengthen connections between alumni and student communities.

Alumni Affinity Groups:

http://alumni.columbia.edu/alumni-community/alumni-clubs/affiliated-organizations

Undergraduate Programs

Bridge to Ph.D. Program in the Natural Sciences – Graduate School of Arts & Sciences

This program enhances the participation of students from underrepresented groups in Ph.D. programs in the natural sciences. With

funding from the National Science Foundation, the Bridge Program provides an intensive research, coursework, and mentoring experience to post-baccalaureates seeking to strengthen their graduate school applications and to prepare for the transition into Ph.D. programs. Bridge Scholars have been sponsored by the Departments of Astronomy, Biological Sciences, Chemistry, Earth and Environmental Sciences, Neuroscience, Physics, and Psychology. There are currently ten participants in the program. Twelve of the participants who completed the program in its first three years have been accepted into doctoral programs at leading universities.

Summer Research Program – Graduate School of Arts & Sciences
The goal of the Graduate School of Arts and Sciences Summer Research Program (SRP) for undergraduates from historically underrepresented groups is to prepare students for doctoral study in their area of academic and intellectual interest. The program's purpose is to expose underrepresented students to graduate-level academic research so that they may begin to view the academy as a viable and realistic career path, thereby addressing the shortage of underrepresented minorities in doctoral study and college and university faculties. The program provides promising undergraduate students from historically underrepresented groups all over the United States with the opportunity to participate in an eight to ten week summer internship program conducting graduate-level research under the supervision of a Columbia University faculty mentor.

Biostatistics Enrichment Summer Training Diversity Program (BEST) – Mailman School of Public Health
With funding from the National Heart, Lung, and Blood Institute, BEST was established by the Mailman School's Department of Biostatistics in 2008 to expand and diversify the behavioral and biomedical sciences' workforce by introducing undergraduates from underrepresented racial and ethnic minority groups, disadvantaged backgrounds, and students with disabilities to biostatistics and quantitative applications in cardiovascular, blood, sleep, and pulmonary disease research.
Summer Program for Minority Students – Columbia University Medical Center

The Summer Public Health Scholars Program is a partnership among Columbia's College of Physicians and Surgeons, College of Dental Medicine, School of Nursing and Mailman School of Public Health. Funded by the Centers for Disease Control and Prevention, the goal of the program is to increase the knowledge and interest in public health and biomedical science among minority undergraduates. The program will recruit and train 50 students a year from community colleges, four-year colleges, and post-baccalaureate programs who are undecided about their career choices. The intensive 10-week program allows students to work alongside public health professional mentors while taking courses in epidemiology, public health and health disparities, and cultural competence.
Summer Program for Underrepresented Students (SPURS) - College of Physicians & Surgeons
The Summer Program for Underrepresented Students (SPURS) provides an intense undergraduate biomedical research experience for talented students from backgrounds that are traditionally underrepresented in the biology and chemistry fields. SPURS main goal is to help minority science undergraduate students, primarily from New York City, achieve a career in science by pursuing an advanced degree (Ph.D., M.D./ Ph.D. or M.D.). SPURS participants are accepted primarily from the City University of New York (CUNY) senior colleges, including Hunter, Brooklyn, Queens, and City Colleges. The program has been supported by the Doris Duke Charitable Fund and other private donors. Now in its ninth year, over 100 students from underrepresented groups have been trained in the biological sciences. With funding from National Institute of Neurological Disorders and Stroke, the program will be expanded into the neurosciences to leverage the training opportunities with the outstanding faculty at Columbia University.

Summer Medical Education Program (SMDEP) – College of Physicians & Surgeons and College of Dental Medicine
The Summer Medical Education Program (SMDEP) is a six-week residential program for first and second year college students interested in careers in medicine and dentistry. Supported by the Robert Wood Johnson Foundation, the program aims to assist students who represent economic, geographic, cultural, racial and ethnic diversity in their pursuit of gaining admission to medical or dental school. Columbia University is one of 12 academic institutions hosting the program across the nation.

State Pre-College Enrichment Program (S-PREP) – College of Physicians & Surgeons
The State Pre-College Enrichment Program (S-PREP) is a rigorous academic program for underrepresented minority and economically disadvantaged high school students, grades 9-12, interested in science, medicine or related health professions. The program aims to be a pipeline that will assist with increasing the number of underrepresented minority physicians, scientists and other health professionals. The program exposes students to basic and medical sciences, provides career awareness in science and medical professions, and college

preparation.

Northeast Regional Alliance (NERA) MedPrep Scholars Program – College of Physicians & Surgeons
Funded by the U.S. Department of Health and Human Services and the Health Resources and Services Administration, the program builds on the collective expertise of four institutions—Columbia University College of Physicians and Surgeons, New Jersey Medical School, Mount Sinai School of Medicine Center for Multicultural and Community Affairs, and the Manhattan Staten Island Area Health Education Center – to expand health careers preparation for minority and disadvantaged students from junior high school through medical school with the goal of increasing competitiveness for medical school.

The Sophie Davis BS-DDS Pilot Program Collaboration – College of Dental Medicine
The Sophie Davis BS-DDS Program is dedicated to producing broadly-educated, highly-skilled primary care practitioners to provide quality services to under served communities. The program is designed as a seven-year integrated curriculum leading to the Bachelor of Science (BS) and Doctor of Dental Surgery (DDS) degrees. After successfully completing the BS degree at The City College of New York, students then transfer to the cooperating dental school for their final two years of clinical training. In the inaugural year of the program, five students will be accepted for eventual transfer to Columbia University College of Dental Medicine.

Masters Programs
Sustainable Engineering Graduate Scholars Program: Diversifying the Pipeline to the PhD - School of Engineering and Applied Science
The onset of the 21st century has prompted a reevaluation of the role of engineers in light of current societal and environmental challenges. The goal of this National Science Foundation supported program, Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM), is to prepare a cohort of engineers to meet such challenges, with an emphasis on the areas of water, energy and infrastructure. Building upon undergraduate and PhD-level engineering education reform undertaken by the faculty team leading the project, this program targets the Masters level. A research-based M.S. degree will provide S-STEM Scholars with a well-supported "segue" between an undergraduate degree in engineering or applied science and a doctoral program. The program emphasizes the recruitment and retention of graduate students from underrepresented populations. Mentoring, cohort building and leadership development are important aspects of the program.

Doctoral and Junior Faculty Programs
Integrative Graduate Education and Research Traineeship (IGERT) Program – School of Engineering and Applied Science
The National Science Foundation's Integrative Graduate Education and Research Traineeship (IGERT) program was developed to meet the challenges of educating U.S. PhD scientists and engineers who will pursue careers in research and education, with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their own careers, leaders and creative agents for change. Offering traineeships to students pursuing their PhDs, the program is intended to catalyze a cultural change in graduate education by establishing innovative new models for graduate education and training in a fertile environment for collaborative research that transcends traditional disciplinary boundaries. It is also intended to facilitate diversity in student participation and preparation, and to contribute to a world-class, broadly inclusive, and globally engaged science and engineering workforce. Columbia University is home to four IGERT programs:

Solving Urbanization Challenges by Design: A New PhD Program Between Architecture and Engineering - School of Engineering and Applied Science
The goal of this IGERT program is to integrate architectural and engineering PhD education in a new interdisciplinary program that aims to fundamentally transform design and planning approaches to contemporary urban expansion. IGERT trainees will make use of emerging science and technology research at the interface of architecture and engineering to develop new paradigms that enable urban areas to adapt to changing requirements, absorb disturbance and effectively reorganize and recover, and reduce their impact on the natural environment. Collaborations with universities in urban environments located within Europe, Africa and Asia will provide a global perspective to the program. This IGERT program will graduate a cohort of diverse doctoral students who can help shape the policies, priorities, and investments needed for contemporary urbanization. Participants include students and faculty from Columbia University's Graduate School of Architecture, Planning and Preservation, School of Engineering and Applied Science, Lamont-Doherty Earth Observatory, School of International and Public Affairs, Mailman School of Public Health, and Earth Institute.

Engineering Photons for a Sustainable Future – School of Engineering and Applied Science
This IGERT program facilitates the unique interdisciplinary training of PhD scientists and engineers in the field of sustainable and renewable energy solutions. The energy economy is an immediate and grand challenge that must be tackled by current and future generations of scientists and engineers. This program addresses this challenge by focusing on technology innovations in two subsystems of direct relevance: next-generation solar photovoltaics, and next-generation efficient optical data and communications networks. The cross-training scientific research is synergistically integrated with innovative educational approaches and an emphasis on underrepresented groups. Working with major industrial partners, the IGERT will conduct outreach to undergraduate and K-12 schools in Harlem and Nashville, encouraging underrepresented groups to enter science, technology, engineering, and mathematics areas of higher education.

From Data to Solutions: A New PhD Program in Transformational Data & Information Sciences Research and Innovation – School of Engineering and Applied Science
This IGERT program provides PhD students with the interdisciplinary training necessary to extract useful information from vast amounts of collected data. Consumer opinions, information on disease and its symptoms, and breaking information on social websites allow information gathering on a scale previously unknown. Columbia University and the City University of New York, in collaboration with international partners in Argentina and Brazil, have created a new program involving the interdisciplinary training of students in making sense of big data. Researchers from Computer Science, Electrical Engineering, Psychology, and Statistics are partnering with Biomedical Informatics, Business and Journalism to educate this next generation of information scientists. Aided by advisors from large corporations, major research labs, and small start-up companies, the program encourages IGERT trainees to pursue patents, and to apply their research in society. A major goal of the program is to attract more diverse students to information sciences by emphasizing real world applications, a supportive environment, and diverse faculty role models.

Optical techniques for actuation, sensing, and imaging of biological systems – School of Engineering and Applied Science
In this IGERT program a new generation of scientists and engineers will be trained through a set of five research thrusts that cross three fundamental core competency areas: optics, photonics, and sensor electronics; biomolecular detection and cellular-level analysis; and applications to medicine and public health. With 19 faculty members representing academic departments across Columbia University's School of Engineering and Applied Science, School of Arts and Sciences, Mailman School of Public Health, College of Physicians and Surgeons, and Teachers College, and incorporating strong interaction with City College, Queens College, and The Cooper Union in New York City, IGERT trainees will experience a truly diverse community sharing in integrated educational and research activities and will be exposed to a wide spectrum of cutting-edge applications. This program fulfills a compelling need to train a diverse workforce of U. S. scientists and engineers trained in an area of large and growing competitive importance to the United States. Significant resources are committed to ensuring recruitment and retention of participants from underrepresented groups.

Initiative for Maximizing Student Development (IMSD) – Mailman School of Public Health
The Initiative for Maximizing Student Development (IMSD), an education project funded by the National Institute of General Medical Sciences, is aimed at increasing the number of underrepresented students who enter research careers in public health. The program supports eight doctoral students with one to two years of research mentoring, tuition benefits, and funding to attend scientific conferences.

HIV Intervention Science Training Program for Underrepresented New Investigators – School of Social Work
Columbia University's HIV Science Training Program for Underrepresented New Investigators (HISTP), funded by National Institutes of Mental Health, is a multidisciplinary training program that seeks to develop and facilitate the growth of scientists from underrepresented groups conducting HIV-related dissemination and implementation research. The program's goals are to address the urgent need to increase dissemination and implementation research to ensure that effective HIV prevention interventions are delivered to the communities that need them, and to train a new generation of HIV researchers to conduct such research to make a major impact in reducing new HIV infections, particularly among communities of color. Fellows participating in the program receive two years of support via an innovative dual mentorship structure, training seminars, workshops and institutes, pilot study support, and grant writing assistance. The program utilizes a distance learning approach which allows junior faculty from across the U.S. to participate from their respective institutions.
Programs to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE) – Mailman School of Public

Health/College of Physicians and Surgeons

The goal of Programs to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE) is to recruit and train junior scientists who can improve public health and reduce health disparities nationwide. Sponsored by the National Heart, Lung, and Blood Institute, it provides rigorous training and mentoring opportunities to junior faculty members from underrepresented racial and ethnic minority groups, disadvantaged backgrounds, and individuals with disabilities and equips them with the essential skills needed to conduct comparative effectiveness research and secure grant funding to address today's most complex health problems.

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

http://www.studentaffairs.columbia.edu/OMA

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

Yes

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

Bias and Discrimination Response Protocol

As members of Columbia College and Columbia Engineering, we share the University's commitment to creating a learning environment free from unlawful discrimination and harassment. Unfortunately, we acknowledge that no campus community is removed from larger systemic issues, such as racism, homophobia, religious intolerance, sexism, and classism.

Undergraduate Student Life and its partners have worked with students and key administrative offices to develop a protocol for responding to acts of hate and bias/discrimination in our community in order to better create a safe and secure environment for all of our students.

Students who witness, hear of, or are victim to acts of bias and hate should immediately contact Public Safety at 212-854-5555. Once Public Safety is notified, the Bias and Discrimination Response Team is alerted, and several steps are taken to respond to the needs of our community.

Public Safety

Once notified of an incident, Public Safety will provide any immediate assistance necessary regarding safety. If there is physical harm or threat of harm to individuals involved, Public Safety will provide appropriate support and action. If the act is in the form of public defacement of property, Public Safety will secure the premises and/or cover-up the area until:

thorough documentation is taken;
the defacement is removed by Facilities, a unit which also is contacted immediately after the initial report to Public Safety.
Documentation

Documentation by Public Safety includes formally taking an incident report and gathering information (e.g. taking photographs of defacement of property, interviewing victims or witnesses to an act).

If the incident may involve a hate crime, NYPD will be contacted. (See "Disciplinary Action for Hate Crimes and Bias Incidents" for more information).

Support

For individual(s) who may be specifically targeted:

Members of the Discrimination/Bias Response team (e.g. Multicultural Affairs, Residential Programs, Center for Student Advising) meet with the individual(s) to address the personal, physical, emotional, and psychological safety of those targeted. While providing ongoing support and referrals to additional resources as needed, the staff works with the student(s) involved in creating an appropriate community response. Depending on the nature of an incident, personal situation, and concern of safety, a student may not want wide publicity. In such cases, the University will be considerate of the student's wishes and attempt to minimize and/or limit the publicity to the extent possible. However, reporting the incident will still help inform general community education programs and support services.

For a community or communities that may be targeted:

Members of the Discrimination/Bias Response team meet with members or organizational leaders of communities most immediately targeted by the bias-related act. In the initial meeting, students are alerted to the incident and have the opportunity to share their concerns and the concerns heard among their peers. Administrators will collaborate with students to create needed programs to support their communities internally as well as programs to educate the campus. Follow- up meetings to plan and implement programs, to provide ongoing support, and to continue dialogue are held as needed.

Notification

In addition to Public Safety notifying relevant administrative units and Undergraduate Student Life staff notifying targeted constituencies, outreach to the general CC/SEAS community takes place when appropriate. After meeting with, consulting, and receiving consent from the individual(s) or constituencies most affected, public notification (through email, floor meetings, or other forums) will be sent out to students describing the nature of the incident and reminding all that these acts are against the collective principles of our community. The amount of details about the incident that will be disclosed to the community will depend on several factors including but not limited to the decision of the students/ groups most targeted, level of concern that repeating exact details may re-victimize targeted person(s), and pending legal and judicial processes.

Campus Education

Response programming is informed and shaped by meetings with student leaders and individual(s) and communities most affected. Undergraduate Student Life staff and students collaborate to create relevant forums, town halls, and dialogues. Additionally, all documentation and records of incidents help inform future programming and improvement of existing programs and services. For instance, if biased or hateful behavior seems to stem from misinformation of particular communities' cultures or experiences, new programming or better promotion of current resources can be implemented. Similarly, if a bias- related action continually occurs, educational campaigns and accompanying dialogues can be held.

Disciplinary Action for Hate Crimes and Discrimination/Bias Incidents

Hate crimes/ bias-related incidents involve behavior that is motivated by hostility to race, religion, sexual orientation, ethnicity, national origin, gender identity and expression, age, or disability. We understand the deep pain and consequence hate crimes and discrimination/bias-related actions have on our entire community. Any behavior motivated by hate will not be tolerated. Columbia College and Columbia Engineering students involved in perpetrating a hate crime/ bias incident will be subject to an educational and/or disciplinary process determined by Judicial Affairs. Hate crimes are acts of hate and bias that are accompanied by crime through such actions as threats of violence, property damage, personal injury, and other illegal conduct. If a reported incident is designated by the NYPD as a hate crime, perpetrators will be prosecuted under state and federal laws. After a full investigation by the NYPD and the legal process are complete, Columbia College and Columbia Engineering students involved will also be subject to a judicial process through Dean's Discipline, which may result in suspension or expulsion.

Confidentiality

Any personal information obtained during the course of an investigation of a hate crime or discrimination/bias-related incident and/or adjudication of such matter will be handled with discretion and kept confidential to the extent possible.

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

http://www.studentaffairs.columbia.edu/studentlife/bias/protocol

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

Yes

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

Yes

Support for Future Faculty Diversity

Responsible Party

Susan Smith
Associate Provost, Academic Affairs
Office of the Vice Provost for Academic Planning

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Columbia University aspires to be the go-to place for the world's greatest scholars. We cannot achieve this aspiration without realizing our core values of inclusion and excellence. Accomplishing this requires that diversity be a fundamental academic accountability for our University, our Schools, and our Departments, and evident through equity in recruiting, advancement, retention, and experience. Building a diverse community is not the work of a moment, but requires sustained commitment, and concentrated effort and attention.

In 2010, the Provost established the Office for Academic Planning and appointed Andrew Davidson as Vice Provost for Academic Planning with responsibilities for faculty development, diversity and planning initiatives. This Office extended and replaced the Office of the Vice Provost for Diversity Initiatives which oversaw the distribution of funds, totaling $22 million from 2005-2009, to support Columbia's efforts to enhance faculty diversity. The Office for Academic Planning works in collaboration with the University's academic and administrative units to attract, advance, and retain a diverse faculty to more closely reflect the composition of the national pool of qualified candidates. The creation of this office was spurred by the Provost's belief that these initiatives are most likely to succeed when they are tightly woven into the core functions and decision making of the institution. In 2014, the Provost re-affirmed his commitment to this mission by recruiting Dennis Mitchell to the newly created position of Senior Associate Provost for Faculty Diversity and Inclusion.

http://provost.columbia.edu/node/159

The University continues to make significant financial investments in order to advance this work. In April 2012, President Lee Bollinger and Provost John Coatsworth announced Columbia University's commitment to investing $30 million to enhance the diversity of its faculty through the recruitment of outstanding female and underrepresented minority scholars. The program is designed to support Schools' diversity plans, and to assist the University in meeting placement goals established in its affirmative action programs, by advancing the recruitment and career success of outstanding underrepresented minority and female scholars in disciplines where the availability qualified minorities and women exceeds their representation on our faculty.

This initiative reflects a shared financial commitment, with $15 million from the University's central budget matched by contributions from the individual schools to meet the costs of this effort. This dedication of resources comes with an insistence on accountability and achieving measurable movement toward our goals. It includes a School-led strategic planning process in which each School receives 10 years of faculty and pipeline diversity data, defines its goals to enhance faculty and pipeline diversity and inclusion, and provides progress reports.

http://news.columbia.edu/home/2722

Columbia's strategy to enhance the diversity of its faculty has three primary elements:

Three-year diversity goals for every School
• Intended to enhance faculty diversity as a core academic accountability, each School developed 3-year diversity strategic plans, with measurable goals
• The Provost meets with each Dean to discuss progress made on diversity goals, challenges that have been encountered, plans to intervene in areas where the progress has been unsatisfactory, and progress that is expected in the forthcoming academic year

Funding support to enhance faculty and pipeline diversity via $30M commitment in April 2012
• $15M from central funds, matched by $15M from participating Schools, to fund faculty and pipeline recruitment, and faculty career success
• Funds allocated through competitive grant processes, focused on a variety of areas – faculty hiring, junior faculty research support, and pipeline development through doctoral and postdoctoral fellowship support
o Faculty Hiring: Standard and Target of Opportunity Recruitments
o Faculty Development: Junior Faculty Research Grants
o Pipeline Development: Postdoctoral Fellowships, Ph.D. Fellowships, and for undergraduates, the BRIDGE to the Ph.D. in the Natural Sciences
• Every school has participated in this effort by applying for support; over 175 faculty members have been involved as advisers, proposal reviewers, and awardees

Development of a broader framework to reinforce, nourish, and sustain diversity and inclusion.
• Policy development; data collection and feedback; and special programming

A more detailed account of the grant programs, and other diversity efforts, follows.

1. FACULTY RECRUITMENT

This program is designed to support Schools' diversity plans, and to assist the University in meeting placement goals established in its Affirmative Action Programs, by advancing the recruitment of outstanding underrepresented minority and female scholars in disciplines where the availability of qualified minorities and women exceeds their representation on our faculty. Our goal is that the composition of our tenured and tenure-track faculty more closely reflects the national pool of qualified candidates. Funds for faculty recruitment support two kinds of hires.

Support for the Recruitment of Faculty Identified Through Standard Searches

Schools may request funding support to assist in the recruitment of candidates identified through standard searches from groups whose availability exceeds their representation on the faculty. The level of support provided by the Provost's Office is predicated on the assumption that, since there was a Standard Search and Evaluation process, this was a planned recruitment for which Departmental/School funds had already been budgeted. There may be instances where Schools need additional funds in order to make competitive offers. In such cases, Schools may request modest supplemental funds from the Provost's Office to assist with the recruitment.

Target-of-Opportunity Recruitments

While Departments/Schools will normally use the procedures described in its Standard Search and Evaluation Procedures to recruit faculty members, there are situations in which a hiring unit has the opportunity to recruit an outstanding minority candidate, or an outstanding woman candidate in the STEM fields, outside traditional open faculty searches. In such cases, if the recruitment of the candidate would cause the composition of the faculty to more closely reflect the national pool of qualified candidates, the hiring unit may seek a waiver from the University's Equal Opportunity and Affirmative Action search requirements, and may seek funding support for this recruitment from the Provost's Office. RFPs are issued twice a year. A committee of senior faculty members reviews the applications and makes recommendations to the Provost.

2. CAREER SUPPORT FOR JUNIOR FACULTY

Junior faculty research grants in which junior faculty who contribute to the diversity goals of the University compete to receive seed grants for research support. RFPs are issued twice a year. A committee of senior faculty members reviews the applications and makes recommendations to the Provost.

In addition to receiving research grants, junior faculty awardees are invited to become part of a cohort. Cohort events focus on career-support and community-building. Events have included award luncheons, a panel on career advancement, and informal interviews and meetings to get feedback on how Columbia is doing to create a climate of inclusiveness and support for junior faculty. Results of these interviews and meetings are being used to inform the development and expansion a more robust onboarding program for new tenure-track faculty.

http://academicplanning.columbia.edu/provost-s-grant-program-junior-faculty-who-contribute-dive

rsity-goals-university-2

3. PIPELINE DIVERSITY

Pipeline diversity efforts are designed to provide support for members of underrepresented groups at three points in the pre-faculty life-cycle.

Postdoctoral grants. Schools are invited to compete for funding for postdoctoral position. RFPs are issued once a year. A committee of senior faculty members reviews the applications and makes recommendations to the Provost.

PhD Support. Fellowships are designed to increase yield of exceptional PhD students who would enhance diversity.
• Fellowships are allocated across all Columbia Schools.

Transition from Undergraduate to PhD. Funds are allocated to support the transition into STEM PhD programs for post-bac students from underrepresented groups.

• Provost Office supports (in partnership with NSF, Arts & Sciences, and the Office of the Executive Vice President for Research) the Columbia-based Bridge to the PhD Program in the Natural Sciences

• Columbia is also the home to a number of transition programs that serve as a bridge for underrepresented minority and female candidates to advance from undergraduate to graduate studies, graduate studies to faculty positions, and junior faculty positions to research independence.

http://academicplanning.columbia.edu/programs-transition-graduate-study-faculty-positions-and-r

esearch-independence

A detailed account of these programs follows.

Undergraduate Programs

Bridge to Ph.D. Program in the Natural Sciences – Graduate School of Arts & Sciences
This program enhances the participation of students from underrepresented groups in Ph.D. programs in the natural sciences. With funding from the National Science Foundation, the Bridge Program provides an intensive research, coursework, and mentoring experience to post-baccalaureates seeking to strengthen their graduate school applications and to prepare for the transition into Ph.D. programs.

Summer Research Program – Graduate School of Arts & Sciences
The goal of the Graduate School of Arts and Sciences Summer Research Program (SRP) for undergraduates from historically underrepresented groups is to prepare students for doctoral study in their area of academic and intellectual interest. The program's purpose is to expose underrepresented students to graduate-level academic research so that they may begin to view the academy as a viable and realistic career path, thereby addressing the shortage of underrepresented minorities in doctoral study and college and university faculties.

Biostatistics Enrichment Summer Training Diversity Program (BEST) – Mailman School of Public Health
With funding from the National Heart, Lung, and Blood Institute, BEST was established by the Mailman School's Department of Biostatistics in 2008 to expand and diversify the behavioral and biomedical sciences' workforce by introducing undergraduates from underrepresented racial and ethnic minority groups, disadvantaged backgrounds, and students with disabilities to biostatistics and quantitative applications in cardiovascular, blood, sleep, and pulmonary disease research.

Summer Program for Minority Students – Columbia University Medical Center
The Summer Public Health Scholars Program is a partnership among Columbia's College of Physicians and Surgeons, College of Dental Medicine, School of Nursing and Mailman School of Public Health. Funded by the Centers for Disease Control and Prevention, the goal of the program is to increase the knowledge and interest in public health and biomedical science among minority undergraduates. The program will recruit and train 50 students a year from community colleges, four-year colleges, and post-baccalaureate programs who are undecided about their career choices. The intensive 10-week program allows students to work alongside public health professional mentors while taking courses in epidemiology, public health and health disparities, and cultural competence.

Summer Program for Underrepresented Students (SPURS) - College of Physicians & Surgeons
The Summer Program for Underrepresented Students (SPURS) provides an intense undergraduate biomedical research experience for talented students from backgrounds that are traditionally underrepresented in the biology and chemistry fields. SPURS main goal is to help minority science undergraduate students, primarily from New York City, achieve a career in science by pursuing an advanced degree (Ph.D., M.D./ Ph.D. or M.D.). SPURS participants are accepted primarily from the City University of New York (CUNY) senior colleges,

including Hunter, Brooklyn, Queens, and City Colleges. The program has been supported by the Doris Duke Charitable Fund and other private donors. Now in its ninth year, over 100 students from underrepresented groups have been trained in the biological sciences. With funding from National Institute of Neurological Disorders and Stroke, the program will be expanded into the neurosciences to leverage the training opportunities with the outstanding faculty at Columbia University.

Summer Medical Education Program (SMDEP) – College of Physicians & Surgeons and College of Dental Medicine
The Summer Medical Education Program (SMDEP) is a six-week residential program for first and second year college students interested in careers in medicine and dentistry. Supported by the Robert Wood Johnson Foundation, the program aims to assist students who represent economic, geographic, cultural, racial and ethnic diversity in their pursuit of gaining admission to medical or dental school. Columbia University is one of 12 academic institutions hosting the program across the nation.

State Pre-College Enrichment Program (S-PREP) – College of Physicians & Surgeons
The State Pre-College Enrichment Program (S-PREP) is a rigorous academic program for underrepresented minority and economically disadvantaged high school students, grades 9-12, interested in science, medicine or related health professions. The program aims to be a pipeline that will assist with increasing the number of underrepresented minority physicians, scientists and other health professionals. The program exposes students to basic and medical sciences, provides career awareness in science and medical professions, and college preparation.

Northeast Regional Alliance (NERA) MedPrep Scholars Program – College of Physicians & Surgeons
Funded by the U.S. Department of Health and Human Services and the Health Resources and Services Administration, the program builds on the collective expertise of four institutions—Columbia University College of Physicians and Surgeons, New Jersey Medical School, Mount Sinai School of Medicine Center for Multicultural and Community Affairs, and the Manhattan Staten Island Area Health Education Center – to expand health careers preparation for minority and disadvantaged students from junior high school through medical school with the goal of increasing competitiveness for medical school.

The Sophie Davis BS-DDS Pilot Program Collaboration – College of Dental Medicine
The Sophie Davis BS-DDS Program is dedicated to producing broadly-educated, highly-skilled primary care practitioners to provide quality services to underserved communities. The program is designed as a seven-year integrated curriculum leading to the Bachelor of Science (BS) and Doctor of Dental Surgery (DDS) degrees. After successfully completing the BS degree at The City College of New York, students then transfer to the cooperating dental school for their final two years of clinical training. In the inaugural year of the program, five students will be accepted for eventual transfer to Columbia University College of Dental Medicine.

Masters Programs

Sustainable Engineering Graduate Scholars Program: Diversifying the Pipeline to the PhD - School of Engineering and Applied Science
The onset of the 21st century has prompted a reevaluation of the role of engineers in light of current societal and environmental challenges. The goal of this National Science Foundation supported program, Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM), is to prepare a cohort of engineers to meet such challenges, with an emphasis on the areas of water, energy and infrastructure. Building upon undergraduate and PhD-level engineering education reform undertaken by the faculty team leading the project, this program targets the Masters level. A research-based M.S. degree will provide S-STEM Scholars with a well-supported "segue" between an undergraduate degree in engineering or applied science and a doctoral program. The program emphasizes the recruitment and retention of graduate students from underrepresented populations. Mentoring, cohort building and leadership development are important aspects of the program.

Doctoral and Junior Faculty Programs

Integrative Graduate Education and Research Traineeship (IGERT) Program – School of Engineering and Applied Science
The National Science Foundation's Integrative Graduate Education and Research Traineeship (IGERT) program was developed to meet the challenges of educating U.S. PhD scientists and engineers who will pursue careers in research and education, with the interdisciplinary backgrounds, deep knowledge in chosen disciplines, and technical, professional, and personal skills to become, in their

own careers, leaders and creative agents for change. Offering traineeships to students pursuing their PhDs, the program is intended to catalyze a cultural change in graduate education by establishing innovative new models for graduate education and training in a fertile environment for collaborative research that transcends traditional disciplinary boundaries. It is also intended to facilitate diversity in student participation and preparation, and to contribute to a world-class, broadly inclusive, and globally engaged science and engineering workforce. Columbia University is home to four IGERT programs:

Solving Urbanization Challenges by Design: A New PhD Program Between Architecture and Engineering - School of Engineering and Applied Science

The goal of this IGERT program is to integrate architectural and engineering PhD education in a new interdisciplinary program that aims to fundamentally transform design and planning approaches to contemporary urban expansion. IGERT trainees will make use of emerging science and technology research at the interface of architecture and engineering to develop new paradigms that enable urban areas to adapt to changing requirements, absorb disturbance and effectively reorganize and recover, and reduce their impact on the natural environment. Collaborations with universities in urban environments located within Europe, Africa and Asia will provide a global perspective to the program. This IGERT program will graduate a cohort of diverse doctoral students who can help shape the policies, priorities, and investments needed for contemporary urbanization. Participants include students and faculty from Columbia University's Graduate School of Architecture, Planning and Preservation, School of Engineering and Applied Science, Lamont-Doherty Earth Observatory, School of International and Public Affairs, Mailman School of Public Health, and Earth Institute.

Engineering Photons for a Sustainable Future – School of Engineering and Applied Science

This IGERT program facilitates the unique interdisciplinary training of PhD scientists and engineers in the field of sustainable and renewable energy solutions. The energy economy is an immediate and grand challenge that must be tackled by current and future generations of scientists and engineers. This program addresses this challenge by focusing on technology innovations in two subsystems of direct relevance: next-generation solar photovoltaics, and next-generation efficient optical data and communications networks. The cross-training scientific research is synergistically integrated with innovative educational approaches and an emphasis on underrepresented groups. Working with major industrial partners, the IGERT will conduct outreach to undergraduate and K-12 schools in Harlem and Nashville, encouraging underrepresented groups to enter science, technology, engineering, and mathematics areas of higher education.

From Data to Solutions: A New PhD Program in Transformational Data & Information Sciences Research and Innovation – School of Engineering and Applied Science

This IGERT program provides PhD students with the interdisciplinary training necessary to extract useful information from vast amounts of collected data. Consumer opinions, information on disease and its symptoms, and breaking information on social websites allow information gathering on a scale previously unknown. Columbia University and the City University of New York, in collaboration with international partners in Argentina and Brazil, have created a new program involving the interdisciplinary training of students in making sense of big data. Researchers from Computer Science, Electrical Engineering, Psychology, and Statistics are partnering with Biomedical Informatics, Business and Journalism to educate this next generation of information scientists. Aided by advisors from large corporations, major research labs, and small start-up companies, the program encourages IGERT trainees to pursue patents, and to apply their research in society. A major goal of the program is to attract more diverse students to information sciences by emphasizing real world applications, a supportive environment, and diverse faculty role models.

Optical techniques for actuation, sensing, and imaging of biological systems – School of Engineering and Applied Science

In this IGERT program a new generation of scientists and engineers will be trained through a set of five research thrusts that cross three fundamental core competency areas: optics, photonics, and sensor electronics; biomolecular detection and cellular-level analysis; and applications to medicine and public health. With 19 faculty members representing academic departments across Columbia University's School of Engineering and Applied Science, School of Arts and Sciences, Mailman School of Public Health, College of Physicians and Surgeons, and Teachers College, and incorporating strong interaction with City College, Queens College, and The Cooper Union in New York City, IGERT trainees will experience a truly diverse community sharing in integrated educational and research activities and will be exposed to a wide spectrum of cutting-edge applications. This program fulfills a compelling need to train a diverse workforce of U. S. scientists and engineers trained in an area of large and growing competitive importance to the United States. Significant resources are

committed to ensuring recruitment and retention of participants from underrepresented groups.

Initiative for Maximizing Student Development (IMSD) – Mailman School of Public Health
The Initiative for Maximizing Student Development (IMSD), an education project funded by the National Institute of General Medical Sciences, is aimed at increasing the number of underrepresented students who enter research careers in public health. The program supports eight doctoral students with one to two years of research mentoring, tuition benefits, and funding to attend scientific conferences.

HIV Intervention Science Training Program for Underrepresented New Investigators – School of Social Work
Columbia University's HIV Science Training Program for Underrepresented New Investigators (HISTP), funded by National Institutes of Mental Health, is a multidisciplinary training program that seeks to develop and facilitate the growth of scientists from underrepresented groups conducting HIV-related dissemination and implementation research. The program's goals are to address the urgent need to increase dissemination and implementation research to ensure that effective HIV prevention interventions are delivered to the communities that need them, and to train a new generation of HIV researchers to conduct such research to make a major impact in reducing new HIV infections, particularly among communities of color. Fellows participating in the program receive two years of support via an innovative dual mentorship structure, training seminars, workshops and institutes, pilot study support, and grantwriting assistance. The program utilizes a distance learning approach which allows junior faculty from across the U.S. to participate from their respective institutions.

Programs to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE) – Mailman School of Public Health/College of Physicians and Surgeons
The goal of Programs to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE) is to recruit and train junior scientists who can improve public health and reduce health disparities nationwide. Sponsored by the National Heart, Lung, and Blood Institute, it provides rigorous training and mentoring opportunities to junior faculty members from underrepresented racial and ethnic minority groups, disadvantaged backgrounds, and individuals with disabilities and equips them with the essential skills needed to conduct comparative effectiveness research and secure grant funding to address today's most complex health problems.

4. SUPPORT FOR ACADEMIC PROGRAMMING RELATED TO DIVERSITY AND INCLUSION

The Office of the Vice Provost for Academic Planning has provided support to facilitate conferences and symposia related to race and gender, including funds for:

• The creation of the Women's, Gender, and Sexuality Studies Council, 2013-2014
• A conference titled "Are the Gods Afraid of Black Sexuality" in October 2014 (a project of the Institute for Research in African-American Studies)
• A conference titled "Challenging Punishment Conference: Race, Public Health, and the War on Drugs" in October 2013 (a project of the Institute for Research in African-American Studies)

5. PROVOST'S ADVISORY COUNCIL FOR THE ENHANCEMENT OF FACULTY DIVERSITY

The Provost's Advisory Council, formed in 2012, plays a key advisory role to the Provost on the University's diversity efforts, including:
• Providing expertise and guidance on programs concerning faculty and pipeline diversity, inclusiveness and equity, and faculty development
• Recommending approaches to strengthen the presence, prominence and role of women and underrepresented minorities in leadership positions at Columbia
• Championing the University diversity mission within their academic units, across campus and among external stakeholders

Members of the Advisory Council have also participated in a series of in-depth interviews to learn more about their perceptions of Columbia's progress in strengthening a climate of inclusiveness and support for junior and senior faculty from underrepresented groups. Results of these interviews, and junior faculty interviews, have helped to inform the work of the Council and of the Office of the Vice Provost for Academic Planning.

http://provost.columbia.edu/node/164

http://provost.columbia.edu/node/97

5. DATA INITIATIVES

The use of data remains a key part of our diversity efforts. In partnership with the Office of Institutional Research (OPIR), data is compiled to show the race and gender composition of all graduate students and faculty in every department of the University. This data, presented as an overview by year for the last ten years, allows for evaluations of how well departments are incorporating diversity efforts to impact their faculty and student demographics. These data, as well as analyses of any unit lacking female and/or underrepresented minority tenured/tenure-track faculty are made available to diversity leaders at each School.

Office of Work/Life programs support the building of a diverse faculty in a number of ways. The following services are available to faculty being recruited in addition to current faculty.

Support for Families:

• Affiliated Child Care Centers: arrangements with area early education and child care centers to prioritize admission of Columbia families

• Backup Care: 100 hours of subsidized backup child care and adult/elder care is available to elgigible faculty and staff

• Breastfeeding Support Program: private lactation rooms on all campuses equipped with hospital grade pumps – allowing mothers to express milk when they return to work after childbirth

• School and Child Care Search Service: free individual consultation to assist parents with finding child care and schooling for their children in and around New York City

Support for Relocation:

• Faculty Spouse/Partner Dual Career Service: assist accompanying faculty spouses and partners in searching for academic and non-academic careers

• Housing Information and Referral Service: individual consultation on renting or purchasing in and around New York City

Support for Targeted Populations

• The Office of Work/Life has organized workshops and discussion groups around topics such as: Legal Issues for LGBTQ Adoption, Persons with Disabilities on Campus, Veterans, etc

The website URL where more information about the faculty diversity program(s) is available :

http://academicplanning.columbia.edu/

Affordability and Access

<div align="center">

Responsible Party

Kendra Lider-Johnson
Director of Marketing & Communications
Columbia College/SEAS Admissions & Financial Aid

</div>

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Additional links:

https://gs.columbia.edu/financing-your-education

http://www.health.columbia.edu/disability-services

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Columbia College and the Fu Foundation School of Engineering and Applied Science offer incredibly generous full need financial aid packages to undergraduates admitted as first year and transfer students, and we guarantee to meet the full need for all four years of study. We meet the full demonstrated financial need of families with a combination of grant and work study aid. Parents with total incomes under $60,000 and with typical assets are not expected to contribute anything to the cost of education of their student. Parents with incomes between $60,000 and $100,000 and with typical assets have a reduced Parent Contribution towards the cost of education. Loans are not part of our financial aid packages. For continuing students at General Studies we launched a need enhancement program in 2008 designed to assist the students in our undergraduate program with the highest demonstrated need. This program is designed to make the academic program more affordable and reduce the need for outside loans and limit overall borrowing costs.
In addition, we have the Program for Academic Leadership and Services at GS (PALS) that is targeted at socio-economically disadvantaged students. It's a full tuition scholarship program and offers significant aid to a segment of our population with the most financial need.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Office of Multicultural Affairs conducts a variety of diversity training programs to prepare for the diverse student population they will encounter at Columbia. Trainings include, but are not limited to, Under One Roof diversity training; Safe Zone training around sexual orientation, and other diversity-related training sessions available for the Columbia community.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Columbia's Center for Student Advising (CSA) runs a First-in-Family initiative, designed to support students who are the first generation in their families and/or low-income students to attend college. Recognizing that this population is more likely to struggle academically and less likely to graduate in 4 years, CSA holds workshops on time management and career exploration, specific sessions for first-generation students and families at the New Student Orientation Program and Homecoming and matches first-year students with upperclassmen mentors, all with the goal of ensuring that students achieve academically and graduate on time.
Columbia's ARISE (Academic Resources in Support of Excellence) program provides tutoring resources in math, statistics and chemistry, recognizing that these are often subjects where students coming from under-resourced backgrounds and under-served schools sometimes struggle. This fall Columbia launched a co-curricular initiative called Mastery Through Academic Coaching (MTAC) where students have the option of attending small-group tutoring sessions for Introductory Biology, a required first-year class for STEM majors. As part of our program students receive rigorous preparation for the transition to Columbia, including financial counseling and support.

We also run a program called university studies, and while this program is offered to a broad group of GS students, this program does offer specific transition support for student from all backgrounds, including low income students.

A brief description of the institution's scholarships for low-income students:

All financial aid is need-based. We do not offer any sort of merit scholarship. See above for information about our need-based financial aid program, which is one of the most generous in the nation for low-income students.

A brief description of any programs to guide parents of low-income students through the higher education experience:

We provide information to families on the financial aid process in a variety of ways including our web site, through email and phone contact with our office, in person visits and presentations we give both on and off campus.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

See above section on our financial aid policies.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

We use a holistic review process when evaluating applicants for admission. That means admission to Columbia is not based on a simple formula of grades and test scores. Instead, we consider a variety of factors: the student's academic record, extracurricular interests, intellectual achievements and personal background. We pay particular attention to the context from which a student is coming and what resources may have been available to them. We strive to admit a class diverse in every way, including socioeconomic background and circumstance.
In addition, the Office of Undergraduate Admissions targets high schools across the country who have a high proportion of college-bound low income students and sends admissions officers to visit these schools, speaking both about Columbia and higher education in general. We also partner closely with community-based organizations and non-profits that promote college access and visit dozens of CBOs each year and host countless groups for on-campus visits. We have particularly close relationships with organizations in the greater New York City area. Columbia also partners with QuestBridge, a non-profit organization which identifies high-achieving, low-income students, assists them with the college search and application process and works to connect them to educational opportunities at 32 partner colleges. We currently have almost 100 QuestBridge Scholars on campus.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

See above section on our financial aid policies.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

For decades Columbia University has supported high-achieving, low-income students through the New York State Arthur O. Eve Higher Educational Opportunity Program (HEOP) and our own National Opportunity Program (NOP). These need-based programs provide enhanced academic and financial assistance for a select group of Columbia College and Columbia Engineering students, including a Summer Bridge program before the first year and specialized advising, mentoring and tutoring resources. Additionally, the Office of Undergraduate Admissions conducts targeted outreach to low-income high school students to inform them about Columbia's academic opportunities and admissions and financial aid process. This outreach includes mailings, e-mail messages, phone calls and invitations to special online chats and webinars.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Columbia University has a college dedicated to serving the needs of nontraditional students. The School of General Studies of Columbia University is the finest liberal arts college in the United States created specifically for returning and nontraditional students seeking a rigorous, traditional, Ivy League undergraduate degree full or part time.
In addition to aid from federal and state governments or private sources, GS students may apply for institutional aid. Institutional aid for GS students is derived from three sources: endowment returns, annual gifts, and general University funds.
All prospective and current students are eligible to apply for a GS scholarship regardless of enrollment status (part or full time) or academic history.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

Affiliated Child Care Centers: Columbia University has agreements with nine independently run child care centers. Some are on University property and some are not. Columbia provides financial support to these centers to help support operational costs and financial aid funding in exchange for prioritizing the enrollment of Columbia families.
Child Care Subsidy: The Graduate School of Arts and Sciences provides fully funded PhD or DMA student parents with a $1,000 child care subsidy for each child under the age of 5
Work/Life Website: Provides lists of early education and child care centers near campus and other useful information.
Backup Care: 100 hours of subsidized backup child care and adult/elder care is available to doctoral students
"

A brief description of other policies and programs to support non-traditional students:

Columbia participates in the Army, Air Force, and Naval ROTC programs. Both the New York City Army and Air Force ROTC programs include students from schools throughout the New York City area.
The Naval ROTC program is based at Columbia, having been officially recognized by the University

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	17
The graduation/success rate for low-income students	96
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	73

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://cc-seas.financialaid.columbia.edu/eligibility/philosophy

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.

Submission Note:

-Employee count includes full time officers and staff, part time casuals, non-student casuals, and temporary employees.
-Local legal minimum hourly wage for regular employees: NYS: $8.00 as of 12/31/2013; increases to $8.75 on 12/31/2014
-On-site child care facilities, continued:
Affiliated Child Care Centers: Columbia University has agreements with nine independently run child care centers. Some are on University property and some are not. Columbia provides financial support to these centers to help support operational costs and financial aid funding in exchange for prioritizing the enrollment of Columbia families.
Backup Care: 100 hours of subsidized backup child care and adult/elder care is available to eligible faculty and staff
Child Care Benefit: For all benefits eligible officers of the University (faculty and staff) who earn less than $115,000 the University will provide $2,000 toward child care expenses (deposited in dependent care FSA) for children under the age of 5
School and Child Care Search Service: free individual consultation to assist parents with finding child care and schooling for their children in and around New York City

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

Number of employees:

20,776

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,946

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Columbia University in the City of New York maintains collective bargaining agreements with eleven bargaining units. These agreements set forth the wages, terms and conditions of employment, and working conditions of approximately 3,000 support staff.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

20,557

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Columbia University is committed to attracting, encouraging and retaining a highly qualified workforce to support our mission of excellence in education, research and patient care. A world-renowned research university in New York City, Columbia's success is the result of a diverse workforce coming together to help shape the future. The University offers competitive and fair pay that reflects market trends.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Columbia University provides a comprehensive package of benefits designed to allow eligible faculty and staff to create a program suited to their needs and those of their families.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Columbia University is committed to attracting, encouraging and retaining a highly qualified workforce to support our mission of excellence in education, research and patient care. A world-renowned research university in New York City, Columbia's success is the result of a diverse workforce coming together to help shape the future. The University offers competitive and fair pay that reflects market trends.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The sustainable compensation standard used in our analysis is a comparison to the NYC Living Wage. For a summary of the Executive Order signed by Mayor de Blasio, see

http://www.1.nyc.gov/office-of-the-mayor/news/459-14/mayor-de-blasio-signs-executive-order-incr

ease-living-wage-expand-it-thousands-more/index.page

.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Columbia University is committed to attracting, encouraging and retaining a highly qualified workforce to support our mission of excellence in education, research and patient care. A world-renowned research university in New York City, Columbia's success is the result of a diverse workforce coming together to help shape the future. The University offers competitive and fair pay that reflects market trends.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Columbia University is committed to attracting, encouraging and retaining a highly qualified workforce to support our mission of excellence in education, research and patient care. A world-renowned research university in New York City, Columbia's success is the result of a diverse workforce coming together to help shape the future. The University offers competitive and fair pay that reflects market trends.

The local legal minimum hourly wage for regular employees:

8.75 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

http://hr.columbia.edu/policies/hr-manual/wages-and-salaries

Assessing Employee Satisfaction

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

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

Responsible Party

Rebecca Balkin
Administrative Coordinator
Office of Work/Life

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Columbia University has an Employee Assistance Program, as well as, many wellness programs/initiatives. The Employee Assistance Program (EAP) is s a confidential service available to all faculty, researchers, administrators and staff. The EAP provides a network of specialized services, including short-term counseling and life coaching, to help employees and their household members cope with everyday issues such as stress, relationships, depression, drug and alcohol addiction. It also provides adult/elder care information and referral. All services are provided by Humana/Harris Rothenberg International (HRI) at no cost to employees. Humana/HRI's counselors are available 24 hours a day, 7 days a week. There is also a website with additional resources:

http://www.hriworld.com/index.aspx

The Breastfeeding Support Program provides nursing mothers with access to clean, private, lactation rooms equipped with hospital grade

breast pumps. Columbia currently has 12 lactation rooms, some of which have multiple pumping stations. Breast pump attachments for the pumps in the rooms are sold through the Office of Work/Life below retail cost. The program also includes a free workshop each semester on breastfeeding open to anyone at Columbia.

http://worklife.columbia.edu/breastfeedingsupport

Columbia's Office of Work/Life sponsors several programs designed to improve the well-being of faculty and staff. These programs include the following:
• Bicycling/Active Travel: The Office of Work/Life has arranged discounts for Columbia faculty, staff, and students at local bicycling shops, offers free bicycling workshops, and the serves as an informational hub for resources about bicycling on campus and New York City through its bicycling webpage. Columbia Public Safety offers bicycle registration, engraving, and sells bike locks at a discounted rate
• Healthy Lifestyle Challenge: The Healthy Lifestyle Challenge (HLC) is a worksite wellness program developed by the Office of Work/Life that encourages Columbia employees to make positive changes which can lead to a healthier lifestyle. It is a five week program designed to encourage the development/adoption of healthier habits
• Mindfulness Training for Stress Reduction (MTSR): MTSR is offered each semester for a small fee to faculty and staff at Columbia. The group meets for eight weeks to learn and practice this meditation technique
• Take the Stairs Campaign: A collaborative effort between the Office of Work/Life, Columbia Health, Alice! Health Promotion, CUMove, CUFacilities, Environmental Stewardship, Teacher's College, and the NYC Department of Health, Take the Stairs campaign encourages the Columbia community to choose the stairs instead of the elevator as a quick way to add more physical activity into your day and save electricity.
• Walk to Wellness: This is a free fitness program that includes instructor-led lunchtime walks two days a week, as well as, pre and post fitness assessment. Participants receive water bottles and are signed up for a listserv, which provides weekly fitness tips.
• Weight Watchers at Work: There are two Weight Watchers at Work groups meeting at Columbia. This is a weight loss program that combines nutrition/diet guidelines with weekly group meetings
• Wellness Discounts: The Office of Work/Life has arranged for discounts with several city-wide fitness centers, as well as prenatal classes offered at NY Presbyterian Hospital.
There are many other wellness initiatives at Columbia, which are listed on the Office of Work/Life's website.

http://worklife.columbia.edu/wellness

Students
Alice! Health Promotion seeks to make students and the University community healthier by connecting individuals and groups with information and resources, cultivating healthy attitudes and behaviors, promoting health, supporting policy, and fostering a culture that values and supports health. Students
Alice! Health Promotion seeks to make students and the University community healthier by connecting individuals and groups with information and resources, cultivating healthy attitudes and behaviors, promoting health, supporting policy, and fostering a culture that values and supports health.

We believe that health is vital to learning and we strive to connect our work to the mission of Columbia University. Our work is guided by the Standards of Practice for Health Promotion in Higher Education and our role is to:
• Assess the health status of students;
• Strategically plan to prevent student health issues at all levels of the socioecologial model;
• Collaborate with students and colleagues across the University to improve the health of the campus community; and
• Develop, implement, and evaluate theory- and evidence-informed health promotion initiatives.

We believe that health is vital to learning and we strive to connect our work to the mission of Columbia University. Our work is guided by the Standards of Practice for Health Promotion in Higher Education and our role is to:

• Assess the health status of students;

• Strategically plan to prevent student health issues at all levels of the socioecologial model;

• Collaborate with students and colleagues across the University to improve the health of the campus community; and

• Develop, implement, and evaluate theory- and evidence-informed health promotion initiatives.

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

http://worklife.columbia.edu/wellness-initiatives

Workplace Health and Safety

Responsible Party

Hana Bloch
Manager
HR

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	253	199
Full-time equivalent of employees	18,379	18,379

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 workplace health and safety baseline was adopted:

This was the year in which we can report data.

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

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

http://ehs.columbia.edu/

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

Katharine Chung
Associate Director
Socially Responsible Investing and Finance Communications

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 Advisory Committee on Socially Responsible Investing was established as a permanent addition to the University in March 2000. The Committee's purpose is to advise the University Trustees on ethical and social issues that arise in the management of the investments in the University's endowment.

The Committee will set its own agenda within the broad arena of socially responsible investing, and will, by formal vote of a majority of the Committee membership, make recommendations to the University Trustees on issues related to investments in the University's endowment, including but not limited to the exercise of the University's proxy-voting rights, shareholder initiatives, and portfolio screening. To this end, the Committee will set out a specific agenda to the Columbia community each fall to be submitted to the University Trustees and the University Senate. The Committee, however, will determine the SRI issues it researches and the recommendations it makes to the University, including its response to issues that arise after the preparation of its annual agenda.

The University will also provide the Committee with current information on a confidential basis regarding endowment holdings and investment management actions of the University related to SRI issues under review by the Committee. The Committee's deliberations

using such information will take place in executive session, and information given the Committee regarding the University's endowment will be held in confidence by members of the Committee and used solely to formulate recommendations from the Committee to the University Trustees. To keep the Columbia community informed on these matters, the Committee's formal recommendations to the University Trustees and the subsequent action or response by the University Trustees will be reported.

Columbia's Advisory Committee on Socially Responsible Investing (ACSRI) meets regularly throughout the academic year to garner consensus as to how to vote on proxies. This opinion is then forwarded to a subcommittee of the Trustees of the University who provide the definitive decision."

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

To ensure that the Committee is broadly representative of the University community, its twelve voting members are drawn in equal proportion from students, faculty, and alumni of the University, and the process for the appointment of its members provides for balanced representation, over time, of the University's divisions and schools. Two University officers sit as non-voting members in addition to the twelve voting members.

Examples of CIR actions during the previous three years:

http://finance.columbia.edu/files/gateway/content/sri/Final_Response_BCD.pdf

The website URL where information about the CIR is available:

http://finance.columbia.edu/content/socially-responsible-investing

Sustainable Investment

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in 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

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

Investment Disclosure

Responsible Party

Ursula Bollini
Senior Manager Finance Initiatives & SRI
Finance

Criteria

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

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

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Allie Schwartz
Assistant Manager
Environmental Stewardship

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Columbia University Green Commencement: Recycle a Bottle, Dress a Grad!

A brief description of the innovative policy, practice, program, or outcome :

Columbia University Environmental Stewardship partnered with Facilities, Housing, the EcoReps, the Columbia bookstore and others to put together a campaign centered around recycling at the 2014 Commencement. 50% of the bachelors and masters gowns were from Oak Hall, made from recycled plastic bottles. One gown is made from 46 bottles. Each water station at the event was accompanied by a sign that informed guests of the "Recycle a bottle, Dress a grad!" initiative. The EcoReps wore this "lock-up" design on their shirts to spread the message even further. During the ceremony, they helped to educate guests about recycling. After the ceremony was over, the EcoReps harvested bottles left behind by guests, and counted the total number of trash, paper recycling and bottles left behind.
This coming year, that number will be 100% (the gown themselves can be recycled at the Bookstore). There will also be a broader awareness campaign featuring new signage near recycling receptacles and water stations, among other initiatives

In 2015, the goal is to move to 100% recycled gowns through the Bookstore. Following Commencement, the gowns can also be recycled at the Bookstore. There will also be a broader awareness campaign featuring new signage near recycling receptacles and water stations, among other initiatives.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

987 pounds of glass, metal, plastic and cartons were collected, 286 pounds of paper and cardboard, totaling 1273 pounds of material that was diverted from the landfill.

A letter of affirmation from an individual with relevant expertise:

Columbia University Stars Letter of Affirmation_Oak Hall.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	Yes

Air & Climate	Yes
Buildings	No
Dining Services	No
Energy	No
Grounds	Yes
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://environment.columbia.edu/recycling-waste

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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