



# Dartmouth College

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

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Baccalaureate

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

Dartmouth does not have an agricultural school.

**Reason for excluding medical school:**

Dartmouth is an undergraduate institution, thus we did not include graduate-level related facilities.

**Reason for excluding pharmacy school:**

Dartmouth does not have a pharmacy school.

**Reason for excluding public health school:**

Dartmouth does not have a public health school.

**Reason for excluding veterinary school:**

Dartmouth does not have a veterinary school.

**Reason for excluding satellite campus:**

Dartmouth does not have a satellite campus.

**Reason for excluding hospital:**

Dartmouth Hitchcock Medical Center is a separate institution from the college.

**Reason for excluding farm:**

Only 2 of 250 acres of the Dartmouth Organic Farm are actively cultivated.

**Reason for excluding agricultural experiment station:**

Dartmouth has no agricultural experiment station.

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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### Submission Note:

Electricity use by source found by multiplying 0.8 (20% of our electricity comes from heating plant) by the percentages given here:  
[http://www.transcanada.com/docs/Our\\_Businesses/TC-Disclosure-Label-NH.pdf](http://www.transcanada.com/docs/Our_Businesses/TC-Disclosure-Label-NH.pdf)

Energy Intensive Space = 3 Chilling Plants, MacLean, Hood, Heating Plant, Collis, 53 Commons

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

### Endowment size:

3,733,596,000 US/Canadian \$

### Total campus area:

269 Acres

### IECC climate region:

Cold

### Locale:

Rural

### Gross floor area of building space:

5,247,012 Gross Square Feet

### Conditioned floor area:

4,157,027.90 Square Feet

### Floor area of laboratory space:

94,876.40 Square Feet

### Floor area of healthcare space:

6,994.90 Square Feet

### Floor area of other energy intensive space:

314,816 Square Feet

**Floor area of residential space:**

729,588.90 *Square Feet*

**Electricity use by source::**

	Percentage of total electricity use (0-100)
Biomass	0.16
Coal	2.80
Geothermal	0
Hydro	14.96
Natural gas	37.08
Nuclear	16.93
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	28.07

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

The above information is for purchased and co-generated electricity . Electricity co-generated (fuel oil) by Dartmouth College accounts for 22% of all electricity.

**Energy used for heating buildings, by source::**

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

<b>Fuel oil</b>	100
<b>Geothermal</b>	0
<b>Natural gas</b>	0
<b>Other (please specify and explain below)</b>	0

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

Dartmouth has geothermal wells at the McLane/Fahey dorms, but those were not working throughout FY'13 and were just recently put back online.



# Academics and Demographics

## Criteria

n/a

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### Submission Note:

Annualized FTE calculation by term

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

### Number of academic divisions:

4

### Number of academic departments (or the equivalent):

41

### Full-time equivalent enrollment:

6,201.83

### Full-time equivalent of employees:

4,326.50

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

4,276

### Total number of graduate students:

2,066

### Number of degree-seeking students:

6,342

### Number of non-credit students:

0

### Number of employees:

4,502

**Number of residential students:**

4,039

**Number of residential employees:**

0

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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::**

	<b>Undergraduate</b>	<b>Graduate</b>
<b>Total number of courses offered by the institution</b>	2,201	500
<b>Number of sustainability courses offered</b>	40	2
<b>Number of courses offered that include sustainability</b>	86	3

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

17

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

40

**Number of years covered by the data:**

One

**A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):**

[FINAL\\_STARS\\_Sustainability\\_Courses\\_2.xlsx](#)

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

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

<http://dartmouth.smartcatalogiq.com/en/2013/orc/Departments-Programs-Undergraduate>

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

We reviewed all course descriptions for a reference to sustainability, climate change, and the natural environment and examined them.

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

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

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

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

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

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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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.

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## Submission Note:

Number of students who graduated from a program that has adopted at least one sustainability learning outcome 2013-2014

ENVS Majors 49

ENVS Minors (including Sust) 21

ENVS Modifieds 6?

GEOG Majors 48

GEOG Minors 8?

ENGS mod w/ ENVS 0

Environmental Earth Sciences Majors 4

Environmental Earth Sciences Minors 0

Total 122 (+ ?fields once known)

"---" 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:**

122

**Total number of graduates from degree programs:**

1,930

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

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

Environmental Studies Major, Environmental Studies Minor, Environmental Science Minor, Sustainability Minor, Geography Major, Environmental Earth Sciences Major, Environmental Earth Sciences Minor, Engineering (Environmental) Major

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

Environmental Studies Major Learning Outcomes

- Master core concepts and methods from ecological and physical sciences and their application in environmental problem solving.
- Master core concepts and methods from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
- Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- Understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.
- Apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.
- Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.
- Demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners.

The Environmental Studies Minor

- Understand key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
- Appreciate concepts and methods from ecological and physical sciences and their application in environmental problem solving.
- Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

The Environmental Science Minor

- Understand core concepts and methods from ecological and physical sciences and their application in environmental problem-solving.
- Appreciate key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
- Appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- Appreciate that one can apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.
- Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.



#### Sustainability Minor

- Understand the nature of interactions between society and the environment through an interdisciplinary approach
- Develop capacity in team problem-solving, design/innovation and creative expression for communicating and solving sustainability problems
- Appreciate different ways of analyzing and addressing sustainability challenges through governance, social justice and decision-making
- Reflect critically about how discourse, ethics, and identity shape approaches to sustainability challenges

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

<http://www.dartmouth.edu/~envs/undergrad/#outcomes>

# Undergraduate Program

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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*.

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

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

Yes

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

Environmental Studies Major

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

The Environmental Studies major prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. Research and teaching strengths in the program include environmental governance, ecosystem science, environmental and ecological economics, biodiversity conservation, climate change, and sustainable food systems.

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

<http://www.dartmouth.edu/~envs/undergrad/>

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

Sustainability Minor

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

The Sustainability Minor requires students to take a track of specific courses focused on sustainability issues. The Sustainability Minor is an interdisciplinary minor that allows and encourages students to take courses teaching sustainability outside the Environmental Studies program. Overall, the sustainability track will equip students with the knowledge and practical skills needed to understand diverse perspectives on sustainability and to tackle real-world sustainability problems in local communities and the world at large.

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

<http://www.dartmouth.edu/~envs/undergrad/>

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

Environmental Studies Minor

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

The Environmental Studies minor supplements other majors to facilitate students' understanding of complex environmental issues from a problem-oriented, interdisciplinary perspective. Research and teaching strengths in the program include environmental governance, ecosystem science, environmental and ecological economics, biodiversity conservation, climate change, and sustainable food systems.

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

<http://www.dartmouth.edu/~envs/undergrad/>

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

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**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):**

Sustainability Minor

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

The Sustainability Minor requires students to take a track of specific courses focused on sustainability issues. The Sustainability Minor is an interdisciplinary minor that allows and encourages students to take courses teaching sustainability outside the Environmental Studies program. Overall, the sustainability track will equip students with the knowledge and practical skills needed to understand diverse perspectives on sustainability and to tackle real-world sustainability problems in local communities and the world at large.

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

<http://www.dartmouth.edu/~envs/undergrad/>  
STARS Reporting Tool | AASHE

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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*.

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## Submission Note:

Forced to put URL of graduate program for submission. The Ecology and Evolutionary Biology program does not focus explicitly upon sustainability but certainly touches upon it and is staffed by professors from the Environmental Studies department at Dartmouth.

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

# Immersive Experience

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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*"---" 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 foreign study program in Southern Africa highlights the global perspective of the Environmental Studies Program. This regional program gives students firsthand experience with issues of conservation, population, land and water use, and resource management in southern Africa with the central theme being the intersection of conservation and human development. Approximately four weeks are spent in South Africa, one week in Lesotho, and four weeks in Namibia. The climate of the region is dry, the environment is fragile, and too many people need scarce resources (e.g., land, water, jobs, and education). These conditions magnify environmental issues and offer important academic opportunities.

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

<http://www.dartmouth.edu/~envs/fsp/>

# Sustainability Literacy Assessment

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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### Submission Note:

2011, envs 50 distributed roper starch literacy survey.

blitized out national environmental

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment = 842/4100 via ENVS 50 report

"---" 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:**

20.50

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

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

Found starting on page 111 of report:

<http://www.dartmouth.edu/~envs/docs/envs50report11.pdf>

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

For this assessment, the Environmental Studies 50 class used the National Environmental Knowledge Survey designed and administered by the National Environmental Education and Training Foundation (NEETF) and Roper Starch Worldwide (Roper). In addition to the standardized questions, the class designed four Dartmouth specific questions, closely following the format of the NEETF/Roper questions and seeking to cover a wide range of issues related to sustainability at Dartmouth, including heating, waste, the administration of sustainability initiatives, and sustainability policy.

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

The class administered the survey using SurveyMonkey, a popular online survey collection company. The survey was distributed using Dartmouth's email system--approximately 4100 undergraduates received the survey on April 24, 2011.

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

From the report: "Overall, the average score of those that answered the questions was 80.3% . This average knowledge score for Dartmouth students may be compared to scores of 74% at Michigan State University (MSU) and 58% for the nation (Kapowitz and Levine, 2005). Most Dartmouth students either accurately assessed their own level of environmental knowledge or underestimated their knowledge.... For the Dartmouth-specific environmental knowledge questions, students' knowledge scores were noticeably worse.... Unsurprisingly, the test found significant variation in survey scores between Environmental Studies and Engineering majors versus Psychology and History majors."

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

<http://www.dartmouth.edu/~envs/docs/envs50report11.pdf>



# Incentives for Developing Courses

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager

Sustainability Office

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## 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.

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

**Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:**

No

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

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

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

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# Campus as a Living Laboratory

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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### Submission Note:

Sustainability Office Internships all encourage student projects these tied informally to course material.

"---" 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
<b>Air &amp; Climate</b>	No
<b>Buildings</b>	No
<b>Dining Services/Food</b>	No
<b>Energy</b>	No
<b>Grounds</b>	Yes
<b>Purchasing</b>	No
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	No
<b>Coordination, Planning &amp; Governance</b>	No
<b>Diversity &amp; Affordability</b>	No
<b>Health, Wellbeing &amp; Work</b>	No
<b>Investment</b>	No
<b>Public Engagement</b>	No
<b>Other</b>	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:**

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**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:**

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**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:**

A current senior (2015) is writing a thesis on increasing the incorporation of local food in Dartmouth Dining Services.

**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:**

The Office of Sustainability is supervising an Energy Task Force, which is chaired by the Office's Energy interns. The purpose of the task force is to increase knowledge of Dartmouth energy system and implement a renewable energy demonstration on campus (which will offer learning experiences for students).

**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:**

The Dartmouth Organic Farm is used as a living laboratory by students in the following capacities: 1) Volunteer workdays at the farm 2) Farm Club (maintenance and care of farm, programming) 3) Farm Interns (assist with farm work). The Farm also hosted a permaculture demonstration.

**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:**

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**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:**

The 2014 ENVS 50 class is evaluating options to enhance Dartmouth's facilities, policies, and campus culture as they relate to the use of bicycles as a transportation mode. This includes a review of current utilization patterns, plus the identification of barriers that can be addressed through infrastructure enhancements, education, and related measures. Dart

**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 Waste Task Force is a team of students completing an audit and waste-stream consulting project focused on the Dartmouth compost system. Currently, the team is working to analyze costs of the compost waste stream, identify inefficiencies in the physical material flows, and explore cheaper alternatives or adjustments to the current waste system. Requires working collaboratively with the Office of Sustainability, college staff, and regional municipal waste entities. The goal of this project is to facilitate a more efficient and cost effective compost waste stream.

**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:**

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**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:**

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**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:**

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**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:**

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**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:**

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**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:**

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**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:**

Dartmouth Humanitarian Engineering's (DHE) Bioenergy Project is investigating and demonstrating simple carbonization technologies as applied to alternative energy, soil remediation, and carbon sequestration efforts. This focus came out of a six-year collaboration between students and Tanzanian partners in relation to clean-cooking initiatives. Now DHE is now reaching to the organic farm, the sustainability office and other campus organizations to study the intersection of energy and renewable resource management for our local communities and abroad.

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

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# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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

### **Number of the institution's faculty and/or staff engaged in sustainability research:**

47

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

576

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

7

### **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:**

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

ENVIRONMENTAL STUDIES DEPARTMENT: Douglas Bolger, Michael Cox, Andrew Friedland, Richard Howarth, Anne Kapuscinski, Nicholas Reo, Christopher Sneddon, Ross Virginia, D. G. Webster, Coleen Fox, Ross Jones, Karolina Kawiaka, Norman Miller, Michael Poage, Pallab Sarker, Jack Shepherd

GEOGRAPHY DEPARTMENT: Laura Conkey, Susanne Freidberg, Daniel Lawson, Frank Magilligan, Jonathan Winter

ENGINEERING SCIENCES DEPARTMENT: Mark E. Borsuk, Lee Rybeck Lynd, Tillman U. Gerngross, Mary R. Albert, Michael Gerst, Ulrike Wegst, Benoit Cushman Roisin

EARTH SCIENCES DEPARTMENT: Xiahong Feng, Bob Hawley, Brian Jackson, Meredith A. Kelly, Erich Osterberg, Devon Renock, Carl E. Renshaw, Eric Posmentier, Gary D. Johnson, W. Brian Dade

BIOLOGY DEPARTMENT: Matt Ayres, Rebecca E. Irwin, Mark A. McPeck, Bradley W. Taylor, Kathy Cottingham, Ryan Calsbeek

ANTHROPOLOGY DEPARTMENT: Deborah L. Nichols, Nate Dominy

ECONOMICS: Erin Mansur

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

Above faculty members have public stated sustainability related research objectives.

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

A study led by Pallab Sarker, PhD, senior research associate for Anne Kapuscinski, the Sherman Fairchild Distinguished Professor of Sustainability Science, published in *Reviews in Aquaculture* in 2013, found that aquaculture production consumes more wild fish (in the form of protein and oil from pelagic fishes like mackerel, herring, anchovies, menhaden) than it produces in the form of edible meat from farmed fish, resulting in “a net removal of fish on a global basis.”

Bloomberg Business reported on a study conducted by David Lutz, a research associate in the Environmental Studies Program, and Richard Howarth, Professor of Environmental Studies, that found cutting down trees in high latitudes in order to create treeless snow-covered meadows—which reflect the sun’s light and heat—can reduce global warming.

Ross Virginia, Myers Family Professor of Environmental Science and Director of the Institute of Arctic Studies at The John Sloan Dickey Center for International Understanding, and Kenneth Yalowitz, former Director of the Dickey Center, wrote an opinion piece for the *New York Times* (published 5/13/13) discussing issues facing the Arctic Council.

Elementa: Science of the Anthropocene, a peer reviewed, open-access scientific journal co-published by Dartmouth in collaboration with BioOne, was launched December 4, 2013, to praise in the science community and attention in the general press and social media.

Dartmouth’s David R. Peart, professor of biological sciences, and Anne Kapuscinski, the Sherman Fairchild Distinguished Professor of Sustainability Science and chair of Dartmouth’s Environmental Studies Program, serve as editors-in-chief for the sustainability sciences domain of the journal.

The Huffington Post published a story (6/17/2013) on a new study led by Andrew Friedland, the Richard and Jane Pearl Professor in Environmental Studies, that looks at the drawbacks of cutting down forests to provide wood as a power source.

Professor Michael Cox won the 2013 Elinor Ostrom Award, which aims to acknowledge and promote the work of practitioners, young and senior scholars involved in the field of the commons.

**The website URL where information about sustainability research is available:**

<http://engineering.dartmouth.edu/research/disciplines/environmental>

# Support for Research

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## Criteria

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

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

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

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

Yes

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

The Environmental Studies department provides support for student internships and independent study under the direction of an ENVS faculty member. The Undergraduate Advising and Research Office also provides research grant funding, including funding to support student research in sustainability. Sustainability proposals focus on the natural environment, on human impacts on the environment, or on the economic, social or environmental dimensions of sustainability. Furthermore, proceeds from the Sustainable Moving Sale go towards grants for student projects.

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

<http://www.dartmouth.edu/~envs/grants/>

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

STARS Reporting Tool | AASHE

Snapshot | Page 35

**credit?:**

Yes

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

The Thayer School of Engineering is advancing innovation in three focus areas that crosscut traditional engineering disciplines and address critical human needs. One focus area is Energy Technologies. Current Research Projects within this area include: Aeroelastic modeling of offshore wind turbines, Assessment of risk and uncertainty associated with climate policy, High-temperature solar absorbers for solar thermal systems, Social and biological indicators of sustainability, Glaciology and climate, Aeroelastic modeling of offshore wind turbines, Aerosol science and air quality engineering, and Environmental fluid mechanics.

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

<http://engineering.dartmouth.edu/research/>

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

No

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

There is no formal policy, however, Dartmouth recently launched a new cluster hiring initiative that aims to:

- Develop a critical mass of faculty in areas of inquiry not addressed through traditional department or school structures.
- Facilitate new research opportunities and collaborative mechanisms.
- Create new curricular offerings and pedagogical approaches that cut across disciplines.
- Assist in fulfilling other institutional goals (e.g., campus diversity).

The initiative will establish cohorts of scholars focused on new intellectual themes or questions that cut across disciplines, departments, and schools. Cluster themes will provide the basis for new courses and curricula as well as new research opportunities. Clusters will draw on existing strengths and emerging areas of discovery to establish points of distinction, invigorating intellectual engagement and enhancing Dartmouth's impact in the world.

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

<http://www.dartmouth.edu/~provost/clusters.html>

**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:**

Barbara DeFelice, Dartmouth's Environmental Studies Librarian and the Director of Digital Resources and Scholarly Communication Programs, published a chapter on "Publishing Services for Sustainability" in the new book "Focus on Educating for Sustainability: A Toolkit for Academic Librarians."

Dartmouth College Library provides both an Environmental Studies Library Research Guide (

<http://researchguides.dartmouth.edu/envs>

) and a Sustainability Studies Research Guide (

<http://researchguides.dartmouth.edu/sustainability>

) for students use.

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

<http://researchguides.dartmouth.edu/profile.php?uid=2246>

## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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

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

40

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

1

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

The open access policy is currently under consideration across the institution.

The current policy was authored by the Council on Libraries 1/8/2013. A revision of the policy was proposed by Academic Planning Committee 1/24/2013. The policy is based on materials from Harvard, Princeton, Duke, MIT and Rutgers.

### **A copy of the open access policy:**

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### **The open access policy:**

The faculty at Dartmouth are committed to disseminating the results of its research and scholarship as widely as possible. In addition to the public benefit of such dissemination, this policy is intended to serve faculty interests by promoting greater reach and impact for articles, by simplifying authors' retention of distribution rights, and by enabling long-term preservation of Dartmouth's record of research and scholarship. In keeping with these commitments, the faculty adopt the following policy:

The faculty member voluntarily grants to Dartmouth permission to make his or her scholarly articles available, and to exercise the copyright in those articles in order to reproduce and distribute those articles for the purpose of open dissemination. In legal terms, each

faculty member voluntarily grants to Dartmouth a nonexclusive, irrevocable, royalty-free, perpetual, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, and to authorize others to do so, provided that the articles are not sold by Dartmouth. The Dartmouth faculty author remains the copyright owner under this policy, unless that author subsequently chooses to transfer all copyrights to another party. Each co-author of a paper holds copyright to the paper and can therefore grant this prior non-exclusive license.

The policy will apply to all scholarly articles authored or co-authored while the person is a member of the Dartmouth faculty except for any articles completed before the adoption of this policy and any articles for which the faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. A faculty member can opt out of the policy for a particular article or delay access to a particular article for a specified period of time. To accomplish this, the Provost or Provost's designate will waive application of the license for a particular article or delay access for a specified period of time upon written request by a faculty member. The Council on Libraries, in conjunction with the Dartmouth Library and others, will develop and monitor a plan for a service or mechanism that would render implementation of the policy as convenient for the faculty as possible. The Office of the Provost will be responsible for interpreting this policy, resolving disputes concerning its interpretation and application, and recommending changes to the faculty from time to time.

The policy and service model will be reviewed after three years and a report presented to the faculty.

**The website URL where the open access repository is available:**

[http://www.dartmouth.edu/~library/col/Open\\_Access\\_Policy\\_Dartmouth\\_2014.pdf](http://www.dartmouth.edu/~library/col/Open_Access_Policy_Dartmouth_2014.pdf)

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

Dartmouth College Library support for scholarly publishing takes many forms:

- Compact for Open Access Publishing Equity: The Library helps fund the payment of Author Publication Charges (APCs) for fully open access journals.
- The Library participates in the "Gold for Gold" program from the Royal Society of Chemistry. This means that the fee for making a particular article open access in the RSC journals can be covered.
- Dartmouth's amendment to the transfer of copyright contracts with publishers: The Library offers faculty and student authors an amendment to the standard publishing contract, which helps authors retain more rights to their own material.
- The Library offers support to authors in negotiating publication contracts.
- The Library offers education and outreach programs, formal and informal, to individuals and departments about all aspects of scholarly publishing, including Open Access publishing, Author Rights and Copy Rights.
- The Library participates in International Open Access Week.

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

<http://www.dartmouth.edu/~library/schcomm/>

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development



# Student Educators Program

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## Responsible Party

**Jenna Musco**  
Sustainability Program Manager  
Sustainability Office

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## 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*.

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"---" 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:**

4,276

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

EcoReps

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

400

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

The EcoReps are a team of 10 First-Year students who spend the year tackling a sustainability challenge and implementing solutions.

- EcoReps trains first-year students to become “sustainability change agents” at Dartmouth.
- EcoReps get a crash course on sustainability at Dartmouth, how Dartmouth works, social marketing, behavior change, and communication skills. Then, they implement a project during their freshmen year that helps Dartmouth move the needle on becoming a sustainability leader.
- EcoReps motivate others and serve as a resource to help students live in a more sustainable way.

Goals of the program:

- Enhance students’ knowledge and skills so that they can successfully communicate sustainability to their peers
- Enhance student understanding of how to get change done at Dartmouth and around the globe
- Increase awareness of environmental stewardship and behavior among the student body and create a cool sustainability culture here at Dartmouth

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

EcoReps apply in the early fall for full-year positions that occupy 4-8 hours of their week. Typically we have 30-40 applicants for 10 EcoReps spots. Applicants must submit a written application and then be interviewed by the Sustainability Office. Students living in diverse first-year dorms and involved with a diverse range of activities on campus are selected.

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

In the fall, EcoReps go through an in-depth training program. The team learns how Dartmouth works through the lens of sustainability, including our energy, food, and waste systems. They are trained in hard skills like social marketing, effective communication, navigating Dartmouth’s administrative structure, public speaking, teamwork, and leadership skills. They learn McKenzie Mohr's community-based social marketing framework and fundamental social psychology lessons.

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

Two upperclass students serve as EcoReps Program Managers: they coordinate logistics, foster healthy community building and group dynamics among the group, help connect Reps to upperclassmen, and serve as mentors/advisors to freshmen. The Sustainability Office Director teaches much of the curriculum. The Sustainability Program Manager coordinates curriculum, pulls together resources, and teaches several lessons.

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

EcoVate

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

30

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

Ecovate is a workshop series focused on teaching the principles of design thinking and applying them to sustainability challenges. Peers work in teams to apply the principles, including need finding, brainstorming and innovating, to come up with sustainability solutions in weekly challenges. Solutions can then have the potential to be implemented.

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

Student educators are interns in the Sustainability Office and identified leaders in sustainability on campus.

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

Student educators design the entire curriculum themselves, with advising from professors and from the Sustainability Director.

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

The Office of Sustainability provides financial support for snacks and supplies.

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

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

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

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

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

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

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

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

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

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**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):**

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

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

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

<http://sustainability.dartmouth.edu/purpose/what-can-i-do/be-an-intern-or-ecorep>

# Student Orientation

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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### Submission Note:

#### Additional URLs:

<http://www.dartmouth.edu/~orientation/family.html>

"---" 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:**

More than 90% of incoming students participate in the DOC Trips program before they come to campus. This program has a designated Sustainability Coordinator and integrates sustainability into trips operations and teaching. Additionally, on move in day, 1000+ incoming students shop for dorm room supplies at the Sustainable Moving Sale, which resells donated, used dorm room supplies such as fridges, lamps, shower caddies, office supplies, and more to incoming freshmen. The Sustainability Office hosts a program during orientation called Sustainability 101 that is aimed at introducing incoming freshmen to sustainability on campus. The Office also tables at the

Dartmouth Activities Fair. This last year, the Sustainability Office recruited ten upperclassmen for Eco Croo, which served as a liaison between first year students and green groups around campus. Eco Croo organized interactive waste sorting events in the dining halls, "dorm storms," and hosted green groups info sessions to better incorporate sustainability into the freshman orientation experience.

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

<http://www.dartmouth.edu/~doc/firstyeartrips/sustainability/>

## Responsible Party

**Jenna Musco**  
Sustainability Program Manager  
Sustainability Office

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## 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.

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*"---" 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?:**

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



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

### The Big Green Bus (not running 2014)

Each summer, a twelve-member student crew visits 41 cities in ten weeks on a Greyhound bus retro-fitted by engineering students to run on recycled vegetable oil and solar power. Through education and example, the crew inspires Americans to reconsider their relationship with the planet and each other to become more environmentally responsible citizens at home, at work, and in the voting booth. They work to promote and educate Americans about simple actions that improve the environment and save money through energy conservation and recycling, energy efficiency, renewable energy, sustainable food choices, and civic action.

### Eco

The Environmental Conservation Organization (ECO) has been around since the 1990s starting with bringing recycling to the dorms. Today the group educates students about sustainability on campus and tackles everyday sustainability challenges at Dartmouth, from reducing plastic use to encouraging energy efficiency.

### Ecovores

The Ecovores aim to increase campus awareness about where our food comes from and the economic, social, and environmental tradeoffs of various models of agricultural production. The group builds connections with Upper Valley farmers and producers to support a more local, sustainable food supply. In the long run, the group hopes to work with Dartmouth Dining Services to expand the percentage of Dartmouth food coming from local sources and provide more options to students who wish to eat more responsibly.

### DC3

The Dartmouth Council on Climate Change is a climate change educational and activism-oriented group. Funded by the Dickey Center, DC3 aims to connect Dartmouth students to how global warming and climate change have social, environmental, economic, and political impacts from the local to international level. In 2011-2012, DC3 brought nearly 40 Dartmouth students to Washington D.C. for Powershift, one of the largest student lobbying efforts in the history of the United States. Students attended workshops and lobbied Congress for effective climate change legislation.

### Dawg

The Dartmouth Animal Welfare Group raises awareness about issues of animal ethics on campus, increases students' interactions with animals, and supports national movements that also promote animal welfare. The group focuses on animal welfare in the food industry, product testing, and scientific testing. DAWG also works to connect students to animals through volunteer opportunities at local shelters as well as pet-sitting opportunities within the Hanover area.

### DFC

The Dartmouth Food Connection is a new organization funded by the 2012 Milton Sims Kramer '54 Memorial Prize of the President's Office. Its mission is to connect the Dartmouth community to each other and to the local community using food as a medium.

### Dartmouth Humanitarian Engineering

Dartmouth Humanitarian Engineering (DHE) is an award-winning, impact-driven group of university students at Dartmouth College. DHE runs a wide range of technical projects in developing nations, including small-scale hydropower, improved cookstoves, and an initiative aimed at improving access to clean water. We strive to encourage development, improve health, and reduce environmental impact through sustainable, affordable, socially-conscious solutions for communities in need.

### Tuck Sustains

Tuck Sustains is a student-administration partnership at the Tuck School of Business aimed at reducing our environmental footprint and promoting a healthy work-life balance in the Tuck community. It also offers leadership positions for the growing number of students interested in environmental issues in preparation for a business world increasingly focused on sustainability.

**The website URL where information about student groups is available:**

<http://sustainability.dartmouth.edu/purpose/what-can-i-do/join-a-group>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

The Dartmouth Organic Farm is located 3 miles north of Dartmouth's main campus. It is a student-run educational and working garden that provides members of the Dartmouth community with opportunities for independent research, student projects, and hands on experience in sustainable food and energy systems. The farm includes a Fossil-Fuel-free Solar Greenhouse, aquaponic production, and permaculture demonstration garden.

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

<http://www.dartmouth.edu/~envs/resources/farm.html>

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

Dartmouth Bikes works to transform Dartmouth's bike "problem" (150 bikes a year are abandoned on campus) into Dartmouth's bike opportunity (an amazing bike-friendly culture). Bike interns hired through the Sustainability Office tag and adopt abandoned bikes, repair them, and then sell/rent them out to students during the school year. Bike interns host 1-2 pop-up bike shops during the term and hold weekly office hours for students to stop by and get bike maintenance help.

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

<http://sustainability.dartmouth.edu/purpose/what-can-i-do/be-an-intern-or-ecorep>

**A brief description of the sustainable investment or finance initiatives:**

Ten percent (\$100,000) of the green revolving fund are set aside as part of a "community green fund" that is made available to students for sustainability projects via grants. Student projects may or may not have paybacks.

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

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

Sustainability Solutions Cafés -- Speaker series  
Leading Voices Lecture Series: Energy, Sustainability and Security  
Sustainability and Social Justice Dinner  
Sustainability Salons with Terry Tempest Williams  
George Link Jr. Environmental Awareness Lecture  
Environmental Studies In House Seminars  
[STARS Reporting Tool](#) | [AASHE](#)

Other events/lectures are posted every term on Environmental Studies Department website.

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

<http://www.dartmouth.edu/~envs/events/>

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

The Hopkins Center's new Community Venture Initiative (CVI) aims to increase the Upper Valley community's engagement and access to Hop programming. As part of the initiative, Bash the Trash is hosting a series of workshops where members of the Upper Valley can invent, build, and play musical instruments made from trash and/or perform in mini-concerts. Similarly, Radical Jewelry Makeover (RJM) is hosting workshops to reuse unwanted jewelry, promote sustainable mining and invite members of the public to try jewelry making. RJM is a program of Ethical Metalsmiths, a nonprofit that promotes sustainable mining.

A video produced by the sustainability office "Sustainability Now" video plays on a loop in the Life Sciences Center. The Sustainability Office collaborated with the Hood Museum to bring a contemporary environmental photography exhibit to campus and organized student tours. Additionally, the office worked with the Hood to organize tours of the Australian Art Exhibit "Crossing Cultures." The Sustainability Office hosted a Art and Activism event in collaboration with the Visual Arts Center and the Nathan Smith Society. Students created interactive art pieces using recycled and trash items. Additionally, community mural projects have been incorporated into farm and green greek events.

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

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

The Dartmouth Outing Club (DOC) was originally formed in 1909 to "stimulate interest in out-of-door winter sports", and quickly grew to encompass the College's year-round out-of-doors recreation. Today the club has over 1,500 student members (about a quarter of the College's student population), and about as many non-student members, making it the first and largest collegiate outing club in the nation. The DOC organizes trips in the out-of-doors, provides outdoor leader and medical/safety education, maintains over seventy miles of the Appalachian National Scenic Trail, and is the first introduction to the College for most of the incoming students. The DOC also plays an active role in stewardship of the environment through the Big Green Bus and its close relationship with Sustainable Dartmouth. Due to its size, the Dartmouth Outing Club is organized as an umbrella organization for about a dozen member clubs, which each specialize in an aspect of outdoor recreation.

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

<http://www.dartmouth.edu/~doc/>

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

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**The website URL where information about the theme is available:**

[STARS Reporting Tool | AASHE](#)

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

Students can apply to live in the Sustainable Living Center where residents learn how to reduce their environmental impact by minimizing energy inputs and waste outputs and will engage in academic and social programs including communal dinners, discussion groups and workshops.

The Dartmouth Organic Farm offers educational workshops on maple sugaring, composting, cooking, timber-framing and gardening.

The Big Green Bus hosts education workshops on personal waste reduction through composting, the carbon footprint of food, renewable energy, and alternative transportation fuels.

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

<http://www.dartmouth.edu/livinglearning/communities/slc.html>

**A brief description of sustainability-focused student employment opportunities:**

The Dartmouth Sustainability Office has a robust internship program. Interns are sophomores, juniors, and seniors who work in small teams on specific projects. Some internships are all year, others are term by term. At the start of each term, intern teams meet with the Sustainability Office and set goals for the term and for the year. Then, each team meets with the Sustainability Office weekly to check in on progress and set short-term goals for the following week. Interns are expected to lead, manage, and drive their projects, and each intern has the opportunity to make a real impact here at Dartmouth.

Internship Positions include:

Sustainable Moving Sale/Staff Sale Interns:

The Sustainable Moving Sale was started by students in 2008 and now generates over \$10,000/year for student sustainability project grants. Outgoing students donate mini-fridges, durable goods (bookshelves, plastic storage bins, clothes hangers etc. etc.), the Sustainable Moving Sale organizes, cleans and refurbishes them, and then incoming (and returning) students buy items at a huge sale each fall. Student interns run the sale, learning how to run a small business effectively while organizing teams of workers, managing a budget and learning the ins and outs of operations.

Dartmouth Bikes Interns:

This team is working to transform Dartmouth's bike "problem" (150 bikes a year abandoned on campus) into Dartmouth's bike opportunity (amazing bike-friendly culture). Interns host pop-up bike shops and weekly office hours to provide students with bike maintenance help.

Green Greeks:

This team is working to enable Dartmouth's Greek system to be an active part of a culture of sustainability at Dartmouth — from making their houses more energy-efficient to improving recycling to engaging Greeks in solving sustainability challenges in the world.

Spring Farm Interns:

These interns help support all of the programming that happens at the Dartmouth Organic Farm--whether its harvesting vegetables, leading tours of our new barn, or working with our farm manager Scott on a new sustainability project, the Farm Intern keeps busy! The interns support fall farm stands and organizes student volunteering days. The interns also work in the greenhouse as we transition out of production and prepare for the winter months.

**Sustainable Dartmouth Intern:**

This intern is the office's overlord, helping guide the Intern teams and taking on at least one specific project of his/her own. The Sustainable Dartmouth Intern organizes one large event per term, for example Sustainability 101, the Sustainability Summit, and Earth Week.

**EcoReps Managers:**

The EcoReps Managers are the advisors and "parents" to the freshmen EcoRep interns. They help run our weekly training and action sessions, and serve as a resource and guide as the EcoReps decide on their project plans. The Managers plan curriculum and offer firsthand knowledge of how to become change agents on Dartmouth's campus.

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

<https://hop.dartmouth.edu/online/communityventure>

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

Dartmouth does not administer a graduation pledge.

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

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

Winter 2014, the Sustainability Office launched EcoVate, a sustainability problem solving skills workshop aimed at sophomores and juniors and grounded in the principles of design thinking.

Winter 2014, the Sustainability Office launched a Sustainable Careers Program, a program for seniors only to connect students with green career opportunities with alumni or cool companies with progressive platforms.

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

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# Outreach Materials and Publications

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## Responsible Party

**Jenna Musco**  
Sustainability Program Manager  
Sustainability Office

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## 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.

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*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

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

**A brief description of the central sustainability website:**

Calendar contains events across campus related to Sustainability -- Green Group events, office sponsored events, sustainability related speakers in other programs, sustainability events in the Upper Valley. It also includes information on our 3 strategic working groups (Energy, Material flows, and Culture and Learning) and the Sustainability Steering Committee. The website contains information on how students, faculty, staff, alums, and UV residents can get involved with sustainability efforts on campus. Finally, we have a blog to share cool sustainability stories about alums, current students, faculty and staff. Finally, the website links to our facebook page where we post to-the-minute updates of what we are up to.

**The website URL for the central sustainability website:**

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

**A brief description of the sustainability newsletter:**

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**The website URL for the sustainability newsletter:**

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

The Sustainability Office has a facebook page that is updated daily by the Program Manager with articles, events, photos of student interns, and links to related websites.

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

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

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

Environmental Studies 50 reports, which present in-depth evaluations of and solutions to significant environmental policy problems, are published online. Additionally, all senior theses are available in hard copy in the Environmental Studies Library, Sustainability Office, or Environmental Studies main office. Students can submit scientific articles to the Dartmouth Undergraduate Journal of Science and the Dartmouth Engineer Magazine.

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

<http://engineering.dartmouth.edu/magazine>

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

Dashboards in the Life Science Center display real time information on electricity use, steam consumption, chilled water use, and rainwater.

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

<http://now.dartmouth.edu/2012/03/dartmouths-life-sciences-center-wins-platinum-award-for-green-building-practices/>

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

There is signage explaining the waste sorting system in the dining halls. There is a banner in the main dining hall, '53 commons, describing how Dartmouth's compost system works. Dartmouth Dining Services' sustainability initiatives are listed online.



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

<http://www.dartmouth.edu/dining/faq/sustainability.html>

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

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

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**A brief description of the sustainability walking map or tour:**

The Sustainability Offices offers a sustainability walking tour to visitors and students on a request basis. The tour covers the new Leed Platinum Life Sciences Center, the Sustainable Living Center, the Sustainability Office, the Environmental Studies Department main office, the main dining hall, and the heating plant.

**The website URL of the sustainability walking map or tour:**

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

The Sustainability Office works with Vital Communities' Smart Commute Program, a local organization, to help commuters choose more sustainable commuting options. The Dartmouth Green Commute website summarizes information on all transportation options in the Upper Valley, gives tips for safe walking and biking, and has information about resources such as bike repair shops.

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

<http://www.vitalcommunities.org/transport/index.htm>

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

The Dartmouth Outing Club provides cycling tips and ride descriptions online.

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

<http://www.dartmouth.edu/~doc/roadbiking/>

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

An animated video created by students with 5 simple ways to live green and a guide to green living are available on the Dartmouth Sustainability website. Students living in the Sustainable Living Center, a student affinity house, learn how to reduce their environmental impact by minimizing energy inputs and waste outputs and will engage in academic and social programs including communal dinners, discussion groups and workshops.

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

<http://sustainability.dartmouth.edu/purpose/what-can-i-do/live-a-more-sustainable-life>

**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:**

There is a rotating student reporter from The Dartmouth assigned to the Sustainability Beat. In addition, there is a sustainability section in the paper's daily blog: DartBeat. Dartmouth Now is a daily news digest has a dedicated reporter assigned to report on sustainability initiatives.

<http://thedartmouth.com/search?query=sustainability>

**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.dartbeat.com/tag/sustainability/>

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

Dartmouth College Library is a key publishing partner of Elementa: Science of the Anthropocene, a new non-profit journal that includes the domains of Sustainability Transitions and Sustainable Engineering, with BioOne.

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

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

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

Yes

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

In conjunction with the Donella Meadows Institute and building on work with Environmental Studies faculty, Dartmouth College Library digitized and made open access the original edition of the book Limits to Growth.

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

<http://www.dartmouth.edu/~library/digital/publishing/meadows/ltg/?mswitch-redirect=classic>

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

**material):**

Yes

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

Dartmouth's Energy Team, housed in Facilities, Operations, and Management, launched an energy website that allows students, faculty, and staff to view energy metrics, initiatives, history, and follow an interactive map of the buildings on campus.

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

<http://energy.dartmouth.edu/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

No

**The name of the campaign (1st campaign):**

I'd Tap That: Dartmouth Drinks Real Water

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

This campaign involved: 1) providing incoming students with "Dartmouth Drinks Local" reusable water bottles (Camelbak) during freshmen trips; 2) making the reusable water bottles available for sale to students later on, 3) a campaign to get students to pledge not to drink bottled water, 4) education/awareness events such as movie screenings and taste tests, 5) recommendations for events/offices.

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

The EcoReps received 750 pledges and sold more than 2,000 "Dartmouth Drinks Local" water bottles on campus. We were then able to award a \$1,500 grant to install a new water bottle fill station in the newly renovated student center on campus.

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

<http://thedartmouth.com/2012/04/23/news/earth>

**The name of the campaign (2nd campaign):**

\_\_\_\_\_ Fuels Me, Not #6

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

The campaign involved 1) educating the student body about where Dartmouth's energy comes from (specifically number 6 fuel oil) 2) soliciting student support to change Dartmouth's main fuel source. Through the campaign, students were able to get about 1,000 signatures from students across campus. We then presented President Phil Hanlon with the findings from our campaign in order to demonstrate strong student support for transitioning our fuel source.

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

The EcoReps collected ~1000 signatures on our "petition" to change Dartmouth's fuel source, got 574 views on our informative video, and we were able to meet with President Phil Hanlon.

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

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

The Divest Dartmouth campaign is part of a national movement taking place on over 400 college campuses. Divest Dartmouth advocates for the divestment of Dartmouth's endowment from the 200 fossil fuel companies with the largest proven reserves. Dartmouth divesting would make an unequivocal moral and political statement against the environmental destruction caused by the fossil fuel industry that would help build towards better energy and climate policy on a national scale. This year (2013-2014), Divest Dartmouth wrote a letter to President Hanlon and the Board of Trustees asking to further the administrative dialogue on divestment. Divest Dartmouth made the case for divestment by presenting to both President Hanlon and the Advisory Committee on Investor Responsibility. Divest Dartmouth also traveled to divestment conferences at Yale and at Harvard Law School. Last month, Divest Dartmouth's petition reached over 1,000 signatures. Signatories included students, faculty, alumni, parents, and community members.



# Employee Educators Program

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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*.

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



# Employee Orientation

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager

Sustainability Office

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## 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).

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*---" 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:**

Sustainability topics are covered during new employee orientation. New employees are introduced to the Sustainability Office and how they can get involved. Additionally, each employee is given a "Dartmouth Drinks Local" Camelbak reusable waterbottle during orientation with an explanation of Dartmouth's commitment to sustainability and reducing use of bottled water.

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

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# Staff Professional Development

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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
- 

## Submission Note:

Trained approximately 88 custodians.

*"---" 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?:**

No

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

We train custodial staff in sustainable waste management annually in groups of 15-20. Groups represent individuals from a diverse set of buildings on campus. Trainings involve a brief overview of sustainability at Dartmouth, why custodial staff are an important part of accomplishing goals set by the Sustainability Office, and how to incorporate sustainability into waste handling and building management.

As part of new employee orientation, the Sustainability Office is introduced, a brief overview of sustainability at Dartmouth is given, and reusable Camelbak water bottles are given out.

**The percentage of staff that participated in training and/or other professional development opportunities in**

**sustainability during the previous year:**

2

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

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# 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.

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

# Community Partnerships

**Responsible Party**

**Jenna Musco**  
 Sustainability Program Manager  
 Sustainability Office

**Criteria**

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

Each partnership conforms to one of the following types:

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

**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*.

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"---" 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:**

Dartmouth College funds fifty percent of the costs for the Advanced Transit system (

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

). Dartmouth provides venue, marketing and volunteers for the Sustainable Hanover Annual Yard Sale. Dartmouth's Sustainability Office collaborates with the Upper Valley Sierra Club to solicit volunteers for both local Sierra Club events and the Sustainable Moving Sale. The Dartmouth Organic Farm hosts community groups such as the Hanover Garden Club, middle and high school students, and other similar interest groups. Students work with local service organizations such as COVER Weatherization, the Upper Valley Land Trust, the Haven through courses and student clubs. The Sustainability Office and Thayer School of Engineering cosponsors events with the Donella Meadows Institute (

<http://www.donellameadows.org/>).( <http://www.advancetransit.com/>

).

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

Yes

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

A Dartmouth College representative sits on both the Sustainable Hanover committee and Hanover Bike/Pedestrian committee. Dartmouth works with Vital Communities', a local nonprofit serving the Upper Connecticut River Valley of NH and VT (

<http://www.vitalcommunities.org/energy/business.cfm>

), Valley Food and Farm Program to facilitate workplace CSA deliveries with local farms. A Dartmouth College representative attends monthly meetings with Vital Communities Corporate Energy Group to discuss best practices for energy efficiency efforts, energy supply strategies, and regional energy awareness and education efforts.

**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:**

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

Students on the Environmental Studies Foreign Studies Program collaborate on sustainability projects with local communities through Malealea Development Trust (Malealea, Lesotho), Tshulu Trust (Limpopo Province, South Africa), and Gobabeb Research and Training Center (Gobabeb, Namibia).

In Spring 2011, over 300 designs were submitted to an open, crowd-sourced, design competition for the \$300 House Project in Haiti and six winning teams attend the Prototype Design workshop in Hanover with the goal of integrating the best aspects of their ideas into a single prototype house for (1) a rural setting and (2) a densely populated urban slums. Critical to the success of the meeting was the presence and input of Haitian leaders into the prototype design and eventually the local communities' reception of the prototypes built on site in Haiti. Two designs were selected for the prototype construction in rural and urban sites in Haiti. A Dartmouth team of students and faculty visited Fond des Blancs with St. Boniface Haiti Foundation during Spring Break 2012 to solicit community feedback on the designs and project implementation. The designs were refined after the trip and in January 2013, Dartmouth acquired seed money to begin the prototype construction in Haiti.

**The website URL where information about sustainability partnerships is available:**

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# Inter-Campus Collaboration

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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

### **Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:**

Yes

### **A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:**

At the Annual Ivy Plus meeting, Rosi Kerr, Director of Sustainability, gave a presentation on the biggest sustainability challenges facing higher education today and how Ivy Plus Sustainability Offices can provide solutions to those challenges.

Our EcoReps attend the annual EcoReps Regional Symposium, which brings together EcoReps from higher education institutions all over the northeast.

Two PHD level researchers worked with Sustainability Operations and Action Research (SOAR) to develop a plan for implementing a green labs program at Dartmouth and other Ivy League institutions.

At the annual AASHE conference, Rosi Kerr, Director of Sustainability, presented a flash strategy workshop, "Moving from Reactive to Proactive in 60 Minutes," focused on office management strategies and work flow.

### **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; Northeast Climate Science Center (NECSC); The Advancement for the Association of Higher Education (AASHE), International Sustainable Campus Network (ISCN)

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

Dartmouth participated in the Ivy Plus Sustainability Operations and Action Research Consortium (Summer 2012) and hosted the 2012 Ivy Plus Conference (

<http://dartmouthivyplus.eventbrite.com/>

).

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

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# Continuing Education

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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## Submission Note:

Number of courses are number of courses per term.

"---" 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:

8

## Total number of continuing education courses offered:

196

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

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

Spring '14

### **A Sense of Place: Our Land, Our Selves**

This class is designed for beginning to intermediate naturalists who wish to further their observation and identification skills as a way of gaining a deeper understanding of the natural world. Those in the class learn to identify common plants and animals as they investigate different ecosystems, including forest, field and wetland. Each week those in the class will discuss essays and poems from naturalists and outdoor enthusiasts, including Mary Oliver, Annie Dillard, Peter Forbes, and Wallace Stegner.

### **Into the Weeds: Exploring Natural Landscapes**

This course will explore our different landscapes, and how they can be managed to function as diverse ecosystems. The class begins with a description of local natural community types, and their vegetation, soils, hydrology, and wildlife habitat. Members of the class study basic landscape design principles, ecosystem dynamics, and assessment techniques. They will interactively compare tidy yards to dirty woods, mowed lawns to weedy meadows, and fancy ponds to waterfowl marshes. Students will prepare assessments of their own properties or public natural areas and will learn how to create and manage ecologically balanced landscapes.

Fall '13

### **Caring For The Earth: Science And Human Values**

explore the changes occurring to our planet by virtue of human activity and other events. Much of this work fails to reach the media or be readily accessible to the general public. This course will begin by reviewing some of the events and historic figures leading the environmental movement (like Rachel Carson and Aldo Leopold) followed by in-depth exploration of current studies of forests, water sheds, climate, biodiversity, invasives and land use. We will view and discuss the new video “The Journey of the Universe” and explore the important studies carried out at the nearby Hubbard Brook Experimental Forest where they have made interesting observations on the impact of climate change in our region over the past 50 years.

### **Gardens For Children**

(Parents, Grandparents, And Relatives)

This will be a gardening course to advise parents and grandparents or other relatives to work with their favorite children to develop and grow a garden of flowers and/or vegetables. Together we will help each other plan and develop a garden including site selection, soil development, discuss plants vs. seeds and harvest.

### **Woodlands For Wildlife**

Woodlands are a remarkable resource because they are capable of being managed for multiple uses.

[STARS Reporting Tool](#) | [AASHE](#)

The well-managed woodland can provide timber as well as soil and water conservation benefits, opportunities for environmental study, photography or painting, a place to find berries or mushrooms and, of course, homes for wildlife. Woodland animals provide recreation for the hunter and for others who enjoy watching wildlife in their natural habitat. Using the resource *More Than a Woodlot*, this class aims to enhance your knowledge of wildlife and forest interactions as well as the threats to our northern forests. This course offers readings and class presentations/discussions as well as woodland visits to see what is being accomplished to enhance wildlife habitat.

#### Recent Advances

##### In Energy Development

Energy is the lifeblood of modern civilization. Without it humanity cannot advance or even exist. As world population grows, so does the need for energy, especially inexpensive energy.

As large-scale energy development has grown, we are discovering that some forms may have very undesirable side effects. This awareness has prompted very active research and development in new forms, increased efficiency and effective energy reduction. In this course we will explore the latest technologies, how they have come into existence, their possible advantages and shortfalls and economic consequences.

#### Winter '14

##### The Intersection Between

##### Climate Change and Human Trafficking

Climate change will take a disproportionate toll on the world's poorest populations - those in developing countries whose lives and livelihoods are vulnerable to the geographic and economic dislocation brought about by drought, floods, dwindling food supply, shrinking water access, loss of coastal homelands, and environmental migration. Our understanding of international human trafficking, bonded labor, and abusive labor practices is also growing, and again global disparity is prominent. Little has been written, however, on the intersection of these two critical issues for the 21st century. This course will use group discussion, several short readings, and on-line exploration to examine questions such as:

- How might the effects of climate change disrupt the livelihoods of the world's most vulnerable populations, and leave them at greater risk of deceptive labor practices?
- What do human trafficking and modern slavery look like in the 21st century, and what economic and social dynamics lie at the heart of the problem?
- Are there hopeful solutions, and ways that we as Westerners can contribute to them?

### A Journey Through the Greenhouse

We'll go through the zones of the greenhouse, ecosystems, and plants: tropical, sub-tropical, desert, and orchids. No previous plant knowledge or experience is necessary. Each class will focus on one zone in the greenhouse: tropical, sub-tropical, desert, and orchids. We will talk about the ecosystem of each zone, the plants and their adaptation for life in the environment, pests, diseases, and medicinal and agricultural uses of the plants.

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

No

**A brief description of the certificate program:**

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**Year the certificate program was created:**

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

<http://www.dartmouth.edu/ilead/courses/>

# Community Service

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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### **Submission Note:**

We do not have a system of collecting community service data campus-wide, so this is basically the compilation of the Tucker Foundation asking the big players in service across campus for their data. It does not collect for overlap across departments or differences in data collection, but I think is is the best estimate anyone has on this.

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

### **Number of students engaged in community service:**

2,936

### **Total number of students :**

4,193

### **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:**

153,909

### **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:**

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**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:**

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

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# Community Stakeholder Engagement

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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*.

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"---" 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:

No formally written policy, however, the institution involves stakeholders in the following processes:

- faculty/staff hiring
- presidential search
- steering committees
- campus planning and working groups

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

The role of the Office of Institutional Diversity and Equity (IDE) is to provide hiring managers with information about the availability of women and minorities in the labor market. This information is made available to hiring managers by job group and can be used as a tool to assess the composition of the applicant pool during the search process. IDE also identifies institutional problem areas as well as divisional challenges for each job group to assist hiring managers' efforts to contribute to meeting Dartmouth's hiring goals. Additionally, IDE periodically provides information to departmental and divisional leaders about Dartmouth's effectiveness with regard to Equal Opportunity & Affirmative Action in recruitment and hiring.

**List of identified community stakeholders:**

- members of local organizations (i.e Vital Communities, Sustainable Hanover, Upper Valley Land Trust, Donella Meadows Institute)
- peers at other higher education institutions
- faculty representatives from departments across campus
- student representatives from governing bodies (i.e palaeopitus, student assembly, etc) and identified sustainability leaders on campus
- staff who oversee student programs at the college
- administrative staff (i.e. members of the development office, dining services, procurement, advancement)

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

The Sustainability Strategic Planning Process successfully engaged students, staff and faculty members to create a sustainability plan for the college with buy-in from different stakeholders across the college.

<http://sustainability.dartmouth.edu/purpose/process>

Farm Master Planning Process engaged faculty and student stakeholders, reached out to local stakeholders such as the Upper Valley Land Trust and Vital Communities submitted a zoning amendment to the town of Hanover.

<http://www.dartmouthplanning.com/2013/02/25/dartmouth-organic-farm-master-plan/>

Under the banner of Moving Dartmouth Forward, "Campus Conversations" is a series of public meetings designed to give community members the opportunity to discuss and contribute to the initiatives President Phil Hanlon '77 announced during fall 2013.

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

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# Participation in Public Policy

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## Responsible Party

**Jenna Musco**  
Sustainability Program Manager  
Sustainability Office

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## 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.

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*"---" 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:**

At the local level, members from the college sit on the Sustainable Hanover Committee and BIke/Pedestrian Committee and advocate for policies that promote improved or new sustainability initiatives for both the town of Hanover and Dartmouth College. For example, support for improved bike lanes to increase the number of employees who bike to work.

The ENVS 70 course is designed to guide students in conducting research on environmental policy-based projects. These projects are based on requests from the Vermont and New Hampshire state legislatures. Students are taught the basic theory and research methods in environmental social science, and spend the second half the course applying these skills in team-based settings to prepare proposal for research that could address the questions posed in the projects.

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

none

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

none

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

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# Trademark Licensing

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## Responsible Party

**Jenna Musco**  
Sustainability Program Manager  
Sustainability Office

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## Criteria

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

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

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

Yes

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

Yes

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

No

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

<http://thedartmouth.com/2013/02/14/news/wrc>

## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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

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

No

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

Yes

### **Is the institution a member of Practice Greenhealth?:**

Yes

### **A brief description of the hospital's sustainability initiatives:**

Dartmouth Hitchcock Medical Center pursues sustainability initiatives in the following areas: built environment, energy & water, products & materials, regulatory, transportation, and waste management.

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

<https://sites.google.com/site/dhmccalculator/home>

# 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## Criteria

### *Part 1*

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

### *Part 2*

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

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e 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.

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

\*\*UPDATE The inventory was completed using the Clean Air - Cool Planet calculator. To calculate emissions Dartmouth's main campus (that is, buildings connected to the central heating plant) was considered.

<http://cleanair-coolplanet.org/>

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

No

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

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**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>47,757.50 Metric Tons of CO2 Equivalent</i>	<i>70,755.28 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>1,086.96 Metric Tons of CO2 Equivalent</i>	<i>1,346.47 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>17,164.13 Metric Tons of CO2 Equivalent</i>	<i>12,511.62 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

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

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

- Completed lighting efficiency retrofit projects at Blunt Alumni Center and Cummings Hall. This mainly consisted of replacing fluorescent ballasts and lamps with the most efficient products available in the marketplace. So far, electricity use is down 38 percent in Blunt.
- Switched approximately 2,000 incandescent bulbs to CFLs or LEDs
- Installed 150 occupancy sensors in 3 buildings
- A new high-efficiency, dual fuel capability (#6 and #2 fuel oil) boiler is now online, replacing an old one that was approaching 50 years of age. The new boiler has the capacity to produce approximately 75,000 pounds of steam per hour versus the old one at 35,000 pounds per hour. The increased size should serve the campus with planned growth for the foreseeable future.

- Two new electric drive centrifugal chillers have been added to serve Vail/Remsen at Dartmouth Medical School. They replace to old steam absorption chillers, which operated on a much less efficient cooling cycle. Depending upon the outside temperature, the new chillers operate between a 5-10 times greater thermal efficiency than the ones they replaced.
- A major heat recovery system project is in the schematic planning stages for Burke Hall, home of the Chemistry Department. When completed, the system will result in consolidation of many individual fume hood exhaust fans into several large specialized exhaust systems with heat recovery coils installed to transfer outgoing heat to the incoming outdoor air (the laboratories use 100 percent outdoor air for heating and air conditioning). This will produce a significant savings to the College and will update mechanical equipment which is nearing 20 years of continuous use.

**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	4,276	4,196
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,342	5,987
Full-time equivalent of employees	4,326.50	4,069
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date

<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

In 2008, former President James Wright strengthened Dartmouth’s environmental commitment by announcing that the College would cut its greenhouse gas emissions by at least 30% by the year 2030, starting with a pledge to a 20% reduction by 2015.

**Gross floor area of building space, performance year:**

5,247,012 *Square Feet*

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	94,876.40 <i>Square Feet</i>
<b>Healthcare space</b>	6,994.90 <i>Square Feet</i>
<b>Other energy intensive space</b>	314,816 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	---
<b>Commuting</b>	---
<b>Purchased goods and services</b>	---
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	---
<b>Waste generated in operations</b>	---
<b>Other categories (please specify below)</b>	---

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

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**A copy of the most recent GHG emissions inventory:**

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**The website URL where the GHG emissions inventory is posted:**

<http://cleanair-coolplanet.org/>

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

With over \$14.5 million invested in energy projects to date, Dartmouth College is committed to meeting its greenhouse gas reduction pledge by working in the following key areas:

- 1) Reduce demand by increasing building energy efficiency
- 2) Promote conservation: monitor and optimize usage through the new energy management system
- 3) Improve supply: manage risk and cost and develop an innovative energy future

# Outdoor Air Quality

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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## Submission Note:

Contact was Ken Packard

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

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

No

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

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

Yes

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

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

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	81.64 <i>Tons</i>
<b>Sulfur oxides (SOx)</b>	241.60 <i>Tons</i>
<b>Carbon monoxide (CO)</b>	10.40 <i>Tons</i>
<b>Particulate matter (PM)</b>	19.92 <i>Tons</i>
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	0.00 <i>Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	0.36 <i>Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	---
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	---

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

Conservation and Efficiency:

It should be noted that many groups across campus are invested in energy conservation and improved operations. Facilities Operations and Management (FO&M) has a large share of stewarding the conservation programs on campus, however areas such as the Medical School facilities have completed a number of excellent projects which are included below. The Tuck School, Office of Residential Life and the Thayer Engineering School also have a role in finding and implementing conservation projects.

A) Campus Energy Management System (CEM) - A web-based system has been installed to continuously monitor individual building energy use and energy system performance. The system enables FO&M to implement a continuous commissioning program to detect and eliminate inefficiencies in all major building energy systems. The CEM project included automation of 300+ existing energy meters and connection to 40,000+ building management and central heating plant system data points. We received a significant grant from the New Hampshire Greenhouse Gas Reduction Fund in the amount of \$331,000 which helped to underwrite approximately 50% of the initial cost of this system.

B) Lighting Efficiency Projects – Since the beginning of the lighting efficiency program we have improved 28 buildings and are currently working on three. Total savings from these projects is greater than 2 million KWH per year. There are five additional projects of significance slated for 2014 and 2015. Additional steps for lighting efficiency will be to seek opportunities in Residential housing

facilities.

C) Conversion from Steam Absorption Chillers to Electric Drive Chillers – Dartmouth is close to completing a phased program to convert campus chilling from inefficient steam absorption systems to high efficiency electric drive systems. Projects completed to date are the replacement of two large chillers in Vail Hall, replacement of the absorbers in Burke Chemistry and interconnection to the north chilled water plant, creation of a southern chilled water plant and decommissioning of the Hopkins Center and Hood Museum absorption chillers and replacement of the Hanover Inn absorption chiller. The change of these large chillers has had an impact on approximately 30 buildings attached to these district cooling systems.

D) Heat Recovery Systems for Lab Air Handlers – 100% outdoor air lab facilities are our most intense energy consuming buildings. Heat recovery in these facilities has been achieved by modification to the supply and exhaust air handling equipment and incorporation of run-around heat recovery systems. Projects completed in Burke Chemistry, Vail Hall and Cummings Hall, are major in scope and were difficult to implement. It should be noted, particularly in the case of Burke, that simple payback figures do not reveal the true value of heat recovery. The true value is revealed by the avoided maintenance costs, redundancy of operations, reduced peak loads on heating and cooling plants, and reduced occupational and operational risk to users of the facility.

E) Major Mechanical/Electrical System Upgrades & Replacements – Hopkins Center, Hood Museum and Fairchild Physical Sciences Lab have undergone major MEP system evaluations to determine how best to renew the 35 – 50 year old systems serving these facilities. Excellent savings potentials are expected with capital renewal of air handling systems, lighting systems, building controls, and building envelope improvements (retrofit of high performance glazing for the Hopkins Center, etc.).

F) Renovations – 53 Commons (previously Thayer Dining) was fully renovated with improved envelope, modern building controls, modern air handling systems and a hood exhaust energy recovery system. An energy savings of greater than 50% was achieved by the renovation.

G) Retro-commissioning – We have implemented retro-commissioning studies in Baker Berry Library, Moore Psychology, Alumni Gym and the Hopkins Center that have resulted in a number of controls and mechanical projects to improve operations and the energy profile of each of these buildings.

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

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# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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

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

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

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

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

Completed in June of 2011, the Class of 1978 Life Sciences Center at Dartmouth College was the first laboratory building in the United States to be certified LEED Platinum. Among its environmental features is an Aircuity air sampling system that monitors the air continuously and allows for minute adjustments in airflow, resulting in significant energy cost savings. Additionally, a high-performance building envelope system with high insulation values, a continuous air and vapor barrier, and a cutting edge waste heat recovery system minimize energy losses. Rooftop rainwater is channeled into six 10,000-gallon storage tanks and used in the building’s graywater systems, conserving drinking water for its intended use. The water collection and treatment system minimizes runoff, reducing downstream discharge and minimizing contamination of the waterways, and several “green” roofs constructed of layered soil topped with cultivated grasses further contribute to this effect.

The Black Family Visual Arts Center was completed in 2012 and is LEED gold certified. Some features of the building include: high performance foam insulation, triple-glazed windows and skylights, enthalpy wheel heat recovery in-slab and chilled beam radiant heating and cooling, storm water reclamation/recycling, daylight sensing intelligent systems, and building envelope commissioning.

Kemeny-Haldeman is certified LEED silver. Features of the building include: high performance foam insulation, triple-glazed windows and skylights, enthalpy wheel heat, recycled materials, occupancy and CO2 sensors for System Reductions, and valance and chilled beam radiant heating and cooling.

Fahey/McLane and the McLaughlin Cluster are also LEED gold certified.

The Floren Varsity House is also LEED silver certified.

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

*5,247,012 Square Feet*

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

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	<i>0 Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	<i>161,670 Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	<i>368,639 Square Feet</i>

<b>Highest Achievable Level (e.g. LEED Platinum)</b>	178,435 <i>Square Feet</i>
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**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	0 <i>Square Feet</i>
<b>4th Highest Level</b>	0 <i>Square Feet</i>
<b>Mid-Level</b>	0 <i>Square Feet</i>
<b>2nd Highest Level</b>	0 <i>Square Feet</i>
<b>Highest Achievable Level</b>	0 <i>Square Feet</i>

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

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

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

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**The date the guidelines or policies were formally adopted:**

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

With an initial focus on our top energy-using buildings, the retrocommissioning program is a crucial component of Dartmouth's ongoing effort to reach and exceed energy efficiency goals. When a building is initially commissioned it undergoes an intensive quality assurance process that begins during design and continues through construction, occupancy, and operations. Retrocommissioning is the application of the commissioning process to existing buildings and ensures that heating, ventilating, and air-conditioning (HVAC) systems provide a comfortable environment while using the least amount of energy. Depending on the age of the building, retrocommissioning can often resolve problems that occurred during design or construction, or address problems that have developed throughout the building's life. This process typically results in significant energy savings and greater occupant comfort.

Top campus energy users targeted by the program (projects complete or in progress):

- 1) Baker Berry Library
- 2) Burke Chemistry Building
- 3) Moore Psychology Building
- 4) Alumni Gymnasium
- 5) Hopkins Center
- 6) Steele Hall
- 7) Wilder Laboratory
- 8) Hanover Inn
- 9) Class of 53 Dining Commons
- 10) Kemeny Hall/Haldeman Center

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

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

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# Building Design and Construction

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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

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

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

Completed in June of 2011, the Class of 1978 Life Sciences Center at Dartmouth College was the first laboratory building in the United States to be certified LEED Platinum. Among its environmental features is an Aircurity air sampling system that monitors the air continuously and allows for minute adjustments in airflow, resulting in significant energy cost savings. Additionally, a high-performance building envelope system with high insulation values, a continuous air and vapor barrier, and a cutting edge waste heat recovery system minimize energy losses. Rooftop rainwater is channeled into six 10,000-gallon storage tanks and used in the building’s graywater systems, conserving drinking water for its intended use. The water collection and treatment system minimizes runoff, reducing downstream discharge and minimizing contamination of the waterways, and several “green” roofs constructed of layered soil topped with cultivated grasses further contribute to this effect.

LEED Certified:

- Whittemore Hall
- Sudikoff Computer Science Building
- Maclean Engineering Sciences Center
- Hitchcock Residence Hall
- Tuck Living-Learning Center
- New Hampshire Residence Hall

LEED Silver:

- Kemeny-Haldeman Building
- Floren Varsity House

LEED Gold:

- Fahey/McLane Residence Hall
- McLaughlin Cluster
- Visual Arts Center

LEED Platinum:

- Life Sciences Center

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

4,745,313 *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)	161,670 Square Feet
2nd Highest Level (e.g. LEED Gold)	368,639 Square Feet
Highest Achievable Level (e.g. LEED Platinum)	178,435 Square Feet

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

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

**Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::**

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

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

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**Floor area of building space that is certified at any level under other green building rating systems for new**



**construction and major renovations:**

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

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**A copy of the guidelines or policies :**

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**The date the guidelines or policies were adopted:**

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

With an initial focus on our top energy-using buildings, the retrocommissioning program is a crucial component of Dartmouth's ongoing effort to reach and exceed energy efficiency goals. When a building is initially commissioned it undergoes an intensive quality assurance process that begins during design and continues through construction, occupancy, and operations. Retrocommissioning is the application of the commissioning process to existing buildings and ensures that heating, ventilating, and air-conditioning (HVAC) systems provide a comfortable environment while using the least amount of energy. Depending on the age of the building, retrocommissioning can often resolve problems that occurred during design or construction, or address problems that have developed throughout the building's life.

This process typically results in significant energy savings and greater occupant comfort.

Top campus energy users targeted by the program (projects complete or in progress):

- 1) Baker Berry Library
- 2) Burke Chemistry Building
- 3) Moore Psychology Building
- 4) Alumni Gymnasium
- 5) Hopkins Center
- 6) Steele Hall
- 7) Wilder Laboratory
- 8) Hanover Inn
- 9) Class of 53 Dining Commons
- 10) Kemeny Hall/Haldeman Center

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

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

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## Indoor Air Quality

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### Responsible Party

**Fedor Petrenko**  
Energy Analyst  
FO&M

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### 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.

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

## Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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:**

89.74

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

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

- Dairy products that are hormone and antibiotic free, and from animals raised humanely
- Produce grown and processed within 250 miles (when in season locally) of College
- Canned tomato products which do not contain any of the additives disallowed by the Real Food Challenge, e.g. high fructose corn syrup, added MSG, GMOs, artificial food coloring, etc.
- The College's choice of Fair Trade Certified products
- Chemicals that are Green Seal certified or equivalent (where applicable)

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

---

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

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

---

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

- A. Contractor will supply the College with its policies on sustainability practices at the local distribution center
- i. Contractor's sustainability strategy (to include the areas of natural resources, company operations including employee social justice, development, training, and positive community/social impact), written policy statement, and sustainable business practices
  - ii. Contractor's green/sustainable programs and initiatives
  - iii. A quantitative measurement of Contractor's environmentally preferable purchasing practices

B. Contractor will ensure that a stock of seafood products available to the College includes products of which 85% are named on the Monterey Bay Aquariums’ Seafood Watch “Best Choices” or “Good Alternatives” lists for the College to purchase at its discretion

C. Contractor will remove, reuse or recycle (when applicable) all product waste related to deliverable products such as shrink wrap, packaging content, pallets, etc.

D. Contractor will deliver products in packaging that can be recycled in the College’s recycling stream or Contractor will take back and recycle within their own recycling stream

E. Contractor will use best efforts through reporting, expanding product choices, and adjusting processes to be more sustainable to assist the College with the following:

i. Meeting the Real Food Challenge accountability metrics (e.g. the Real Food Calculator that quantifies categories of food sustainability) found online at

<http://realfoodchallenge.org/>

ii. Purchasing 75% sustainable food by 2020

iii. Purchasing only Trans Fat-free products

iv. Purchasing environmentally preferable products

v. Establishing end-of-life reuse, recycling, or “take-back” programs for applicable products at no extra cost to the College

vi. Achieving “zero waste” by 2020

vii. Identifying/sourcing comparably priced organic and/or local product alternatives

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

--

**Total annual food and beverage expenditures:**

7,807,734 US/Canadian \$

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

	<b>Present?</b>	<b>Included?</b>
<b>Dining operations and catering services operated by the institution</b>	Yes	Yes
<b>Dining operations and catering services operated by a contractor</b>	No	No
<b>Franchises</b>	No	No
<b>Convenience stores</b>	Yes	Yes

<b>Vending services</b>	No	No
<b>Concessions</b>	Yes	Yes

**Has the institution achieved the following?:**

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

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

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

<http://www.dartmouth.edu/dining/faq/sustainability.html>

# Low Impact Dining

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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

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

77.66

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

Percentage was determined using year to date invoice totals of known sustainable 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”):**

Dartmouth's primary all-you-care-to-eat food court, '53 Commons, offers vegan entrées for every meal, every day of the week. Within this food court, there are several stations with vegan offerings. Vegan entrée items offered at the Herbivore station this term, for example, include Vegan Shepherd's Pie, Tofu Walnut Stuffed Portobellos, and Stuffed Cabbage with bulgar.

In January 2014, Dining Services hired a Culinary Consultant to improve Courtyard Café's menu offerings. The consultant has introduced a daily pasta option with vegan marinara sauce, a roller grill with vegan/vegetarian hotdogs, updated the salad bar to include a rotating variety of vegan salad options, and improved the deli and burrito stations to add vegetarian/vegan options.

Collis Café, à central a la carte dining hall, offers a wide variety of Vegan entrées, soups, and baked goods. Vegan entrée items offered this term, for example, include Curried Lentil Stew, Ratatouille with Polenta, and Roasted Vegetable Quinoa.

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

Dartmouth renovated the main dining hall summer 2010 to improve insulation and install more efficient lighting. Dartmouth uses green cleaning products with the design for the environmental label including dishwasher detergent and rinse agent, pot washing presoak and the pot and pan detergent. Dartmouth Dining Services aims to divert 90% of its waste from the landfill by composting all food waste, offering compostable cups, bowls, and plates, and recycling 1–7 plastics, aluminum, cardboard, paper, metal and glass. Dining services also recycles waste fryer oil for biodiesel production.

Dartmouth Dining Services donates leftover food to a number of organizations including Willing Hands (

<http://www.willinghands.org>

), Upper Valley Haven (

<http://uppervalleyhaven.org>

), Bradford VT Food Shelf, Listen Center (

<http://www.listencs.org>

), and Mascoma Food Pantry.

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

<https://www.dartmouth.edu/dining/faq/specialty.html>

**Annual dining services expenditures on food:**

6,891,468 *US/Canadian \$*

**Annual dining services expenditures on conventionally produced animal products:**

1,266,871 *US/Canadian \$*

**Annual dining services expenditures on sustainably produced animal products:**

364,442 *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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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## Submission Note:

Total consumption = gallons #6 oil burned at central heating plant + Purchased kWh

A significant portion of the btu content of the oil goes to plant parasitic losses, conduction losses, etc. On average, about 70% of the energy put into the plant in the form of oil actually makes it to the building (in the form of steam).

Conversion factors used:

1 gallon #6 oil = 0.150 mmbtu

1kWh = 0.003409 mmbtu

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	743,733.74 <i>MMBtu</i>	906,499.14 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
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<b>Grid-purchased electricity</b>	177,249.29 <i>MMBtu</i>	100,579.14 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	5,247,012 <i>Gross Square Feet</i>	4,110,115 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	94,876.40 <i>Square Feet</i>
<b>Healthcare space</b>	6,994.90 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	8,041
<b>Cooling degree days</b>	600

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>

<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2004	June 30, 2005

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

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

HVAC system scheduling is done for 100% of campus buildings. Programming is done through the Honeywell/Johnson Controls direct digital control BMS interfaces. Dartmouth has dedicated staff that monitor HVAC system performance and adjust scheduling/setback based on program requirements and anticipated usage. This practice was started as part of energy conservation efforts dating back to the 1970s.

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

Dartmouth has upgraded many fixtures and lamps to the best available fluorescent and LED technologies. Lighting efficiency upgrades have been completed in Fairchild Tower, Steele Hall, Wilder, Blunt Alumni Center, Kemeny/Haldeman, Collis Center, McNutt, Parkhurst, Hanover Inn, Cummings Hall, and Dartmouth Hall. In some cases, student interns helped find lighting upgrade opportunities. In some places, we have had good success in employing LED lighting technology in spaces where lighting is active for long periods of time. The lighting upgrade program will continue as lighting efficiency of fixtures improves.

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

Examples of energy-saving lighting technology/measures in use at Dartmouth College:

- Wireless occupancy motion sensors used with Lutron dimming ballasts and controls
- Dual-level lighting
- Timed dimmers in occasional use areas, such as library stacks
- Smart classrooms: dimming processing and multiple lighting levels based on occupancy
- Reducing fixture energy use by delamping

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

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

Dartmouth installed ground-source heat pump systems for the Fahey-McLane dormitory complex. The dorm is a LEED Gold certified building constructed in 2006. The ground-source heat pump systems provide 100% of the cooling and a portion of the heating for the dorm.

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

The central heating plant employs three back pressure steam turbines to cogenerate between 25%-50% of the campus' total electrical demand, depending on the season.

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

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

Dartmouth College has a system of over 350 "smart" energy meters that monitor steam, electric, and chilled water usage in real-time. These energy meters, our Johnson Controls and Honeywell building automation systems, and our ABB Heating Plant system are all tied to a common interface through a Rockwell Automation VantagePoint software platform. This CEMS (Campus Energy Management System) allows consumption trends and performance from multiple systems to be compared simultaneously and is used for measurement and verification of energy conservation projects, building recommissioning, lighting retrofits and to detect problems with HVAC systems.

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

In 2009 Dartmouth completed an audit of the 25% of buildings that use approximately 70% of energy. From this audit, energy engineers in Facilities, Operations & Management (FO&M) identified over 200 energy conservation and efficiency projects. To support these projects and reduce Dartmouth's greenhouse gas emissions, the Trustees allocated \$12.5 million in loan funds that will be repaid over time through energy-savings. While most of these projects are focused on efficiency, we are also considering cost effective renewable energy projects on campus.

Dartmouth Medical School replaced its two 315 ton, steam absorption chillers with two new 500 ton electric drive centrifugal chillers. They also replaced the component parts including the pumps used to move chilled water around the building, the cooling tower, and the system controls. The new chillers are much more efficient than the old units. Even though chilling capacity increased from 630 tons to 1000 tons, the new chillers will produce an energy savings of approximately \$250,000/year and reduce the burning of fuel oil at the central heating plant with a net overall reduction in greenhouse gas emissions. Dartmouth is considering other absorption chiller replacements across campus for efficiency improvements and additional greenhouse gas reductions.

The control systems for fume hoods in several laboratories on campus are being improved to provide greater flexibility and reduce energy use. Upgrades were completed for teaching labs in Steele Hall that reduced airflow through the lab spaces during periods when classes are not in session (nights, weekends and semester breaks). A large project in the Burke Chemistry Lab is currently underway to drastically increase the efficiency of fume hoods, reduce unnecessary air changes and improve systems controls.

The Thompson Arena refrigeration system was replaced in the fall of 2011 and the replacement improved the efficiency of that system significantly.

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

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

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

Dartmouth is fortunate to have an extensive utility metering system throughout the campus. There are approximately 250 steam, electric, and chilled water meters that record utility use in each of the buildings. The meters are read manually each month for billing purposes. During 2008, the entire metering network was surveyed and repairs were made to many meters. The meters now provide an accurate monthly view of our energy use for each building although they must still be read manually. Automating our meters will help us detect and track down unusual energy use patterns and allow us to quickly respond to wasteful system operations. We have tested wireless data transmission technology and plan to use it to help automate our metering systems.

We have just implemented a web-based Campus Energy Management system for the entire campus. The system connects to building energy control systems and receives real-time-energy information from the newly automated metering systems. The Campus Energy Management system allows facilities managers to track energy use in near-real-time, receive live weather forecast data, compare projections to actual use, and then detect issues of waste and inefficiency. The next step is to use the system to allow people around the campus community to view and use these data. We hope we can use this information to help building occupants change and anticipate reductions in energy use patterns by building occupants as this information is displayed and fed back via displays around campus and through the campus web-site. We are excited to implement this new system which has been shown to reduce energy in other campus settings from 5% to 15%. The new system will improve our operations, save energy, reduce greenhouse gas emissions, and allow us to communicate energy use patterns more effectively to the entire campus community.

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

<http://sustainability.dartmouth.edu/power/campus-efforts/energy-efficiency-and-renewable-energy-project>



## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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:**

**Projects Under Consideration**

**Solar Thermal Boiler Water Preheating - Heating Plant**  
 We are considering installation of solar thermal panels on the roof of the Heating Plant to preheat the city water that is used as makeup for the boilers. A series of mounting plates were installed for solar panels during a recently completed roofing project at the Heating Plant making for a fairly simple solar panel installation.

**Solar Thermal Domestic Water Heating – Roof of West Gym**  
 When this roof was recently repaired (Fall 2011) we rebuilt the structure to accommodate solar thermal hot water. We are assessing this project to determine if it is cost effective and operationally logical.

**Solar Thermal Domestic Water Heating – Class of '78 Life Sciences Center**  
 The capacity to accommodate solar hot water was built into the Life Sciences Center, to allow for future installation. We are assessing this project to determine if it is cost effective and operationally logical.

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

**Clean and renewable energy from the following sources::**

	Performance Year
<p><b>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</b></p>	<p>7.90 MMBtu</p>

<p><b>Option 2: Non-electric renewable energy generated on-site</b></p>	<p>115 <i>MMBtu</i></p>
<p><b>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</b></p>	<p>0 <i>MMBtu</i></p>
<p><b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b></p>	<p>0 <i>MMBtu</i></p>

**Total energy consumption, performance year:**

743,733.74 *MMBtu*

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

A small photovoltaic array was operating at the Thayer School of Engineering during the first quarter of FY'12, when it was dismantled for roofing work and has not been reassembled yet.

In November, 1995, two solar arrays with ten collector panels (modules) each were mounted at 25 degrees on the roof of Murdough Hall. The net collector area is 44.80 square meters. The gross area is 48.60 square meters. The energy collected by the panels is converted to direct current (DC) by the solar cells. An Omnion Static Power Converter changes the direct current from the array to alternating current (AC) output. The energy output is then read directly from the arrays and displayed at this site.

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

The campus has two solar thermal systems (currently operating), one at North Hall (Sustainable Living Center) and the other at the President's house.

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

None

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

None

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

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# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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::**

	<b>Area</b>
<b>Total campus area</b>	32,750 Acres
<b>Footprint of the institution's buildings</b>	120.45 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	32,500 Acres

**Area of managed grounds that is::**

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

**A copy of the IPM plan:**

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**The IPM plan :**

The arborist and horticulturist follow an IPM program based on frequent monitoring of plants for insects and disease and treatment only according to appropriate damage thresholds. Pesticides used are preferably low volume stem or soil injections or stem sprays. Insecticide use on the Grant will be evaluated on an individual case basis. The use of insecticides will be reviewed by the Management Committee in consultation with State Biologist, and other resource professionals. Herbicides are not used.

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

Land management on Dartmouth College Woodlands will be a model of environmentally sound private land stewardship, reflective of the ecology, landscape, and culture of the northern forests of New Hampshire and New England. We will manage to:

- Protect the natural qualities and integrity of the land, natural communities, native ecological principles and natural tendencies.
- Manage the land with as little interference as possible with natural ecological functions.
- Emphasize the growth of long-rotation, high quality, solid wood forest products that

contribute to the economy of northern New Hampshire.

- Involve concerned and interested employees, alumnae, and students in the management process through Advisory Committees.
- Provide education, research activities, and remote recreation for the Dartmouth community.

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

Land management activities will protect the natural qualities and integrity of the land, natural communities, native species, and ecological processes. Use and build upon, rather than work in opposition to, ecological principles and natural tendencies. Manage the land with as little interference as possible with natural ecological functions. The Grounds department strives to use and preserve native plants that are hardy in this region. This helps reduce maintenance and replacement needs. Currently there is no invasive species management plan. We would like to develop one with cooperation from other campus groups and other local organizations.

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

Waste from grounds keeping is mixed with food waste and sent to Dartmouth Compost Facility. The items decompose for 60 days to make the compost that is used solely on Dartmouth grounds.

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

Silvicultural prescriptions on all forestland owned by the college is managed in accordance with NRCS soil groupings. All properties have a soil type map, which breaks the types into "Important Forest Soil Groups." These groups characterize soils together by common characteristics such as drainage patterns, stoniness, and expected successional trends.

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

The tree department uses low impact, selective and low residual pesticides. Tree fertilization is based on soil analysis. All log landings and roadsides are seeded and mulch with native vegetation. All construction projects, culvert replacement, use native, on site materials.

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

N/A

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

N/A



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

In 1998 the College sought third party certification of its forest management program to ensure that it was indeed being done to top standards. In 1999 the Management Team chose the Green Tag Forestry program of the National Woodland Owners Association for certification of the Second College Grant property. The College still remains in the American Tree Farm System and will be green certified thru 2017.

The College in 1986 entered into an agreement with The Nature Conservancy to protect the Hell Gate Natural Area in order to preserve the site where the rare orchid Aurieled Twayblade is found.

In 1989 the College signed an agreement with NH Fish and Game Department for the preservation of the Osprey nesting site at Kendall Brook at the south entrance to the Grant. The College participated in the development of a Memorandum of Understanding for High Elevation (land above 2700 feet) Management to protect the unique habitats and fragile environment found at these elevations. The College signed this MOU Agreement in 1999 with the NH Fish and Game Department; this is still in effect today.

The John Sloan Dickey Natural Area was established by the College in the 1970s for the purpose of preserving “nearly mature residual stands.” However much of this area was hit hard by the spruce budworm in the early 1980s, the dead timber was salvaged to avoid fire potential, and today the area is comprised of a young mixed stand. In April 2000, the Grant Management Team decided to set aside an additional 2250 acres as “no harvest areas” in recognition of their value as representative natural communities at the Second College Grant. These are located in the Halfmoon Mountain and Hell Gate areas. These areas combined with the existing John Sloan Dickey area, at 350 acres, means 2600 acres are now set aside at the Grant. Additionally 1100 acres will be managed as “low impact forestry” areas in order to protect the unique habitats found in the Loomis Valley Brook region.

In 2008 the college entered into a “Grant of Development Rights and Conservation Restrictions” on the 700 acre Corinth properties.

There is also a Trail easement at the Mt Moosilauke property. Approx: 350 Acres

**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:**

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

**A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

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**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

Yes

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

We have a GIS coverage that we work with. The Coverage was developed using survey information from the New Hampshire Natural Heritage Bureau and the New England Wild Flower Society. They have conducted surveys on the Grant for years. This year we conducted a Wood Turtle Survey on the Grant. This is very sensitive data, and we keep it well protected so as to not let collectors know locations, and existence of certain endangered plants and animals.

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

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

Dartmouth College owns and manages 27,000 acres of woodland in the Northern Forest region of New Hampshire. This land, known as the Second College Grant or "the Grant", was given to the College by the State of New Hampshire in 1807.

The Grant Management Committee is responsible for:

-Ensuring that the Grant is managed as an exemplary model of environmentally sound private-land stewardship, reflective of the ecology, landscape, culture and wood-based economy of the Northern Forest.

-Ensuring that forestry practices support a sustainable working forest, a healthy and balanced eco-system, properly managed populations and habitat for fish and wildlife, and the coordination and integration of activities at the Grant.

(

<http://www.dartmouth.edu/~cpf/secondgrant/grantmanagement.html>

)

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

<http://www.dartmouth.edu/~cpf/secondgrant/>

# 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.

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

# Electronics Purchasing

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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

**Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:**

No

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

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**The electronics purchasing policy, directive, or guidelines :**

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

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

No

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	---
<b>EPEAT Silver</b>	---
<b>EPEAT Gold</b>	---

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

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

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# Cleaning Products Purchasing

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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?:**

No

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

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

In their most current Request for Proposal that was done for Facilities, Operations and Management and Residential Life, Procurement requested all products but floor stripper, wax and sealers be green seal certified.

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

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**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:**

48,000 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

60,000 US/Canadian \$

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

No

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

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

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

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

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# Office Paper Purchasing

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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"---" 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:**

[Purchase Order Terms and Conditions of Purchase.PDF](#)

**The paper purchasing policy, directive or guidelines:**

Dartmouth College purchases 30% recycled content.

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

Faculty are encouraged to order "Green" items, which will be displayed with a green icon on the W.B. Mason site in SciQuest to indicate that these items meet sustainability requirements.

**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::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	0 <i>US/Canadian \$</i>
<b>30-49 percent</b>	143,911.47 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	0 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	1,806.72 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

182,529.53 *US/Canadian \$*

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

<http://www.dartmouth.edu/~control/newsbulletins/procurement/officesupplyfaq.html>

# Inclusive and Local Purchasing

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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"---" 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:**

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

As described on the website entered below, "Positive efforts shall be made by Procurement Services to utilize small businesses, minority-owned firms, and business enterprises owned by women, whenever possible." This includes using directories and consortiums to identify small and minority-owned businesses and reaching out to such businesses.

**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**

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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

<http://www.dartmouth.edu/~control/departments/procurement/small-minority-business.html>

# Life Cycle Cost Analysis

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager

Sustainability Office

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## 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.

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

# Guidelines for Business Partners

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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

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

None

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

None

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

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

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**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:**

Dartmouth Procurement Services does not have an explicit policy that sets such expectations, but looks for sustainability, diversity, etc. when sourcing projects.

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

<http://www.dartmouth.edu/~control/departments/procurement/vendor-guide.html>

# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation



**Responsible Party**

**Denielle Harrison**

Fellow

Office of Sustainability

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**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:**

Includes Vox Vehicles (Leased & Owned) and Facilities Vehicles.

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

**Total number of vehicles in the institution's fleet :**

178

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

	<b>Number of Vehicles</b>
<b>Gasoline-electric, non-plug-in hybrid</b>	10
<b>Diesel-electric, non-plug-in hybrid</b>	0
<b>Plug-in hybrid</b>	0
<b>100 percent electric</b>	0
<b>Fueled with compressed natural gas (CNG)</b>	0
<b>Hydrogen fueled</b>	0
<b>Fueled with B20 or higher biofuel for more than 4 months of the year</b>	0
<b>Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year</b>	0

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

N/A

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

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# Student Commute Modal Split

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## Responsible Party

**Jenna Musco**  
Sustainability Program Manager  
Sustainability Office

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## 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.

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### Submission Note:

Numbers were estimated using US Census Bureau numbers for Hanover, NH

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

## Total percentage of students that use more sustainable commuting options:

90

## 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)	5
Walk, bicycle, or use other non-motorized means	90
Vanpool or carpool	2
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	1

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

Dartmouth is a residential campus. Ninety percent of students walk or bike to class.

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

<http://www.dartmouth.edu/~fom/services/parking/incentives/index.html>

# Employee Commute Modal Split

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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## Submission Note:

Data not available.

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

# Support for Sustainable Transportation

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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

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"---" 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:**

Bicycles may be registered free of charge with the Department of Safety and Security. Dartmouth has a shower pass program that gives bike commuters free access to shower facilities at the Alumni Gym.

**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:**

On a daily basis, registered bicycles may be kept in racks provided at each residence. Covered bike racks are available outside the Life Sciences Center. Registered bicycles may be stored in designated Controlled Storage facilities for a fee of \$10 per bicycle per term.

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

No

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

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

No

**A brief description of the bicycle sharing program:**

Dartmouth has a bicycle refurb and resale program that hosts pop-up bike shops to help repair bikes. This year, the Sustainability Office launched a pilot rental program. Bikes were rented out to students at the rate of \$30/term.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No

**A brief description of the certification, including date certified and level:**

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**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):**

All Dartmouth Employees and Students may take the Advance Transit, the Stage Coach, and the Connecticut River Transit buses for free.

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

No

**A brief description of the GRT program:**

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**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:**

Dartmouth College encourages carpooling as a way to lessen the parking demand and the traffic congestion on campus. Dartmouth College utilizes Zimride and the Advance Transit Rideshare Program as carpool matching programs and offers a reduced fee per person for two-person carpools and free designated parking for three-person carpools. Additionally, each carpool receives four passes per month as part of the opt-out program that can be used when unable to carpool. Dartmouth also provides and maintains four 12-passenger vans that are available for employees commuting from the St. Johnsbury, Bradford and Chelsea, VT areas and New London, NH. Vanpoolers pay for gas, keep the vehicle clean, and adhere to the terms of an agreement that details the responsibilities and code of conduct for passengers and the drivers of the van pool.

**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:**

Zipcar is a membership-based car-sharing service at Dartmouth College that allows students, 18 and older, faculty and staff to reserve a car by the hour or day. Currently, Dartmouth has three cars available for use.



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

No

**A brief description of the electric vehicle recharging stations:**

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

No

**A brief description of the telecommuting program:**

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

No

**A brief description of the condensed work week program:**

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

No

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

The Dartmouth College Real Estate Office manages a portfolio of approximately 250 residential units which it offers to its employees. Units include apartments, duplexes, and single family homes located primarily in Hanover, NH. These units are located within 1 mile of campus and offered at subsidized rates.

<http://www.dartmouthre.com/rental-housing/dartmouth-rentals/apply-for-an-employee-rental/>

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

No

**A brief description of other sustainable transportation initiatives and programs:**

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

<http://www.dartmouth.edu/~fom/services/parking/incentives/index.html>

# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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*.

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

## Waste generated::

	Performance Year	Baseline Year
<b>Materials recycled</b>	996.42 Tons	513.18 Tons
<b>Materials composted</b>	374.77 Tons	271.67 Tons
<b>Materials reused, donated or re-sold</b>	0 Tons	0 Tons
<b>Materials disposed in a solid waste landfill or incinerator</b>	1,628.57 Tons	2,005.89 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	4,276	4,196
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	6,342	5,987
Full-time equivalent of employees	4,326.50	4,069
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2009	June 30, 2010

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

The waste generation baseline adopted reflects the earliest year of robust waste data, which is fiscal year 2010.

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

N/A

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

N/A

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

Dartlist, similar to Craigslist, is a site where members of the Dartmouth Community can share information about events, jobs/internships, items for free or for sale, housing, and other things pertaining to life around campus.

[http://www.dartlist.com/?page\\_id=2](http://www.dartlist.com/?page_id=2)

The Sustainability Office hosts a staff sale in the fall where donated items such as binders, desks, swivel chairs, and other office supplies are resold to faculty and staff members.

Dartmouth College has a relationship with Red Thread to store and redistribute steel case furniture in offices on campus.

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

Dartmouth College has stopped printing course catalogs, course schedules, and directories. They are easily accessible on the Registrar's website (

<http://www.dartmouth.edu/~reg/>

).

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

Dartmouth College provides students with an allocation of free printing each term. The current per term quota is \$20 for printing on school printers. When the quota is exceeded, charges are transferred to student accounts.

Thayer School of Engineering is the one facility that provides unlimited free printing to engineering students.

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

Each year, Dartmouth hosts a student-run Sustainable Moving Sale. Dorm room items, such as lamps, fridges, books, clothing, office supplies, bathroom supplies, etc., are collected from outgoing students at the end of each term. These items are stored, cleaned, and tested by a student team before being resold to incoming freshmen at the Sustainable Moving Sale in the Fall.

Students also organize a Sustainable Clothing Sale, in which students bring in unwanted clothing to sell or to give away and are able to buy clothing in exchange. Any remaining items are donated to local non-profits.

Additionally, the Sustainability Office runs

[Dartlist.com](http://Dartlist.com)

, a "craigs-list" style website for the Dartmouth community.

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

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

N/A

**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:**

Dartmouth Dining Services uses the Computrition Menu Management System. The system assists in Forecasting the amount of foods needed to produce the daily menu's. Following the meal, prepared, served and leftover amounts are recorded and then entered back in to the system. The next time this cycle is repeated the system uses the post meal information to refine what is needed for purchasing, preparing and serving of the menu items. This enables the operator to reduce inventory, prepare as needed and avoid having food leftover or unserved.

At the 53 Commons Production area's a 3 – bin system is used by the production/cooking staff at the various stations.

- 1 – Compostable food trim, scraps etc.
- 2 – Recyclable packaging from containers
- 3 – Trash/Landfill – non recyclable/compostable

In 53 Commons a "Somat" pulper/extractor system is used in the dish washing area for plate food waste, napkins etc. This extracted product is then sent to the Dartmouth Composting facility, the end result is used by the grounds crew.

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

We do not have a trayless dining program. In 53' Commons, Dartmouth's main dining hall, no post-consumer food waste is handled by consumers. Dartmouth Dining Services Staff handles all post-consumer food waste and sorts it appropriately into trash, recycling, and compost.

**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):**

Dining halls do not offer reusable to-go food containers, however, compostable to-go containers are offered in two of our dining halls, Collis Cafe and the Courtyard Cafe.

**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):**

Reusable service ware (bowls, cups, plates, silverware, mugs, etc.) is provided at the Class of '53 Commons all-you-can-eat dining hall. The other dining halls on campus, Collis Cafe and Courtyard Cafe, provide compostable ware (bowls, plates, and cups) for dine in and to-go meals.

**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:**

Dartmouth Dining Services offers a discount for customers who bring reusable mugs: 20 oz. for the price of 16 oz.

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

Dartmouth renovated the main dining hall summer 2010 to improve insulation and install more efficient lighting. Dartmouth uses green cleaning products with the design for the environmental label including dishwasher detergent and rinse agent, pot washing presoak and the pot and pan detergent. Dartmouth Dining Services aims to divert 90% of its waste from the landfill by composting all food waste, offering compostable cups, bowls, and plates, and recycling 1–7 plastics, aluminum, cardboard, paper, metal and glass. Dining services also recycles waste fryer oil for biodiesel production.

Dartmouth Dining Services donates leftover food to a number of organizations including Willing Hands (

<http://www.willinghands.org>

), Upper Valley Haven (

<http://uppervalleyhaven.org>

), Bradford VT Food Shelf, Listen Center (

<http://www.listencs.org>

), and Mascoma Food Pantry.

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

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# Waste Diversion

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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*.

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## Submission Note:

Weight from materials diverted via Sustainable Moving Sale are not included in figures.

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

## Materials diverted from the solid waste landfill or incinerator:

1,371.19 Tons

## Materials disposed in a solid waste landfill or incinerator :

1,628.57 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:

Zero-Sort recycling has been in effect since July of 2010 (

<http://www.dartmouth.edu/~fom/services/solidwaste/dartmouthrecycles.html>

). Additionally, Dartmouth College recycles computers and other electronics, batteries, lamps, ballasts, and printer toner cartridges through partnerships with local companies. Scrap metal from construction and miscellaneous materials such as discarded bicycles, books, and shredded paper are also recycled. The College also composts food waste from campus cafeterias and other sources.

In terms of education and outreach efforts, Dartmouth's Sustainability Office employs waste interns who support the College's efforts to divert as much waste as possible from the landfill. The waste interns develop creative ways to incentivize and instill best recycling and composting practices into Dartmouth

culture, as well as to educate our community on where our waste goes and make the system more transparent.

Dartmouth composts about 263 tons of food waste each year. Composting sites are mainly in the dining areas, including Courtyard Café, Thayer Dining Hall, and the Hanover Inn. There are also composting sites in McKenzie Hall, Gilman Biological Sciences Building, and in the Mid Mass residence hall kitchen. As Dartmouth improves its recycling and composting rate, it diverts more trash from the landfill. Food waste is collected by Dartmouth Dining Services and FO&M custodians, and the Dartmouth Recycles crew transports it to Dartmouth's composting facility nearby. There, food waste is mixed with used horse bedding, manure, and yard waste also generated at Dartmouth. The items are then allowed to decompose for about 60 days to make the compost that is used solely on Dartmouth grounds. Dartmouth does not have a license to sell the compost, nor can the Dartmouth facility accept items from other sources.

<http://www.dartmouth.edu/~fom/services/solidwaste/compostinformation.html>

Solvay, our recycling contractor, pays Dartmouth for reclaimed corrugated cardboard.

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

Dartmouth Dining Services first seeks to minimize leftover food through a comprehensive menu management system.

At the end of each term, short-dated dairy products and produce are donated to local non-profits. These include the Upper Valley Haven (

<http://uppervalleyhaven.org/>

), a local homeless shelter and food kitchen located 5 miles away, as well as Willing Hands (

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

), Listen Center (

<http://www.listencs.org>

), Bradford VT Food, Mascoma Food Pantry, and Grace United Methodist Church.

Dartmouth Dining Services, in collaboration with Dartmouth Food Connection (DFC), also held the fourth "Swipe for Hunger" event on March 4, 2014. This event raises awareness about food insecurity and hunger in the Upper Valley and provides students with the opportunity to donate a meal swipe (\$13.95) or money from their dining accounts. Proceeds benefited Willing Hands, an organization that delivers fresh produce to over 55 organizations in the Upper Valley, including the Upper Valley Haven homeless shelter. This event marked reaching a \$10,000 milestone for DFC over just four "Swipe for Hunger" events.

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

Dartmouth Dining Services composts 100% of pre-consumer food scraps.

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

100% of postconsumer food waste is composted in '53 Commons, Dartmouth's all-you-can-eat central dining facility. Post consumer food waste from plates is sent through a somat system which extracts the liquid from the product. The solids are composted at Dartmouth's compost facility.

Composting is readily available at the other dining halls but relies upon student responsibility.

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

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes
<b>Plant materials composting</b>	---
<b>Animal bedding composting</b>	---
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	---
<b>Laboratory equipment</b>	---
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes

<b>Pallets</b>	---
<b>Motor oil</b>	---
<b>Tires</b>	Yes

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

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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

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

48.18 *Tons*

## Construction and demolition materials landfilled or incinerated :

144.53 *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:

The Planning Design and Construction Office requires contractors to recycle 25% of construction and demolition waste.

# Hazardous Waste Management

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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*"---" 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:**

Dartmouth Environmental Health and Safety (EHS) provides inspection, training, and audit services in support of waste minimization. Mandatory training programs for research and support personnel also include waste minimization as a key component.

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

All waste (hazardous and non-hazardous) is disposed via a fully licensed hazardous waste disposal company.

Additionally, EHS provides comprehensive training to individuals involved in hazardous waste generation and disposal so that they understand regulatory requirements and the methods to minimize hazards and risk associated with the management of hazardous waste. This training includes universal waste management and may include instruction in USEPA, NHDES, OSHA and USDOT requirements. Hazardous waste generators are also required to create, provide, and maintain records to track waste from generation to ultimate disposal.

More details may be found in EHS's Hazardous Waste Disposal Guide.

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

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

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**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):**

Dartmouth has a contract with WinCycle located in Windsor, Vt. All large electronic materials are collected and transported via either the Labor Shop or the Dartmouth Recycles crew via work orders. Small electronic items that can fit in an inter-office mailer can be mailed directly through the college to the Dartmouth Recycles crew. Other things that can be mailed via Dartmouth mail include CDs and DVDs, transparencies, and phones.

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

Dartmouth has a contract with WinCycle located in Windsor, Vt. and all e-waste is processed following strict, confidentiality protocol.

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

<http://www.dartmouth.edu/~ehs/policies/>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management



# Water Use

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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## Submission Note:

Water Usage was calculated by adding up consumption for all main campus buildings for all four quarters and yearly heating plant consumption.

waste water = .95(total water usage)

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

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

Low

## Total water use::

	Performance Year	Baseline Year
<b>Total water use</b>	134,520,163 <i>Gallons</i>	141,077,871 <i>Gallons</i>

## Potable water use::

	Performance Year	Baseline Year
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<b>Potable water use</b>	134,520,163 <i>Gallons</i>	141,077,871 <i>Gallons</i>
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**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	4,276	4,147
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	6,342	5,848
<b>Full-time equivalent of employees</b>	4,326	4,218
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	5,247,012 <i>Square Feet</i>	4,750,000 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	93 <i>Acres</i>	93 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2008	June 30, 2009

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

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**Water recycled/reused on campus, performance year:**

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

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

New LEED Platinum Life Sciences System has a rainwater capture system. Rooftop rainwater is channeled into six 10,000-gallon storage tanks and used in the building's graywater systems, conserving drinking water for its intended use.

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

All campus buildings have standard city water flow meters.

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

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

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

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

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

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

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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## Submission Note:

Contact Rick Jaros for further questions

"---" 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:**

The College has sought to reduce stormwater runoff which each new development project.

New stormwater management practices and policies were developed as part of the 2012-2013 Campus Master Planning Process. We hope to adopt explicit policies when the planning effort is complete.

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

No

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

Dartmouth has a Storm Water Pollution Prevention Plan (SWPPP) mandated by the state of New Hampshire to prevent erosion, control sediment loss, and keep other pollutants from running off the site. Plan details can be seen here:

<http://www.epa.gov/npdes/pubs/owm0307.pdf>

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

The Life Sciences Center collects rainwater in two 60,000 gallons cisterns.

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

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

Rain water collected outside of the Life Sciences Center flows through a 100 micron filter and 50 micron filter before it is filtered with UV light to kill bacteria. This water is then sent out to the building as non-potable water for flush toilets/urinals, humidifiers, and laboratory use after going through reverse osmosis and deionization.

**A brief description of any living or vegetated roofs on campus:**

New LEED Platinum Life Sciences Center has two "green" roofs constructed with layered soil topped with cultivated grasses and satun.

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

Porous concrete exists outside of the Black Family Visual Arts Center. There are plans to implement porous paving in the Route 120 Commuter Lot.

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

N/A

**A brief description of any rain gardens on campus:**

Dartmouth has two rain gardens: one outside of the Life Sciences Center and one outside the Floren Varsity House. These gardens allow rainwater runoff from impervious areas such as roofs, driveways, walkways, parking lots, and compacted lawn areas to be absorbed. This reduces rain runoff by allowing stormwater to soak into the ground (as opposed to flowing into storm drains and surface waters which causes erosion, water pollution, flooding, and diminished groundwater).

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

The following buildings have storm reclamation systems on campus: the Tennis and Turf Facility, Dewey Parking Lot, McLaughlin Cluster, Tuck Living and Learning, Burnham Soccer Field, Life Sciences Building, and the Visual Arts Center.

For example, there is an underground detention facility behind the McLaughlin Cluster. This retention pond fills up and slowly releases water into the soil to prevent erosion.

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

N/A

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

Rainwater is collected in a 3300 gallon tank within the Life Sciences Center. This water is filtered and pumped out to the building as non-potable water. Rain water also flows through yard drains and pipes underground, releasing water slowly back into the soil outside of the building. Rainwater is also collected outside of the Black Family Visual Arts Center and released slowly back into the soil outside the building.

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

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# Wastewater Management

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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*.

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### Submission Note:

Waste water = water usage x 0.95

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

### Total wastewater discharged:

69,195,528 Gallons

### Wastewater naturally handled:

0 Gallons

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

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

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# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager

Sustainability Office

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## 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.

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*"---" 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:**

- Creation of Sustainability Office Internship program
- Development of first year EcoReps program
- Integration of sustainability into Environmental Studies, Engineering and Studio Art courses
- Advising and support for student environmental clubs
- Interdisciplinary program planning around the Dartmouth Organic Farm
- Initiate a revolving loan fund
- Develop a strategic energy planning process around transitioning Dartmouth's energy supply
- Facilitate a campus-wide transition to zero-sort recycling
- Formation of student, faculty and staff planning committee
- Completion of campus-wide sustainability strategic planning process

### **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 Sustainability Steering Committee formed to carry out the Sustainability Strategic Planning Process in 2011. This steering committee merged with the former resource working group to provide governance for the Sustainability Office on campus.

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

Co-Chair Andy Friedland • Professor of Environmental Studies  
Co-Chair Rosi Kerr '97 • Director of Sustainability  
Sarah Alexander '14  
Michael Cimis • Associate Director of Environmental Health and Safety  
Megan Hammond '90 • Managing Director, Alternative Investments, Investment Office  
Anne Kapuscinski • Professor of Sustainability Science, Environmental Studies Chair  
Steve Lubrano • Assistant Dean, Tuck School of Business  
Dan Nelson '75 • Director, Outdoor Programs Office  
Jenna Musco '11 • Office of Sustainability Program Manager  
Rebecca Rice-Mesec • Director, First Year Project Program, Tuck School of Business  
Adina Roskies • Associate Professor of Philosophy  
Rachel Silver • Executive Director and Associate Provost for Advancement  
Charles Sullivan • Associate Professor of Engineering  
Rand Swenson • Professor of Anatomy and Neurology, Dartmouth Medical School

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

<http://sustainability.dartmouth.edu/purpose/>

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

Yes

**A brief description of each sustainability office:**

The Sustainability Office has 5 FTEs and reports directly to the Provost, with a dotted line report to the VP of Campus, Planning and Facilities. It has a mission at the nexus of the student experience, operations, and Dartmouth's leadership in the world.

**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://sustainability.dartmouth.edu/about>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Rosi Kerr, Director of Sustainability, Jenna Musco, Sustainability Program Manager, Scott Stokoe, Farm Manager, Becky Hoeffler, Sustainability Fellow, Denielle Harrison, Sustainability Fellow

**A brief description of each sustainability officer position:**

The Director of Sustainability seeks to transform Dartmouth into a global leader of sustainability scholarship, education and action. Focus for this position is on alumni and donor engagement, faculty engagement, office strategy, engagement of administrative leaders, management of external partnerships (Ivyplus, ISCN), and operations (energy, buildings, greenhouse gas goals).

The Sustainability Program Manager provides oversight of student programs (Internship program, EcoRep program, Ecovate program), advise and support for campus green groups, on-campus events and collaborations (DOC First Year Trips, prospective students weekend, orientation, health promotion, career services), the Sustainable Living Center, and administrative support.

The Farm Manager focuses on day-to-day operations at the farm site and supports farm related education, research and extra-curriculars.

The Sustainability Fellows are responsible for supporting communication and outreach efforts of the Sustainability Office, advancing the Dartmouth Organic Farm Program, and planning and organizing Sustainability Office events.

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

<http://sustainability.dartmouth.edu/about>

## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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

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

Other

Yes

Yes

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

Four years ago, the Sherman Fairchild Distinguished Professor for Sustainability Science, Anne Kapuscinski, created a working group to form the first interdisciplinary sustainability minor at Dartmouth. The minor was launched in 2011 and since then, the working group has worked with the Sustainability Office to integrate sustainability into more courses so they can be counted towards the minor. The working group has also worked to create new classes for the minor.

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

- Increase the number of courses that have a hands on sustainability project.
  - Expand the number of faculty in diverse departments teaching courses that count towards the minor.
  - Work with the library to increase access to learning and research materials with a sustainability focus.
1. Expand student and faculty involvement in the new undergraduate sustainability minor. (Immediate)
  2. Include inquiry and problem solving in sustainability across the undergraduate curriculum. (1-2 years)
  3. Develop an interdisciplinary sustainability science graduate degree that integrates environment and society. (Immediate)
  4. Emphasize sustainability in Dartmouth's professional schools. (1-3 years)

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

Environmental Studies program, Sustainability Office, Anne Kapuscinski, Sherman Fairchild Professor of Sustainability Science and Environmental Studies Department Chair, and Rosi Kerr, Director of Sustainability.

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

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

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

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

Addition of sophomore and junior skills development workshop, formation of senior sustainability careers program, increased campus events, growth of Dartmouth organic farm program as an interdisciplinary academic and social space, continued integration of sustainability into first year orientation program.

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

Increase facebook likes to 1200 by the end of 2014. Double the number of student touches at the Dartmouth organic farm via course work, lab work, extracurricular activities. Increase number of applicants to freshman ecoreps program. Launch Ecovate program with at least 20 participants for 2014. Increase the number of student touches from 750 to 1000 for the ecoreps campaign. Increase the number of campus wide events. Have 60 students attend two events as part of the sustainability careers program in the next two years.

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

Rosi Kerr, Director of Sustainability, Jenna Musco, Program Manager, and Scott Stokoe, Farm Manager.

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

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

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

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

Meet greenhouse gas emissions target for 2015 and 2030.

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

Twenty percent reduction of GHG emissions by 2015, twenty-five percent reduction by 2020 and thirty percent reduction by 2030. Transition of energy supply by 2016 and the completion of phase two of the energy efficiency program.

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

Rosi Kerr, Director of Sustainability, and Frank Roberts, Associate Vice President for Facilities, Operations and Management.

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

Set cross-campus buildings standard goal for both renovations and new construction. Set goal by 2014.

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



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

Rosi Kerr, Director of Sustainability.

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

- Increase connection between campus cafes and Dartmouth Organic Farm
- Support sustainable purchasing with Dartmouth Dining Services,
- Continue to work with our primary vendor to increase support for sustainable purchasing decisions in the dining hall
- Sign on to Real Food challenge.

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

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

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

- Expand investment by the board of trustees for energy efficiency projects on campus with paybacks of three to seven years.
- Use the revolving loan fund to fund energy efficiency projects.
- Develop an energy initiative website to create transparency of energy efficiency projects.
- Develop a strategic planning process for transitioning fuel supply.

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

- Launch energy website by June 2014
- Continue to complete energy efficiency projects on schedule
- Transition fuel supply by 2016.

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

Ken Packard, Director of Engineering and Utilities, Frank Roberts, Associate Vice President for Facilities Operations and Management, Rosi Kerr, Sustainability Director.

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

- Increase amount of edible landscaping on campus.
- Expand the number of student-managed vegetable gardens and community gardens for faculty and staff use.

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

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

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

- Hire a consultant to better stream-line our purchasing process,
- Expand the sustainable staff sale to repurpose office supplies and furniture within the college
- Promote office to office exchange on dartlist (Craig's list for Dartmouth)
- Better alignment of dining services purchases with the compost and recycling systems.

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

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

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

- Expand advanced transit hours and the number of stops
- Expand the number of covered bike racks on campus
- Increase infrastructure to better support bike commuting
- Increase the number of vanpools
- Provide greater transparency on transportation programs
- Increase staff and faculty education on alternative transportation options

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

- One in four faculty and staff participate in an alternative transportation program.
- Promote the Dartmouth Green Commute website.
- Continue to partner with Vital Communities.
- Maintain current parking capacity without increase.

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

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

- Grow events similar to the Sustainable Moving Sale, Staff Sale and Sustainable Clothing Sale to facilitate reuse and reduce waste on campus.
- Promote Dartlist and other stuff exchange sites.
- Improve signage in dining halls.
- Incorporate tinted liners into dining halls for compost.
- Implement annual custodial training workshops on compost and recycling at Dartmouth.

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

- Increase the amount of compost 10% by 2017 through streamlining the collection process.
- Achieve 75% diversion of college's waste by 2017 via user education.
- Improved infrastructure and custodian education.

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

Rosi Kerr, Director of Sustainability, Gary Hill, Director of Facilities and Grounds Services, Jenna Musco, Program Manager

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

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

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

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

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

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

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

- Support and collaboration for employee wellness initiative.

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

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

Melissa Miner, Director of Health Promotion and Wellness

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

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

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

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**A brief description of the plan(s) to advance sustainability in other areas:**

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

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

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**The institution's definition of sustainability:**

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**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:**

Spring of 2011, the provost initiated a sustainability strategic planning process that engaged students, faculty, staff and community members. The outputs of the process were guiding documents in the areas of energy, learning and culture, and material flows. This group was recognized as one of the formal working groups participating in the next "2050 Strategic Planning Process" for Dartmouth College.

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

<http://sustainability.dartmouth.edu/purpose/process>

# Governance

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## 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.

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*"---" 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:**

A few examples include:

The Inter-Community Council is made up of 16 selected students who advocate for the interests of various groups/communities at Dartmouth to the administration, the alumni and other outside groups in order to help ensure that the Dartmouth community remains a healthy, nurturing environment for all students

The Student Assembly is the official student government of the College. The purpose of the Assembly is to coalesce and strengthen student participation in the College's decision-making process. Members of SA serve on various College Committees, and the Assembly itself has its own committees that provide structure for discussion and action.

The Collis Governing Board is a student organization that both sponsors and initiates programming within the Collis Center to promote social and cultural awareness of all members of the Dartmouth Community.

There are a total of twenty-four students on the Committee on Standards (COS)/ Organizational Adjudication Committee (OAC).

Palaeopitus Senior Society, which consists of 20 undergraduate members, represents student opinion at large to the College Administration in an advisory role, on topical issues that are pertinent to the entirety of the student body.

The Advisory Committee on Investor Relations (ACIR) is comprised of undergraduate and graduate students, faculty, administrators and alumni. ACIR's mission includes reviewing proxy resolutions relating to important social issues and making recommendations to Dartmouth College on how it should vote specific proxy resolutions for U.S. companies in which the College holds publicly traded shares. ACIR has also had occasion to review student petitions for divestment and to review other matters that relate to the desirability of

[STARS Reporting Tool](#) | [AASHE](#)

various investment positions or relationships.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

No

**A brief description of student representation on the governing body, including how the representatives are selected:**

Presidential Fellows, graduating seniors and recent alumni, help senior leaders carry out new initiatives and advance Dartmouth's mission.

President Hanlon welcomes hearing from all faculty and students. The President's open office hours are typically held weekly in the President's Office in 207 Parkhurst Hall.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Students sat on the hiring committees for the new Assistant Professor of Environmental Studies, Sustainability Fellows, and the Sustainability Office Program Manager.

Two students sat on the Provost search committee.

**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:**

Under the banner of Moving Dartmouth Forward, "Campus Conversations" is a series of public meetings designed to give community members the opportunity to discuss and contribute to the initiatives President Phil Hanlon '77 announced during fall 2013. These events are sponsored by the Office of the President, and are open to all students, faculty, staff, and alumni.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

No

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

N/A

**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	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

The Councils of the General Faculty provide a forum for deliberation on matters of policy affecting the entire institution. They serve in a continuing advisory capacity to the President, the Provost and Board of Trustees, and report annually to the General Faculty.

Standing Committees of the Faculty are guided by the procedures outlined in the latest edition of Robert's Rules of Order. The Committee of Chairs is authorized to act for the Faculty on all matters except those involving a major change in policy, changes in the Organization of the Faculty of Dartmouth College, changes in degree requirements or in standards for admission to the A.B. degree program, and the creation or abolition of departments or programs. The Committee Advisory to the President represents the Faculty in matters of appointment and promotion of faculty members and provides liaison between the Faculty and the President of the College. The Committee on Organization and Policy serves as a steering committee for the Faculty, is responsible for considering issues of general faculty policy, for nominating or appointing faculty members to particular committees, and for maintaining the effectiveness of faculty organization.

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

Faculty governance depends upon the active participation of all faculty members in the committee system. The committee system is the mechanism for determining and monitoring educational policies and for faculty involvement in certain aspects of undergraduate life. Please refer to the Organization of the Faculty of Arts and Sciences Dartmouth College (OFDC) which outlines the membership and functions of most of the committees and councils on which faculty members serve at

<http://www.dartmouth.edu/~dof/pdfs/ofdc.pdf>

**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 Steering Committee shall consist of the President; the Provost; the Dean of the Faculty of Arts and Sciences; the Dean and one elected representative of each of the Faculties of medicine, engineering, and business administration; and six members of the Faculty of Arts and Sciences, two from each Division. Three of these six members shall be appointed for three year terms by the Committee on Organization and Policy, and three shall be selected by the Committee on Organization and Policy from its own membership.

All faculty members of the Councils shall be elected or appointed for a period of three years.

Faculty members of the Standing Committees shall be elected or appointed for a period of three years, except members of the Review Committee who shall be appointed for four years (the first three years as regular members and the last year as alternates), the Committee on Senior Fellowships and the Committee on Graduate Fellowships, who shall be appointed for four years (the first two years as regular members, and the last two years as alternates), and members of the Committee on Standards, who shall be appointed for any two terms of one academic year, for two consecutive years, based on a lottery system administered by the Dean of the Faculty office.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
<b>Establishing organizational mission, vision, and/or goals</b>	Yes
<b>Establishing new policies, programs, or initiatives</b>	---
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	---
<b>Budgeting, staffing and financial planning</b>	---
<b>Communications processes and transparency practices</b>	---
<b>Prioritization of programs and projects</b>	---

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

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**The website URL where information about the institution's governance structure is available:**

<http://www.dartmouth.edu/~dof/committees/>

# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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 Institutional Diversity & Equity is focused on supporting, assisting, and enhancing Dartmouth's commitment to learning and pluralism. Our planning and programs help to maintain and build an environment that accepts and welcomes difference. While race and sex figure prominently into our office's understanding of diversity, we are also interested in examining and fostering dialogue on other aspects of individual and social identity (e.g., age, class, disability, ethnicity, gender, gender identity, language, marital status, national origin, religion, sexual orientation, and veteran's status).

We provide services and identify additional resources that allow for learning and discussion of these themes. We create and coordinate a wide range of opportunities for all administrators, faculty, students, staff, and guests to obtain a greater appreciation and capacity to understand our complex community, the institution, and the people who work and learn on our campus.

**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://www.dartmouth.edu/~ide/>

**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:**

The Office of Institutional Equity and Diversity, in conjunction with the Office of Human Resources, provides diversity/cultural competence training during new employee orientation and the employee on-boarding process. "How to" installments with strategies and approaches for cultural competency are also available on the Office of Institutional Equity and Diversity's website. The installments are designed to provide some helpful ideas about how to address opportunities and challenges related to cultural diversity, difference, and inclusivity.

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

[http://www.dartmouth.edu/~hrs/manager/toolkit/hiringonboarding/onboarding\\_engaging.pdf](http://www.dartmouth.edu/~hrs/manager/toolkit/hiringonboarding/onboarding_engaging.pdf)

# Assessing Diversity and Equity

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## Criteria

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

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

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

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

Yes

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

There has not been any formal assessment. In the past there may have been survey questions included in research asking about issues, but to date there has not been a comprehensive effort. Recently the President's office mentioned considering doing a formal assessment so we may be in a different place by next year.

Informally student groups and office have done informal conversations and dialogues to assess campus climate. Two campus mechanisms that provide antidotal information are the Campus Climate Committee and the ICC, Inter Community Council

<http://www.dartmouth.edu/~icc>

In a sense IGD has done some of this work since the pilot started this summer in a very loose qualitative manner.

Dartmouth's Campus Climate Committee represents various departments across campus and convenes to identify and analyze campus issues which impact students, faculty, staff and the general community. Members of the committee bring diverse points of view with the hope that increased, informed, and constructive discussions lead them to represent a united voice serving the best interests of the community. The committee offers consultative services to the Vice President of the Office of Institutional Diversity & Equity (IDE) in fostering and supporting Dartmouth's mission and core values and in enhancing Dartmouth's climate.

**Has the institution assessed student diversity and educational equity?:**

No

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

The admissions office may have done this work with incoming classes in terms of recruitment and retention, but there has not been a comprehensive institutional effort. There has not been work with employees in this area outside of self-report data and what is compiled for the annual Affirmative Action Plan.

**Has the institution assessed employee diversity and employment equity?:**

Yes

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

This work happens annually and is reported out through the annual Affirmative Action Plan. It is a combination of self-report data and the review of current practices, policies and procedures through the Office of Institutional Diversity and Equity. Efforts are coordinated and data used from both Human Resources and Institutional research.

Employees self-identify anonymously online on an annual basis and information is collected and verified to insure compliance with federal employment law reporting requirements.

Employees are asked to evaluation programs and workshops they attended that focus on diversity and equity issues and themes.

**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 College has very clear mission, diversity and anti-discrimination policies, however, formal approaches have not been universally used at Dartmouth. There are face to face review meetings for institutional leaders to review their area's Affirmative Action Plan with members of the IDE team. We have many opportunities for people to be in dialogue regarding these issues in large programming venues and in focused intimate conversation.

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

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# Support for Underrepresented Groups

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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

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

Yes

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

The Office of Pluralism and Leadership (OPAL) advances Dartmouth's commitment to academic success, diversity, inclusion, and wellness by engaging students in identity, community, and leadership development. OPAL provides academic and sociocultural advising, designs and facilitates educational programs, and serves as advocates for all students and communities. Cultural programs supported by OPAL include: Pow Wow, Black History Month, Pan Asian Community Dinners, Latino Fall Festival, PRIDE, Asian Pacific American Heritage Month, First Generation College Student Dinners, International Issues Personal Perspectives (IP)2, National Coming Out Month. OPAL provides support for underrepresented groups through programs such as: the Office of Pan Asian Student Advising, the Office of Black Student Advising, International Student Programs, the Latina/o Advisory Council (LAC), the Native American Program, and advisors to various groups, including LGBT Students.

Dartmouth also provides numerous Affinity Programs, which are residentially-based, educationally-purposeful living opportunities for residents that center around a self-defined Academic or Special Interest programmatic focus.

Additionally, the Undergraduate Deans Office provides numerous support services, advising students on all issues relevant to a successful college experience -- e.g., roommate & family conflicts, balancing social activities, campus adjustment/environment difficulties, medical/health problems.

<http://www.dartmouth.edu/~upperde/spadvising.html>

<http://www.dartmouth.edu/~upperde/diversity.html>

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

<http://www.dartmouth.edu/home/about/diversity.html>

**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:**

Students who are the target of, witness to, or hear about any form of bias happening to a another student should submit a Bias Impact Report, available through OPALs website, immediately. These reports, which can be anonymous, assist the College in tracking, investigating, or responding to bias incidents in order to mitigate their impact on our community.

The Bias Impact Response Team (BIRT), along with the Office of Judicial Affairs, receives each report submitted online. Given that our practice is informed by the values of restorative justice, the BIRT members review EVERY submitted report in order to determine next steps which vary based upon the circumstances of each incident.

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

<http://www.dartmouth.edu/~opal/>

**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?:**

No

# Support for Future Faculty Diversity

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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:**

Dartmouth College administers the Cesar Chavez/Charles A. Eastman/Thurgood Marshall Dissertation Fellowships for students who plan careers in college or university teaching. The goal of the Chavez/Eastman/Marshall fellowship program is to promote student and faculty diversity at Dartmouth, and throughout higher education, by supporting completion of the doctorate by underrepresented minority scholars (including African-American, Latina/o, and Native American scholars) and other graduate scholars with a demonstrated commitment and ability to advance educational diversity.

The Fellowships support graduate scholars for a year-long residency at Dartmouth that generally runs from September through August. They offer an opportunity for scholars who plan a career in higher education and have completed all other Ph.D. requirements to finish their dissertations with access to the outstanding libraries, computing facilities and faculty of Dartmouth College. In addition, Fellows will participate in classroom activities with scholars who are dedicated to undergraduate teaching. Fellows may be pursuing the Ph.D. degree in any discipline or area taught in the Dartmouth undergraduate Arts and Sciences curriculum.

Additionally, the Office of Institutional Diversity & Equity serves as a resource for hiring departments as they begin their search to fill select PDL-C level or above positions at Dartmouth. The role of IDE is to ensure that Dartmouth is in compliance with federal regulations related to recruitment practices and to assist hiring managers in enhancing the diversity of their applicant pools. In some cases, the hiring department may request a waiver to fill a position with an identified person. The step by step process includes consultation with our office.

**The website URL where more information about the faculty diversity program(s) is available :**

<http://graduate.dartmouth.edu/funding/fellowships/cem.html>

# Affordability and Access

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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

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### **Submission Note:**

Low-income is defined here as Pell Recipients.

There were 503 scholarship recipients in the class of '13 who have graduated. 6.6% of them had no loan at graduation. the financial aid office did not know whether non-financial air recipients borrowed.

The percentage of low-income students who graduate is from 2010 data.

[http://www.dartmouth.edu/~legal/pdfs/hea\\_disclosures\\_9\\_6\\_2013.pdf](http://www.dartmouth.edu/~legal/pdfs/hea_disclosures_9_6_2013.pdf)

**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:**

Consistent with Dartmouth's longstanding commitment to ensure accessibility for all students, regardless of their families' financial resources, the College provides free tuition and eliminates loans from the financial aid packages for students with family incomes of \$100,000 a year or less. Dartmouth also guarantees to meet 100% of demonstrated financial need for all four years.

**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 Institutional Diversity & Equity (IDE) creates partnerships with offices and individuals across the institution to provide resources that promote access, respect, and community for all. This includes various training and education programs for employees, such as workshops on respect and communication in the workplace.

<http://www.dartmouth.edu/~ide/>

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

The First Year Student Enrichment Program (FYSEP) is a five-day pre-orientation and year-long peer mentoring program for students who are among the first in their family to attend a four-year college. The program offers workshops, activities, and seminars designed to simulate life at Dartmouth and to prepare participants to handle some of the challenges they may face during the course of their first year.

<http://www.dartmouth.edu/~fysep/about>

Additionally, the Undergraduate Deans support and advise students on all issues relevant to a successful college experience -- e.g., roommate & family conflicts, balancing social activities, campus adjustment/environment difficulties, medical/health problems.

<http://www.dartmouth.edu/~upperde/spadvising.html>

**A brief description of the institution's scholarships for low-income students:**

Dartmouth Scholarships are need-based and are awarded to students without legal expectation of repayment. Amounts vary, but in general the scholarship award will make up the difference in need after all components of the package have been awarded. Dartmouth meets 100% of financial need.

<http://www.dartmouth.edu/~finaid/award/grants/>

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

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**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

The Committee on Enrollment and Admissions assists the Office of Admissions in organizing alumni/alumnae enrollment volunteers and interviewers throughout the United States and the world. The committee works with district enrollment directors on how to work with the Admissions Office to develop candidate lists, find venues, and invite low-income students in their area to learn more about Dartmouth. Additionally, several alumni groups are focused on recruiting low-income students to apply to Dartmouth.

<http://alumni.dartmouth.edu/leadership/council/CommitteeNews/EnrollmentandAdmissions>

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

The College offers a no loan package for students from families with incomes less than \$100,000. For students from families with incomes greater than \$100,000, loan packages are provided based on family income.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

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**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**



Dartmouth partners with QuestBridge, a non-profit organization that connects high-achieving, low-income students from across the country with educational opportunities at partner colleges and universities. QuestBridge provides thousands of high school students the chance to gain additional support during the college admissions and financial aid process through the College Prep Scholarship Program and the National College Match.

<http://www.questbridge.org/dartmouth-financial-aid>

**Does the institution have policies and programs in place to support non-traditional students?:**

No

**A brief description of any scholarships provided specifically for part-time students:**

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**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:**

The Dartmouth College Day Care Center meets the daytime child care needs of College families by providing a warm, stimulating, safe and reliable environment for the care of young children.

If a student has child care needs, they can request additional loan assistance.

**A brief description of other policies and programs to support non-traditional students:**

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**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	13
The graduation/success rate for low-income students	91.40
The percentage of student financial need met, on average	100

**The percentage of students graduating with no interest-bearing student loan debt**

6.60

**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:**

13

**The website URL where information about the institution's affordability and access programs is available:**

<http://www.dartmouth.edu/~finaid/>

# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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**Submission Note:**

50th percentile of the market to come up with wages

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

**Number of employees:**

4,383

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

3,443

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

458

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

458

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

Dartmouth's compensation is set to be internally equitable and externally competitive.

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

Yes

**Number of staff and faculty that receive sustainable compensation:**

3,443

**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

Our compensation program is designed to be internally equitable and externally competitive. We have a 15-grade structure designed to place increased value on positions that have higher levels of the following criteria of Knowledge and Skills, Ownership and Scope, Critical Thinking/Complexity, and Influence/Leadership. The ranges associated with each grade were set using the 50th percentile of market data.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

Our lowest salary range for full-time employees is \$10.05/\$12.84/\$15.63 per hour.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

Our lowest salary range for part-time employees is \$10.05/\$12.84/\$15.63 per hour.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

The lowest paid temporary employees are paid a minimum of \$7.25/hour.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

This information is not published.

**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

The recommended minimum wage for student employees is \$7.75/hour.

**The local legal minimum hourly wage for regular employees:**

*7.25 US/Canadian \$*

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

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

<http://www.dartmouth.edu/~hrs/position/index.html>

# Assessing Employee Satisfaction

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## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## 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.

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## Submission Note:

To our knowledge, the last employee survey was conducted in 2006 by the Office of Institutional Research (not within the last 5 years).

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

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

No

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

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

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

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

2,006

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

[http://www.dartmouth.edu/~oir/pdfs/DartmouthCollegeEmployeeSurvey\\_2006.pdf](http://www.dartmouth.edu/~oir/pdfs/DartmouthCollegeEmployeeSurvey_2006.pdf)

# Wellness Program

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**Responsible Party**

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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**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
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution’s wellness and/or employee assistance program(s):**

Wellness at Dartmouth is a faculty and staff wellness initiative at Dartmouth College. Through our comprehensive efforts we aim to improve the health and well-being of Dartmouth’s best asset, its employees. Dartmouth’s employee-focused wellness programming started in the Fall of 2012 with the introduction of biometric health screenings, a Health Risk Assessment tool and the introduction of on-campus and telephonic health coaching. Since this early Phase the program has evolved and considers the following to be a list of the larger initiatives supported by the Wellness at Dartmouth Office:

- a) Health Coaching - Field Health Coaches available to benefits eligible employees and their adult family members.

[www.dartmouthhealthcoaching.com](http://www.dartmouthhealthcoaching.com)

- b) On-site Health Education Workshops – hosted on a range of topics from Mindfulness to Nutrition to Starting an Exercise program. Multi-level workshops offered to accommodate differing knowledge levels in these topics.
- c) Campus Health Challenges, including the current physical activity challenge that has over 1,600 participants
- d) Wellness Ambassador network – over 40 employees across campus that serve as advocates for our work
- e) \$200 Wellness Benefit - any covered employee, covered family member (age 18+), or covered retiree on a Dartmouth-sponsored Cigna health plan, is eligible to receive a reimbursement of up to \$200 per calendar year (combined family maximum) as part of the Wellness Benefit. You can use the Wellness Benefit on qualified health promoting activities and devices that help support you in areas such as physical activity, weight management, stress management and tobacco cessation.
- f) Annual Health and Wellness event – often features biometric health screening, campus partners, and educational opportunities related to employee health and wellness
- g) Comprehensive website with resources, tips and related wellness content.

[www.dartmouth.edu/wellness](http://www.dartmouth.edu/wellness)

h) Satellite exercise classes – Fitness classes that take place outside the campus fitness center to accommodate employees unable to travel to classes offered at the gym based on time of day, commuting time, etc.

I) Facebook page with daily health tips that are related to current events – both on and off campus.

[www.facebook.com/wellnessatdartmouth](http://www.facebook.com/wellnessatdartmouth)

Additionally, the Employee Assistance Program is designed to help you and your family members with personal or vocational problems that may be too large or complex for you to handle alone. Sometimes these problems can interfere with your ability to be successful at work. The FEAP provides free, confidential assessment, counseling and referral services in a professional setting. The FEAP offers up to eight (8) counseling sessions per year. However because we all can experience a wide array of difficulties, we will offer additional sessions for other problems that may arise. Family members (spouse, partner, children, etc.) all receive the same eight-visit benefit.

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

<http://www.dartmouth.edu/wellness>

# Workplace Health and Safety

**Responsible Party**

**Sam Parker**  
 STARS Intern  
 Dartmouth Sustainability Office

**Criteria**

**Part 1**

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

**Part 2**

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

**Please enter data in the table below::**

	Performance Year	Baseline Year
<b>Number of reportable workplace injuries and occupational disease cases</b>	48	99
<b>Full-time equivalent of employees</b>	4,502	3,889

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

	Start Date	End Date

<b>Performance Year</b>	Jan. 1, 2013	Dec. 31, 2013
<b>Baseline Year</b>	Jan. 1, 2005	Dec. 31, 2013

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

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

Any covered employee, covered family member (age 18+), or covered retiree on a Dartmouth-sponsored Cigna health plan, is eligible to receive a reimbursement of up to \$200 per calendar year (combined family maximum) as part of the Wellness Benefit. You can use the Wellness Benefit on qualified health promoting activities and devices that help support you in areas such as physical activity, weight management, stress management and tobacco cessation.

During 2011, Dartmouth contracted with Iora Health to open an innovative primary care practice for employees and adult dependents. Today, the practice enjoys upwards of 1,450 patients enrolled in the practice. Dartmouth Health Connect follows a team-based model, allowing its clinicians to provide comprehensive and personalized support to its patients. Dartmouth College partners with Iora Health to bring this offered to eligible college employees and their adult family members.

[www.dartmouthhealthconnect.com](http://www.dartmouthhealthconnect.com)

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

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# 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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Denielle Harrison**

Fellow

Office of Sustainability

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## 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.

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"---" 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 principle mission of the Dartmouth College Advisory Committee on Investor Responsibility (ACIR) is to study proxy resolutions relating to important social issues and to make recommendations to Dartmouth College on how it should vote specific proxy resolutions for U.S. companies in which the College holds publicly traded shares. In addition, ACIR is charged with making recommendations to Dartmouth College regarding: the desirability of disclosing information regarding the College's investment portfolio to its constituencies; the process by which the College determines its position with respect to proxy resolutions and the practices the College employs to express its positions; the guidance, if any, that the College's investment advisors should be given to avoid selection of investment positions that could be deemed inconsistent with Dartmouth's mission; and the possibilities for education of students and other interested parties regarding the goals and constraints of the College's investment portfolio.

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

**Members:**

Mary R. Albert, Professor of Engineering, Thayer School of Engineering, Executive Director, U.S. Ice Drilling Program Office  
Scott S. Brown, Dartmouth College '78  
Benjamin E. T. Daly, Tuck School of Business '15  
Aditya A. Gulanikar, Dartmouth College '14  
Una Lee, Dartmouth College '15  
Erzo F. P. Luttmer, Associate Professor of Economics  
Cara E. McKenna, Tuck School of Business '15  
Keiselim (Keysi) A. Montas, Associate Director, Safety and Security  
Daniel G. Nastou, Tuck School of Business '14  
Abhishek R. Parajuli, Dartmouth College '15  
Nicholas D. Pavlis, Dartmouth College '15 (alternate)  
Julia Pomerantz, Dartmouth College '16  
Leigh A. Remy, Assistant Dean of Undergraduate Students  
Office of the Dean of the College  
Oliver W. Schreiner, Dartmouth College '15  
Nicholas J. Shallow, Dartmouth College '16

**Member, Non-Voting:**

Heather W. Huff, Director of Investment Operations, Investment Office

**Executive Administrator, Non-Voting:**

Allegra B. Lubrano

**Examples of CIR actions during the previous three years:**

Recommended Divestment from Tobacco companies:

<http://www.dartmouth.edu/~finance/docs/acir11.pdf>

Screens to Prevent College Ownership of Shares of Certain Companies with Operations in Sudan:

[http://www.dartmouth.edu/~finance/docs/acir\\_2010\\_exec\\_summary.pdf](http://www.dartmouth.edu/~finance/docs/acir_2010_exec_summary.pdf)

**The website URL where information about the CIR is available:**

<http://www.dartmouth.edu/~finance/committees/acir.html>



## Responsible Party

**Sam Parker**  
STARS Intern  
Dartmouth Sustainability Office

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## Criteria

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

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

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

### *Option 2: Investor Engagement*

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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**Submission Note:**

Heather Huff

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

**Total value of the investment pool:**

3,733,596,000 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	19,000,000 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	1,000,000 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

Dartmouth's \$1M Green Revolving Fund officially launched in fall 2011. Green revolving funds invest in energy efficiency projects to reduce energy consumption on campus and reinvest the money saved in future projects. To date, Dartmouth's revolving fund has financed \$900,000 worth of efficiency projects, the savings from which have already begun to regenerate the fund for the next round of investment

**Does the institution have a publicly available sustainable investment policy?:**

Yes

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

The primary purpose of the endowment and other investment pools is to support Dartmouth's mission in preparing students for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge. The values inherent in Dartmouth's mission are academic excellence and independence of thought within a culture of collaboration. Dartmouth supports vigorous open debate of ideas within a community marked by mutual respect, as well as a culture of integrity, self-reliance, collegiality and a sense of responsibility for each other and for the broader world. The use and management of Dartmouth's resources are to advance this mission and these values.

Dartmouth's endowment represents funds donated to Dartmouth which have been invested and stewarded over the years to support current students and faculty as well as future generations of students and scholars. The primary investment objective of the endowment is to generate long-term, inflation-adjusted investment returns in excess of the annual distribution to preserve intergenerational equity for the institution. Dartmouth's position regarding its investment assets is to maintain a flexible investment mandate to maximize the earning power of these resources.

In limited circumstances, there may be social, environmental or governance related factors to consider regarding Dartmouth's investments. The Advisory Committee on Investor Responsibility (ACIR) is comprised of members of the Dartmouth community including students, faculty, alumni and staff, and was formed by the President's Office to study and make voting recommendations for Dartmouth regarding social issues on proxy ballots for shares of publicly held companies. The ACIR also offers a forum for the Dartmouth community to present socially driven investment concerns while recognizing the need for Dartmouth to continue to maximize investment returns in support of its mission. In cases of broader socially-driven investment matters, the Advisory Committee may be engaged for an initial review of the issue and may make a recommendation to the Board of Trustees if the President determines that action is warranted. Dartmouth's Board ultimately has sole responsibility for all investment matters, including determination of socially-driven investment issues that arise as a result of Dartmouth's investments.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

**A brief description of how the policy is applied, including recent examples:**

The Board of Trustees develops and advances Dartmouth's mission and goals. It ensures the institution is well managed, provides for adequate resources, and maintains good relations with all constituencies, on campus and across the globe. It appoints and evaluates the President, approves and monitors the implementation of institutional strategy and policies, provides accountability and preserves the autonomy of the institution.

The Board assures that the Board as a whole has the requisite skills and experience to steward the institution and ensures that each Trustee carries out his or her responsibilities as specified herein.

The Dartmouth Board of Trustees is a small, working board that makes substantial demands of its members. Each Trustee assigns a high priority to a stewardship role with a commitment to the strengths, traditions and values of the institution and pledges to fulfill the following responsibilities:

Act as a responsible fiduciary

Act in the best overall interest of Dartmouth.

Make service to Dartmouth a high personal priority: participate constructively and consistently in the work of the Board and its committees and working groups; accept and discharge leadership positions and other assignments; work on behalf of Dartmouth between Board meetings; and attend as many Dartmouth functions as feasible.

Prepare for meetings by reading the agenda and supporting material and by keeping informed about Dartmouth and trends and issues in higher education.

Participate in rational, informed deliberations by considering reliable information, thinking critically, asking good questions and respecting diverse points of view, in order to reach decisions on the merits that are in the best interests of the institution.

Use your own judgment in voting versus following the lead of others.

Participate in self-evaluations and evaluations of Trustee performance.

In addition to serving on Board committees, Trustees act as representatives to the College's various boards of overseers, advisory groups, and affiliated medical entities. Attendance expectations for Trustees serving on these bodies are set forth in an additional statement on Representation by the Dartmouth Board of Trustees to other Dartmouth and non-Dartmouth Boards.

Advance the mission of Dartmouth

Represent Dartmouth positively in words and deeds, particularly and proactively to Dartmouth constituents.

Serve Dartmouth as a whole, rather than the interests of any constituency.

Help Dartmouth secure the financial, human and other resources necessary for the institution to achieve its mission.

Contribute financially to the annual fund and to capital campaigns, within one's means, at a level that demonstrates Dartmouth is a high philanthropic interest.

Uphold the integrity of the Board

Maintain strict confidentiality of Board and committee meetings and of all information proprietary to Dartmouth.

Speak for the Board only when authorized to do so by the Board Chair or President.

Refrain from directing the President or staff and from requesting special considerations or favors. The President reports to the Board as a whole, and the staff to the President.

Avoid conflicts of interest or the appearance thereof, in accordance with the Board's Conflict of Interest Policy.

Adhere to the highest standards of personal and professional behavior so as to reflect favorably on Dartmouth.

**Does the institution's sustainable investment policy include negative screens?:**

Yes

**A brief description of the negative screens and how they have been implemented:**

The policy includes a process for considering divestment. There are currently two divestment screens in place; 1) Tobacco companies and 2) Sudan companies with oil/mineral extraction or weapons trade operations. This screen is available to public stocks held in Dartmouth's name. We instruct our investment managers that trade in our name not to purchase the stock of these restricted companies.

**Approximate percentage of the endowment that the negative screens apply to:**

1

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

Yes

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

While Dartmouth College has not filed or co-filed a shareholder resolution that addresses sustainability, Dartmouth is currently discussing the possibility of doing so with Columbia University. While Dartmouth College has not submitted a letter to any company in which it holds shares within the previous three years, Dartmouth College has submitted letters to numerous companies in which it holds shares in earlier years. Such letters have related to social responsibility such as the presence of companies in Sudan and the sale of tobacco products. In addition, Dartmouth College has submitted letters in the previous three years to proponents of shareholder resolutions on several occasions. The purpose of these letters has generally been to demonstrate support for the resolution but to take issue with the wording of the given resolution. I have enclosed a letter Dartmouth College sent to a shareholder proponent regarding a sustainability resolution last year. Dartmouth College has not directly engaged with corporations about sustainability issues during the past three years.

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

Dartmouth College's Advisory Committee on Investor Responsibility regularly collaborates with other colleges and universities to discuss best practices for shareholder engagement by universities and colleges. In the last year, ACIR has met with representatives from private and public universities and colleges at consortium meetings hosted by Harvard University and by Columbia University to discuss best practices. Dartmouth College is a member of the College and University Consortium on Investor Responsibility, which is organized by Harvard University. Finally, ACIR has attended meetings has also attended a conference hosted by the Rockefeller Foundation to discuss best practices for shareholder engagement.

**The website URL where information about the institution's sustainable investment efforts is available:**

<http://www.dartmouth.edu/~trustees/governance/statement.html>

# Investment Disclosure

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## Responsible Party

**Jenna Musco**

Sustainability Program Manager

Sustainability Office

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## 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.

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# 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.

<b>Credit</b>
Innovation 1
Innovation 2
Innovation 3
Innovation 4

## Responsible Party

**Jenna Musco**

Sustainability Program Manager  
Sustainability Office

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## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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## Innovation 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.
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## 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.
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# Innovation 4

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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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.

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