



Earlham 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

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Earlham College is primarily an undergraduate baccalaureate institution. The college also contains the Earlham School of Religion and a Master of Arts in Teaching program.

Operational Characteristics

Criteria

n/a

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

Endowment size:

350,566,100 US/Canadian \$

Total campus area:

179 Acres

IECC climate region:

Cold

Locale:

Large town

Gross floor area of building space:

1,012,374 Gross Square Feet

Conditioned floor area:

984,159 Square Feet

Floor area of laboratory space:

51,380 Square Feet

Floor area of healthcare space:

2,000 Square Feet

Floor area of other energy intensive space:

58,000 Square Feet

Floor area of residential space:

399,753 Square Feet

Electricity use by source::

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

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

45

Full-time equivalent enrollment:

1,139

Full-time equivalent of employees:

344

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,087

Total number of graduate students:

124

Number of degree-seeking students:

1,020

Number of non-credit students:

0

Number of employees:

365

Number of residential students:

930

Number of residential employees:

5

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Submission Note:

For this credit, we did not include the Master of Arts in Teaching or Earlham School of Religion Courses (graduate programs).

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,095	0
Number of sustainability courses offered	27	0
Number of courses offered that include sustainability	26	0

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

19

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

45

Number of years covered by the data:

Two

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

[STARSCourseAudit_1.pdf](#)

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

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

<http://www.earlham.edu/sustainability/in-the-classroom/>

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

Sustainability interns in the Center for Environmental Action looked at every course description in the curriculum guide and identified sustainability focused and related courses using the criteria from STARS:

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

Sustainability courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

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):

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

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

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

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

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

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

82

Total number of graduates from degree programs:

486

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

[Sustainability Learning Outcomes Inventory 2014.docx](#)

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

Environmental Science (major and minor)

Biology (major and minor)

Peace and Global Studies (major and minor w/ Environmental Studies focus)

Outdoor Education (minor only)

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

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

Undergraduate Program

Responsible Party

Jay Roberts

Assistant Professor of Education; Director Wilderness Programs
Education

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

Environmental Studies at Earlham is an interdisciplinary program of study purposefully designed to provide students with the knowledge, skills and abilities necessary for engagement with both current and future environmental problems and problem solving. Students may pursue either a major or minor.

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

<http://www.earlham.edu/envirostudies>

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

Environmental Science

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

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

<http://www.earlham.edu/enviroscience>

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

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

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

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

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

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

Environmental Studies

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

The environmental studies minor is offered through the Environmental Studies program and is open to students of any major who wish to study the environment from interdisciplinary perspectives.

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

<http://www.earlham.edu/environmental-studies/the-program/>

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

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

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

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

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

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

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

Graduate Program

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Jay Roberts

Assistant Professor of Education; Director Wilderness Programs
Education

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

The New Zealand semester program is an interdisciplinary off-campus program with an emphasis in environmental studies. New Zealand's unique biogeography, progressive land management policies, and cultural dynamics make it an ideal location to examine the complexity and interrelatedness of environmental problems and challenges. With a combination of academic coursework and experiential field study, the program immerses students in the landscapes and communities of New Zealand's north and south islands.

Co-sponsored by the International Programs Office and the Wilderness Program at Earlham, the New Zealand Semester will involve academic coursework in natural and cultural history and modern environmental issues as well as experiential learning in the form of service learning, outdoor education excursions such as hiking, canoeing, and sea kayaking, and an emphasis on self-reflection and community building. Just as environmental problem-solving cannot be reduced to one field of inquiry, the New Zealand semester will purposefully engage students holistically and encourage the development of multiple ways of knowing and learning.

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

<http://www.earlham.edu/off-campus-study/new-zealand>

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

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

Yes

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

The Sustainability Office SEED Grant program offers funding and professional development for faculty interested in building environmental content and curriculum into their courses or other work at the college. Teaching faculty may apply for funding to develop course content, interdisciplinary collaborations, and experiential education within their existing and/or new courses. Administrative faculty working on sustainability and environmental issues in the co-curriculum are also encouraged to apply and participate. The aim of the program is to "seed" engagement with sustainability and environmental issues across the curriculum and co-curriculum.

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

SEED grant recipients receive funding that can go towards:

1. Professional Development
2. Interdisciplinary Collaboration
3. Experiential Education in the Classroom or Co-Curricular
4. Student-Faculty Collaborative Research
5. Student-Faculty Collaborative Travel

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

<http://www.earlham.edu/sustainability/get-involved!/grant-programs/>

Campus as a Living Laboratory

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

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

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

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

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

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

The Student Sustainability Corps program offers an internship during which a student studies the greenhouse gas emissions of the college and prepares a greenhouse gas emissions report each year. In 2013 the intern has also prepared independent research on the carbon sequestration by college owned woods. This work is used by the college as it considers carbon emissions reductions options.

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:

Students in the introductory Environmental Studies course Environment and Society did term projects in Fall 2014 and many of them focused on education regarding the new LEED certified buildings on campus, including making educational signs videos, and interactive displays about the features of the buildings.

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

The Student Sustainability Corps employs two Sustainable Food specialists who conduct research on food options and sustainability for the college dining services. Currently the Sustainable Food Specialists are completing the Real Food Calculator, which involves significant research on food origins and companies and extensive data gathering and analysis of college dining hall purchases. The results of the calculator will be used for advocacy for changes in dining hall food purchasing.

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 computer science department offers applied groups for students to gain credit as they complete applied projects. One of the applied groups, Green Science, has worked with campus electricians to install sub-metering on college residence halls and to create a real-time energy dashboard for the campus. A version of the dashboard is now used for the campus energy wars and encourages campus users to reduce energy use.

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:

In 2012 a college gardens course undertook an examination of campus land use and developed detailed proposals for several gardens on campus. Two of the four gardens have been planted and the other two are slated for creation in the next few years. Additionally, in 2013, a Japanese gardens course studied Japanese conceptions of nature and redesigned and built two Japanese gardens on campus.

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

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

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 Student Sustainability Corps employs a Waste Reduction Specialist, a Recycling Specialist, and two Compost Specialists. All of these positions utilize the campus as a living laboratory for understanding waste streams and working to reduce college waste. Students conduct research on college spending on waste categories and propose solutions for reducing costs and waste. Additionally students measure characteristics of the compost system and incorporate data into decision making as they run the compost system.

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:

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:

Students at Earlham are deeply involved in Coordination, Planning, and Governance as it relates to sustainability on campus. As part of the school's practices and principles, Earlham allows for student representation on all campus committees, and this includes the campus's Sustainability Advisory Committee. Two students sit on this committee as full members and have regular input into the workings of sustainability of campus. Students are also heavily involved in the revamping of our campus farm and are helping the planning process by attending regular meetings to create the new structure for the coordination and governance of the farm.

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

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

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

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

6

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

102

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

8

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:

[Research Inventory 2014.pdf](#)

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

See inventory link.

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

The Sustainability Coordinator sent a message to the all faculty listserv to solicit self-reported data on sustainability research including the STARS definition of sustainability research. Faculty members who self-identified as conducting sustainability research were counted in the inventory.

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

The website URL where information about sustainability research is available:

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

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:

Student Action Research (SAR) grants allow students to apply for mini-grants in support of environmental research and action initiatives both on and off-campus. Conference registration and travel expenses, summer research, and other relevant professional development opportunities qualify for funding eligibility (priority in this category will go to students either majoring or minoring in Environmental Studies) Students may also jointly apply in small groups for specific sustainability projects on campus.

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

<http://www.earlham.edu/sustainability/get-involved!/grant-programs/>

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

Yes

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

The Sustainability and Environmental Education Development (SEED) grant initiative offers funding and professional development for faculty interested in building environmental content and curriculum into their courses or other work at the college. Teaching faculty may apply for funding to develop course content, interdisciplinary collaborations, and experiential education within their existing and/or new courses. Administrative faculty working on sustainability and environmental issues in the co-curriculum are also encouraged to apply and participate. The aim of the program is to "seed" engagement with sustainability and environmental issues across the curriculum and co-curriculum.

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

<http://www.earlham.edu/sustainability/get-involved!/grant-programs/>

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

Yes

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

The Faculty handbook, under section B- Appointment and Renewal, lists four criteria for the renewal of a contract with a member of the teaching faculty (these four criteria are what make up tenure reviews at Earlham). The second criterion is Quality of Mind which states some indicators as: "Intellectual sharpness and vitality as evidenced by the quality of such things as continuing studies, research, creative work, public lectures, publications; breadth and depth of intellectual interests and competencies, and the capacity to place knowledge and skills into significant context; grant writing; interdisciplinary interests and activities; regular involvement in professional scholarly and educational societies and organizations; and the quality of one's contributions to intellectual discourse with students and peers."

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

<http://www.earlham.edu/policies-and-handbooks/handbooks/faculty-handbook/contents/>

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:

The librarians have created several research guides for the Environmental Science and Environmental Studies programs, both at the course and program levels. There is also a line in the annual book budget for texts supporting the environmental programs curriculum. The Libraries subscribe to online journals that support the environmental programs curriculum and offer access to the EBSCO GreenFILE. The librarians provide course-integrated information literacy instruction for the environmental programs curriculum, upon request, via library liaisons for the social sciences and the sciences.

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

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Gracie Rosson
Post-Bacc Fellow
Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

1,020

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

Eco-reps Program

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

373

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

The Eco-reps program works to model sustainable living practices in college residences in order to promote sustainable living behaviors. There is room for there to be 2 Eco-reps per dorm per semester. Eco-reps are tasked with creating sustainability-related educational programs for residents within in their dorms. Specifically Eco-reps are required to run two programs per semester, serve as dorm captains for the 3-week energy conservation competition, be in charge of their dorm for the end of semester waste diversion Move-out Project and provide supplemental staffing for the college Free Store.

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

Each student is required to submit a one page application to The Sustainability Office. Once all applications have been submitted applications are reviewed by a Sustainability Office staff member and the student Peer Education Specialist.

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

Eco-reps are required to attend a total of 5 trainings per semester. Two trainings are general training helping them learn the basics of developing programs for their dorms, the other three specific trainings for the three programs they help staff: The Energy Wars dorm competition, the free store operations and the end of the semester Move-out Project.

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

For the 2013-2014 academic year The Sustainability Office allotted \$3,000 to the program through grant money awarded to The Sustainability Office. The institution has not committed any other funds to the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6

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

<https://www.earlham.edu/sustainability/across-the-campus/eco-reps/>

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

Submission Note:

Currently all students except graduate students are included in the sustainability-focused orientation activities.

"---" 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:

92.50

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

During the Earlham College New Student Orientation (NSO), an official sustainability committee strives to integrate sustainability into incoming students' experience. Past projects have included partnering with local energy provider Richmond Power & Light to give away CFLs, power strips and Kill-a-watts (energy consumption meter) to students, fun and educational activities involving discerning recyclable materials from non-recyclable, as well as a local bike ride around Richmond pointing out significant sustainability-related locations such as the local Farmers Market. Students in the dining hall help direct new students on composting food.

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

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

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

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

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

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

The Earlham Environmental Action Coalition (EEAC) is an active student group on campus that meets weekly, and usually organizes at least one larger event a month during the school year. The mission statement of the group says: "Founded on the belief that responsibility towards our surroundings begins with individual action, the Earlham Environmental Action Coalition networks with national and local environmental groups and writes letters to raise awareness of national legislation. We also work with the College to reduce waste, recycle and use recycled products."

The website URL where information about student groups is available:

<http://www.earlham.edu/student-life/student-activities/student-organizations/>

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

The College has operated a student farm, Miller Farm, for 40 years. This year Miller Farm has been in a phase of revisioning and reorganization. The planned program will involve courses, community involvement, volunteering, and residential sustainable agriculture internships.

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

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

Earlham has a student-run coffee cooperative. Their Mission Statement is "to be an environmentally and socially responsible coffee nonprofit co-op, able to provide coffee and pastries to the students, faculty and staff of Earlham College, as well as the wider community. To be a space to display Earlham community artwork, available for all of the community, year round, to display artwork and other expressions of self.

To be an inclusive intellectual space on campus, to encourage students and faculty of Earlham College to mingle in a comfortable environment for both parties.

To be a meeting place for groups involved in student activism of all kinds, to empower students in creating change in Earlham, the Richmond community, and the World.

To be an entirely student run, non-hierarchical, diverse, consensus based, and sustainable program on Earlham campus."

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

<https://www.facebook.com/pages/Rose-City-Coffee-Co-op/137757266329214?id=137757266329214&sk=info>

o

A brief description of the sustainable investment or finance initiatives:

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

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

Earlham's office of events seeks to bring speakers for both the endowed artist and lecture series and convocation lectures that have a sustainable message. Notable speakers have included Majora Carter and Michael Pollan. Furthermore, the Sustainability Office Film and Speaker series (funded in part by the Mellon Foundation) is highly attended by students. Each year, speakers and films are brought to campus around a particular environmental theme. The 2012-13 theme was Food, Farming, and Justice and included Joel Salatin, and films like The Garden and King Corn.

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

<http://www.earlham.edu/environmental-action/events/>

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

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

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

Started in 1971 by a small group of faculty members dedicated to the value of experiential education, the Wilderness Program at Earlham College has grown to become one of the most unique and comprehensive programs of its kind in the country. Through our outdoor trips and courses like rock climbing, backpacking, and kayaking, students have the opportunity to learn new skills, gain a deeper appreciation of our wilderness areas, and gain self-confidence and interpersonal skills. Through our on-campus academic courses and off-campus semester in environmental studies, students engage in intensive, interdisciplinary inquiry leading to a minor in Outdoor Education or Environmental Studies. And finally, through a wide variety of leadership opportunities, students have the opportunity to discover the teacher and leader within by instructing on our high and low ropes course, teaching skill courses, and leading outdoor trips.

As one of the oldest and most respected outdoor education programs in the country, the Wilderness Program has a national reputation for training outstanding outdoor leaders. Through a wide variety of opportunities, student instructors gain invaluable teaching experience and the transferable skills of leadership and group facilitation. Co-leading the 24-day August Wilderness expedition is frequently cited as the highlight of many students' undergraduate outdoor careers. Many work for such organizations as Outward Bound, the National Park Service, the National Outdoor Leadership School, and other environmental and outdoor programs.

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

<http://www.earlham.edu/outdoor-education/>

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

The website URL where information about the theme is available:

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

The Environmental Theme House is a student governed living space in which students with shared interests in environmentalism live and learn together. The Co-op Hall is a second student governed living space that has a focus on sustainability. The Free Store is a student governed initiative to facilitate the exchange of usable goods and to promote a shared economy.

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

A brief description of sustainability-focused student employment opportunities:

The Sustainability Office employs 10-15 students per semester in the Student Sustainability Corps. Each student applies to a specific project area and has significant ownership over their projects and tasks. The Student Sustainability Corps intentionally welcomes students of all experiences and serves as a leadership and capacity building body for sustainability initiatives on campus.

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

<http://earlham.edu/sustainability/get-involved!/student-sustainability-corps/>

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

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

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

The Energy Wars is a student-run residence hall energy saving competition held annually at Earlham. Halls and houses compete to conserve energy against their own baselines over three weeks.

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

Outreach Materials and Publications

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Earlham's sustainability website contains information on sustainability programming, sustainability planning, and student sustainability projects and research.

The website URL for the central sustainability website:

<http://www.earlham.edu/sustainability>

A brief description of the sustainability newsletter:

The Sustainability Newsletter publishes an occasional newsletter with updates and news on campus sustainability. The newsletter reaches students, faculty, and interested alumni.

The website URL for the sustainability newsletter:

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

The Sustainability Office manages facebook, twitter, and blog sites focused on Sustainability at Earlham.

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

<http://facebook.com/earlhamsustainability>

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

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

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

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

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

The dining hall has a sustainability bulletin board to highlight local foods on the menu, composting information, and other sustainability highlights in the dining hall.

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

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

The Rain Garden on campus has signage on the native plants it utilizes and the principles of rain gardening. Further signage is planned as campus gardens develop.

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

A brief description of the sustainability walking map or tour:

The Earlham College Sustainability Map and Tour is available from the admissions office and on the sustainability website. The tour is offered on new student preview days. The map and tour highlight sustainability programs, projects, and features of campus.

The website URL of the sustainability walking map or tour:

<http://earlham.edu/sustainability/across-the-campus/maps/>

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

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

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

The Earlham College Sustainability Office partnered with Bike Richmond in 2013 to update the Richmond Bicycle Map, which is available free of charge to students and community members in the Student Center.

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

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

The Earlham Student Handbook contains a section regarding "Environmental Responsibility" at Earlham. It details steps students can take on an individual level to make their experience at Earlham more sustainable. Suggested actions range from choosing to bike or walk to recycling to conserving dorm energy by turning off lights and shutting windows. The guide stresses that students take sustainability into their own hands, and provides details on the recycling system at Earlham.

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

<https://www.earlham.edu/policies-and-handbooks/handbooks/student-handbook/sustainability-at-earlham/>

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

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

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

The Sustainability Office manages a blog called Taking Root chronicling sustainability efforts at the institution.

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

<http://epress.earlham.edu/sustainability>

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

A student produced Tool Kit for the Earlham Energy Wars is available online here:

<http://energywars.webs.com/>

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Earlham Energy Wars

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

Earlham participated in a nation-wide contest to reduce electricity use in the residence halls on our campus in spring 2013. Over the course of three weeks, dorms Warren, Wilson, Bundy, Mills, Hoerner, Olvey-Andis, and Barrett competed to see which residence hall could reduce its electricity use the most compared to its own previous use. The goal is to save energy across campus, and the residents of the winning residence hall who participate in the competition will all get coupons for free burritos from a local restaurant.

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

Over the three week competition, the four dorms saved an estimated 83 kWh of electricity. Hoerner Hall won the competition with a 7.5% reduction in energy use over three weeks of the competition.

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

<http://www.buildingdashboard.net/earlham>

The name of the campaign (2nd campaign):

Green Office Program

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

The Green Office Program challenges offices on campus to audit their sustainability practices, create measurable goals for improvement, and certify at various levels based on points accumulated for sustainability practices.

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

In only two years, we have attracted nearly 15 offices to participate in the program. As offices set goals and achieve sustainable change they are rewarded with a certificate and a mention on the program website.

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

<http://earlham.edu/sustainability/across-the-campus/green-office-program/>

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

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

40

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

Sustainability tips and information are given in a session of new teaching faculty orientation by the Sustainability Coordinator. During new administrative faculty orientation, employees go on a campus scavenger hunt gathering information which includes a stop at the sustainability office. There is no formal orientation for new staff.

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

Staff Professional Development

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Earlham's Green Office Program was developed in 2011 with the purpose of fostering awareness and implementation of sustainable practices in Earlham campus offices with the goal of reducing energy use and waste production across campus. By participating in the program, campus staff and faculty have the opportunity to review their current sustainability practices and work with the Sustainability Office to increase their portfolio of sustainability practices.

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

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

<http://earlham.edu/sustainability/across-the-campus/green-office-program/>

Public Engagement

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

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

Community Partnerships

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

Supportive Partnership example:

Earlham College partners with the Boys and Girls Clubs of Wayne County to design and lead programs with children ages 6-18 who attend the Club to teach kids about gardening, nature, healthy eating and simple healthy cooking skills, recycling and outdoor activities. Exact topics and format of programming varies according to Earlham student interest and availability, but all of the above topics are currently being covered or have been covered in the last year. Boys and Girls Club staff are supportive of these activities, but they would probably not have time or resources to carry out these activities without Earlham student involvement. Earlham’s Bonner scholars Program (a service scholarship) also provides minigrants of up to \$500 to purchase supplies and otherwise support these efforts.

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):

Collaborative partnership example:

The college is engaged in a sustained partnership with the city of Richmond through the Richmond Sustainable Communities Initiative. Through the initiative, Earlham College sustainability staff meet with city stakeholders across departments and collect ideas for sustainability and livability-related projects. Sustainability staff also meet with teaching faculty interested in integrating community-engaged learning into their courses. A process of match making ensues and courses are matched to city-identified projects. Project examples include Strategic Social Media Planning for the city's IT department, Farmer's Market community based research and planning for the Parks Department and water quality monitoring for the Sanitation Department. Students present their research and projects to city officials at the end of their courses and the officials can use whatever is useful from the student products.

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

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

Yes

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

Jay Roberts has listed his STARS environmental colloquium syllabus and educational process on the STARS syllabus resource website. He also participates in assessments of sustainability programs at other institutions as part of a team of outside observers. We take part in annual AASHE conference and have made several tool-kits of student work on on-campus sustainability projects available online.

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:

AASHE
Indiana Green Campus Network

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

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

Continuing Education

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

Part 2

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

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

Submission Note:

At this time we do not have an accurate way of measuring the number of students engaged in service. We are planning to develop such a methodology this coming year.

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

Community Stakeholder Engagement

Responsible Party

Avis Stewart
Vice President
Community Relations

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Criteria

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

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

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

Trademark Licensing

Responsible Party

Dick Smith

Vice President for Financial Affairs

Financial Affairs

Criteria

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

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

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

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

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

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

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

Yes

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

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

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

Yes

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

From 2009 to 2013, we used the Clean Air-Cool Planet's Campus Carbon Calculator.
From 2013, we started using the Carbon Management and Analysis Platform (CarbonMAP).

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

No

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

Scope 1 and Scope 2 GHG emissions::

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

Scope 1 GHG emissions from stationary combustion	3,898.54 <i>Metric Tons of CO2 Equivalent</i>	4,245.10 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	73.63 <i>Metric Tons of CO2 Equivalent</i>	90.47 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	9,437.23 <i>Metric Tons of CO2 Equivalent</i>	8,691.88 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

NA

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

Earlham College owns many young and old woods, which contributes to the sequestration of carbon dioxide emitted by the campus. We estimated the carbon dioxide sequestration by firstly obtaining the total acres from an online software, Wayne County Data Sever. Then we adapted a method of estimating the carbon dioxide sequestration from a scientific paper.

A brief description of the composting and carbon storage program:

NA

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

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,300	1,258
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,258	1,258
Full-time equivalent of employees	330	330
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, 2011	June 30, 2012
Baseline Year	July 1, 2007	June 30, 2008

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

The baseline year we selected is the first year that we had all the data entries.

Gross floor area of building space, performance year:

1,012,374 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	51,380 <i>Square Feet</i>
Healthcare space	2,000 <i>Square Feet</i>
Other energy intensive space	58,000 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	1,311.27 <i>Metric Tons of CO2 Equivalent</i>
Commuting	0 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	0 <i>Metric Tons of CO2 Equivalent</i>

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

NA

A copy of the most recent GHG emissions inventory:

[Greenhouse Gas Emissions Inventory.docx](#)

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Responsible Party

Ian Smith
Director of Facilities
Maintenance

Criteria

Part 1

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

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

Part 2

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

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

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

No

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

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

No

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

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

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

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Ian Smith
Director of Facilities
Maintenance

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Criteria

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

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

And/or

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

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

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

Submission Note:

The college is currently undergoing a major renovation and construction period and will have three newly LEED certified buildings as a result. The buildings will finish construction and become certified in the years 2013, 2014, and 2015.

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

Indoor Air Quality

Criteria

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

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

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Kathie Guyler

Director of Dining Services

Dining Services

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

We are in the process of completing the Real Food Calculator for the campus dining services and will plan to use the results of that calculator to report on this category in the future.

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

Low Impact Dining

Responsible Party

Kathie Guyler
Director of Dining Services
Dining Services

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

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

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Earlham College’s dining program has offered both vegetarian and vegan offerings for many years. Currently in Resident Dining area there is a separate area called the “Garden Gourmet” that features one vegan entrée and one vegetarian entrée for both lunch and dinner. Entrees are accompanied by side dishes and a specialty salad bar that features a variety of vegan and vegetarian options. In addition there are other food stations within the Resident Dining program that offer vegan and vegetarian selections. For example, the omelet station at breakfast offers a Tofu scramble made to order. The soup station always offers one vegan or vegetarian soup selection. There is a bakery where a vegan dessert is offered at each meal as well as a soy or rice based ice cream.

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

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	121,620.20 <i>MMBtu</i>	121,905.90 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	43,890.80 <i>MMBtu</i>	42,085.90 <i>MMBtu</i>
District steam/hot water	77,729.40 <i>MMBtu</i>	79,820 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	939,072 <i>Gross Square Feet</i>	889,228 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	51,380 <i>Square Feet</i>
Healthcare space	2,000 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	5,459
Cooling degree days	1,056

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

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

The campus heating and cooling set points are controlled by an Energy Management System operating with heating and cooling set points. During hours when the educational and administrative buildings are closed, building temperatures are set back to 65 degrees for the heating months.

- During normal operating hours, the buildings is set between 68 and 72 degrees.
- Building vestibules and foyers is unheated, unless needed for mechanical piping.
- Residence Halls is set at 72 degrees during the day and set back to 68 degrees during early morning hours.

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

In the Orchard room in our student center we currently have 32 overhead LED's which draw 19 watts each. These LED's replaced Fluorescent Lamps that were 42 watts each. The Fluorescent Lamps were installed a couple of years ago and they replaced incandescent lamps that drew 150 watts each.

On the South entrance to Carpenter Hall we have a 52 watt wall pack LED, which replaced a 250 watt Metal Halide wall pack.

Southwest of Dennis Hall, at the Bench dedicated to Bill Birum, we have a LED sidewalk light. It draws approximately 75 watts and replaced a metal halide drawing around 200 watts.

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

Earlham has motion lighting sensors in 16 major campus buildings and 20 campus housing restrooms. A photocell system operates 55 parking lot lights, sidewalk lighting, and three dorm stairwells.

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

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

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

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

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

- The campus heating and cooling set points are controlled by an Energy Management System operating with heating and cooling set points. During hours when the Educational and Administrative buildings are closed, building temperatures will be set back to 65 degrees for the heating months.
- During normal operating hours, the buildings will be set between 68 and 72 degrees.
- Building vestibules and foyers will be unheated, unless needed for mechanical piping.
- Residence Halls will be set at 72 degrees during the day and set back to 68 degrees during early morning hours.

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

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

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

Earlham's vending machine internal and external lighting is disabled throughout campus.

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

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

Clean and Renewable Energy

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas

- Untreated wood waste
- Other organic waste

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

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

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

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Ian Smith
Director of Facilities
Maintenance

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

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

Responsible Party

Tom Steffes

Director of Computing Services
Computing Services

Criteria

Part 1

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

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

Part 2

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

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

Submission Note:

We will be working on creating an EPEAT standard that will reflect our already in place purchasing practice of buying all Silver or Gold EPEAT computers.

"---" 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:

The electronics purchasing policy, directive, or guidelines :

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

n/a

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	9,810.04 US/Canadian \$
EPEAT Gold	279,541 US/Canadian \$

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

289,351.04 US/Canadian \$

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

Cleaning Products Purchasing

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

Submission Note:

Part 2:
In some instances, we have moved to "Blue Cleaning" (not using chemicals at all). Also, in some building we are using "Ionized Water".

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

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

Yes

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

[Earlham College Green Cleaning Policy.doc](#)

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

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

Earlham College ensures that the purchasing guidelines are followed by including them in its contract with Aramark (Earlham's housekeeping company), which states: "All cleaning chemicals should meet GS 37.GS 40 or GS 42 guidelines or be clearly rated as an environmental friendly chemical by some independent rating agency. Paper goods should meet or exceed the EPA's standard for post-consumer waste. It is preferred that plastic bags and liners be biodegradable and be manufactured from recycled materials...Earlham College is committed to environmental responsibility and it is expected that the successful contractor will use every available measure and technology to ensure the greening of our environment."

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:

63,800 US/Canadian \$

Total expenditures on cleaning and janitorial products:

70,363 US/Canadian \$

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

Yes

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

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

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

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

http://cs.earlham.edu/~sustainability/index.php/Operations#Cleaning_Products_Purchasing

Office Paper Purchasing

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

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.

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

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

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

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

And/or

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

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

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

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

Total number of vehicles in the institution's fleet :

20

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

	Number of Vehicles

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

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

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

Student Commute Modal Split

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

96.68

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)	3.32
Walk, bicycle, or use other non-motorized means	96.48
Vanpool or carpool	0.20
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

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

[STARS Reporting Tool | AASHE](#)

Employee Commute Modal Split

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

23

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	77
Walk, bicycle, or use other non-motorized means	21
Vanpool or carpool	2
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

The above statistics were drawn from a survey of all college employees about commuting on 1/25/2013. The survey garnered 184 responses (58.4% of all employees- there are 315 college employees).

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

Support for Sustainable Transportation

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

No

A brief description of the facilities for bicycle commuters:

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

No

A brief description of the bicycle parking and storage facilities:

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

Yes

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

The entire interior of the campus is car-free and contains pedestrian/bicycle use only. The interior of campus is connected via paths that also connect to the closest public bus stop at College Avenue and D Street.

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

Yes

A brief description of the bicycle sharing program:

The Earlham College student-run Bike Co-Op has 5-6 bikes available at all times for community use in events such as the weekly Local Foods Bike Ride and Critical Mass. Any student or staff who would like to borrow a bike at any time can stop by the bike co-op during their regular hours.

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

No

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

The Rose City Shuttle operates on Saturdays. It is available for free student transportation anywhere in local Richmond from 6-12 pm.

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

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

There is a ride share board located in the student center for students to post offered and requested rides for breaks/travel etc. There is also an informal facebook page for rideshare:

<https://www.facebook.com/EarlhamCollegeRideBoard/info>

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:

There are two cars available on campus via the Enterprise CarShare program. Information and registration for use is online at enterprisecarshare.com/earlham.

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

No

A brief description of the electric vehicle recharging stations:

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

No

A brief description of the telecommuting program:

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

No

A brief description of the condensed work week program:

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

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

Waste

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

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

Waste Minimization

Responsible Party

Kumar Jensen

Student

Environmental Studies

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*.

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

Waste Diversion

Responsible Party

Kumar Jensen

Student

Environmental Studies

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*.

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

Materials diverted from the solid waste landfill or incinerator:

50.69 Tons

Materials disposed in a solid waste landfill or incinerator :

185.50 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

The Sustainability Office has opened a Free Store which takes in reusable items from campus community members and makes them available for others to use. Items that are not used on campus are sent to charity organizations throughout the community. We are currently developing a process for weighing and measuring these materials.

The college has also run a move-out waste diversion program at the end of the year for the past few years. These efforts have captured many tons worth of reusable items that have been donated to local charities as well. The Sustainability Office is working on developing a strategy for tracking the weights of these items as well.

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

Earlham Dining Services donates leftover or surplus food to varying organizations in Richmond, Indiana. We have contacts with 3 major providers of assistance in our city that we assist with surplus food.

Hope House (a Men's shelter for people with addiction issues), Circle U and Rock Solid Ministries (both shelter/food rescue). We also occasionally provide surplus items during campus breaks to Werle Children's Home.

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

The campus recently purchased an eCorect Waste Treatment machine to handle the pre-consumer food waste in dining services. The eCorect reduces all of the pre-consumer waste to a soil amendment that is added to the post-consumer composting system.

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

Students on campus handle the post-consumer food waste in a composting program that takes place on the campus farm (Miller Farm). Students transport post-consumer waste from dining services to the farm. It then enters the composting cycle at the farm.

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

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

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

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

Construction and Demolition Waste Diversion

Responsible Party

Kumar Jensen

Student

Environmental Studies

Criteria

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

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

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

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

1,348.37 Tons

Construction and demolition materials landfilled or incinerated :

391.01 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 current construction projects are seeking LEED certification and have set up waste diversion practices accordingly.

Hazardous Waste Management

Responsible Party

Ian Smith
Director of Facilities
Maintenance

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

All hazardous, universal and non-regulated chemical waste are properly disposed of according to all federal, state and local requirements and guidelines. Earlham College has established and maintains a recycling program per all applicable required standards for all hazardous, universal, and non-regulated chemical waste.

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

The Chemical Hygiene Officer and the Office of Facilities monitors and oversees storage and disposal of hazardous, universal, and non-regulated chemical waste.

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

The college has not had any reportable or significant hazardous material release within the previous last three years. The college follows all state and federal guidelines for handling hazardous waste.

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

Chemicals are only ordered in the quantities that are needed or will be used within a reasonable timeline. Reuse and redistribution are employed when applicable.

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):

Workforce Inc. is a 501(c)(3) non profit organization that helps ex-offenders transition back into the community through job training and important practical support, such as housing and legal assistance. Through the process of de-manufacturing computers, then packing and shipping the resulting e-waste, participants learn to use a variety of tools, pack/weight materials, solve problems, load/unload trucks and pallets, as well as how to safely operate machinery such as forklifts and balers.

Despite its title, the program recycles much more than just computers. More information about other electronics is available on the website.

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

Earlham college signed an MOU with Workforce Inc. in 2006 agreeing to send all college owned electronic waste to the Indianapolis based, state certified, Electronic Waste Facility.

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

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Cindy Callahan

Assistant Director of Facilities
Facilities

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Total water use::

	Performance Year	Baseline Year
Total water use	45,462,109.09 Gallons	22,917,319.48 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	---	---

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	---	---

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

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

Water recycled/reused on campus, performance year:

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

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

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

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

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

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

Xeriscaping is used on a total of 15 buildings.

Earlham College follows the practices of Xeriscaping throughout its campus buildings and grounds. From

www.eartheasy.com

there are 7 practices of Xeriscaping.

1. Reducing the use of water: Each plant is chosen for the location of the building with regards to the direction and the sun. Mulch is used routinely, and no irrigation system is in place we water by hand only when necessary.
2. Soil improvement: we use cow manure and peat moss while planting the chosen flowers, mulching each year to retain the soil quality, and choose organic fertilizers when necessary.
3. Create Limited turf: with a campus as large as we are we have a hard time creating limited turf area however we do plant trees and have a large amount of trees on campus to help with the area and create a canopy. We also mulch the leaves during the fall to help promote the soil.
4. Choose the right plants: We try to use drought friendly and native hardy plants wherever possible we use natural grasses, succulents, Native plants, and wildflowers along with conifers to create a show of color for each building. While choosing annuals we use marigolds,
5. Mulch we use several tons of mulch per year to all our areas of landscaping. It is applied at least 3 inches thick and placed around all plants to help keep in moisture. We use mulch from a wholesale dealer in Indiana
6. Irrigate: we only hand irrigate when necessary.
7. Maintain your landscape: we have a crew that constantly maintains the landscaping of the college. In drought conditions we do not mow the grass and let it grow and we weed regularly by hand or by low grade chemicals.

Other comments: while construction is involved on campus we try to maintain areas of top soil from being removed and put into place erosion control barriers. We buy our plants from reputable dealers that field raise their plants. On steep slopes we try when possible to leave natural or plant erosion controlling plants. Our mowing height is around 2-3 inches and we do not pick up the clippings but let lay to decompose back into the ground. And when at all possible we use IPM to deter pests from becoming a problem.

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

Irrigation is only used on the Athletic Fields, and the sprinkler system is attached to a rain gauge that prevents the system from operating if there has been a measurable amount of rain.

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

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

Rainwater Management

Responsible Party

Ian Smith
Director of Facilities
Maintenance

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.

Submission Note:

We follow a Stormwater Management plan that is standard for Richmond and the State of Indiana.

The retention ponds were a project done mainly by the Biology department, specially John Iverson, aiming to support the local amphibians and reptiles, as well as reducing the impact of stormwater runoffs.

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

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

All new construction and major renovation projects are designed
an built to at least LEED Silver level of certification, including rainwater /
stormwater management credits wherever possible.

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

Yes

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

We do not have a campus management policy for this set of issues. We have been
implementing rain gardens, along with requirement for LEED Silver or higher level
certification for new buildings / major renovations, with rainwater / stormwater
management credits typically part of the design package.

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

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

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

Behind one of our college houses, we have porous pavement for the parking lot size 20'x20' installed of Modular Concrete Turfstone Pavers.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Three out of the five ponds we have at the back-campus area work as retention ponds: Cope pond, Word pond and Markle pond. They were all made in 2007 and each has about 100 feet of diameter and 4 to 5 feet of depth.

They stop the runoff from the playing fields and the horse barn from reaching the back-campus woods and affecting its soil.

These ponds fill in Spring and dry up in the Summer, nourishing the local wildlife.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

<http://cs.earlham.edu/~sustainability/index.php/Operations#Water>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

Yes

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

The Sustainability Advisory Committee wrote the college's first Comprehensive Sustainability Plan in 2012 and updated it in 2013. In accordance with the plan, the college hired a Sustainability Coordinator in 2012. In the ensuing time the coordinator has developed the Sustainability Office which coordinates the Student Sustainability Corps, the college's waste reduction, recycling, and composting programs, sustainability grant programs for projects and research, the Richmond Sustainable Communities Initiative, a sustainability events series, and more. Information regarding the Sustainability Coordinator and the achievements of the office can be found at earlham.edu/sustainability.

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:

Advises the Sustainability Coordinator and the Sustainability Office regarding sustainability policies, providing perspectives from across the community. Recommends college sustainability priorities, tracks progress on the Earlham Sustainability Plan, and leads sustainability

planning. Serves as a conduit for community ideas regarding sustainability policies. Reports to the Faculty Meeting, Employee Council, and Earlham Student Government as a matter of information, to keep all community members updated.

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

Sena Landey (Vice President for Finance and Administration, ex-officio)

Jay Roberts (Director of the Center for Integrated Learning, ex-officio)

Ian Smith (Director of Facilities, ex-officio)

Kathy Guyler (Director of Dining Services, ex-officio)

Sarah Waddle (Sustainability Coordinator, ex-officio)

Brent Smith (Teaching Faculty), 1/13 - 12/15

Charlie Peck (Teaching Faculty), 7/13 - 6/16

Mary Bogue (Administrative Faculty), 1/13 - 12/15

Gail Clark (Administrative Faculty), 7/13 - 6/16

*Bobbi Cayard-Roberts (Staff)

Knoll Bendsen (Staff)

Nicol Chinchilla (Student)

David Masterson (Student)

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

<http://www.earlham.edu/sustainability/sustainability-plan/http://www.earlham.edu/policies-and-handbooks/handbooks/governance-manual/standing-committees/charge-and-membership/#sustainability>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Sustainability Office is housed in the Center for Integrated Learning and is charged with coordinating sustainability across the campus and promoting sustainability pedagogy and practice in the curriculum, co-curriculum, and operations of the college.

The office employs a full time Sustainability Coordinator, a part-time Sustainability Program Associate, and 16 Student Sustainability Corps student interns.

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

3.60

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

<http://www.earlham.edu/sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sarah Waddle, Sustainability Coordinator

A brief description of each sustainability officer position:

Primary responsibilities include:

- Overall direction, coordination, and visioning for sustainability efforts on campus in alignment with recommendations of the Comprehensive Sustainability Plan for the college
- Oversight, coordination, and promotion of the activities of the Sustainability Office within the Center for Integrated Learning
- Administrative leadership and supervision of the Student Sustainability Corps work-study program, including, but not limited to, direct supervision of student Corps members, soliciting funding and development opportunities to grow the program, and providing general support for student-led projects
- Coordination and promotion of Sustainability Office events series in conjunction with the Events Office, this includes selecting speakers and films and making all necessary arrangements for events
- Administration and promotion of SEED/SAR grant programs including application solicitation, selection, funds access, and review of reports
- Supervision of Sustainability Program Associate who will oversee Waste Reduction and Peer Education programs
- Working directly with the Facilities Director on sustainable operations of the college
- Acting as faculty adviser for the Environmental Theme House as well as any environmentally themed student clubs that are active
- Budgeting, accounting, and reporting grant related activities to the Mellon and Cargill foundations as requested
- Serving on the Sustainability Advisory Committee in an ex-officio capacity
- Collaborative work with offices of the Center for Integrated Learning towards common goals

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

<http://www.earlham.edu/sustainability/about-us/>

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

Criteria

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

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

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

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

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

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

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

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

Other

Yes

No

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

Strategic Priority in our Sustainability Plan for Curriculum:

The college will position itself as an innovator in its sustainability curriculum by encouraging and funding faculty-student research on sustainability and creating FTE lines in Environmental Studies and Science.

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

2.1 Earlham College adopts the following general definition and the subsequent course specific definitions:

“Sustainability is the continuous effort to meet the needs of the present generation without compromising the ability of future generations to meet their needs by working toward a healthy environment, social justice, and a strong economy.”

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module, or concentrate on a single sustainability principle or issue.

2.2 Inventory of all courses categorized as focused or related to sustainability by department will be undertaken by the Center for Environmental Action at least once every three years and will be publicly posted on the Earlham College sustainability website.

2.3 Continue commitment to adding FTE’s in Environmental Science and Environmental Studies as a College priority as indicated by the current Curriculum Visioning Statement.

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

Office of the Registrar and/or Sustainability Coordinator, Curriculum Steering Committee,

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

Research

Current Practice: Earlham currently works to promote sustainability research through the SEED and SAR mini-grants funded by the Mellon Foundation and administered by the CEA. This support is not hard-wired into the budget, however, and will expire when the grant expires. Opportunities might also exist to work with Ford-Knight funds to promote more sustainability-related student-faculty collaborative research.

Recommendations:

2.4 The College continue to fund faculty and faculty-student research in sustainability beyond the life of the Mellon Grant through a “Dean’s Sustainability Fund” that would provide support for research initiatives.

\$ Financial Implications: Such a fund would require at least \$10000 per year to be significant and effective. Current grant funding for faculty and student research totaled \$27150 in 2012-2013.

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

2.4 The College continue to fund faculty and faculty-student research in sustainability beyond the life of the Mellon Grant through a “Dean’s Sustainability Fund” that would provide support for research initiatives.

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

CEA (Mellon grant), Office of the Academic Dean

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

Strategic Priorities for Community section of Sustainability Plan:

Infuse sustainability across the Earlham experience through NSO, peer education, alumni networking, and public engagement. Support student leadership around sustainability in the co-curriculum by funding a Sustainability Revolving Loan Fund, campus gardens and Miller Farm.

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

3.1 Create a volunteer “NSO Sustainability Team” of sophomores, juniors, and seniors drawn from the sustainability peer educators (see below) who will be a visible presence on move-in day and present information and assistance for students and parents about energy reduction strategies for the dorm room, waste minimization tips, and other sustainability related information.

3.2 Have a more formal program/presentation during NSO week about sustainability and our commitments and expectations related to various campus behaviors and practices (recycling, composting, energy use, etc.)

3.3 Amplify Miller Farm’s visibility as a sustainability initiative at Earlham. In doing so, create a Community Collaboration and Engagement fund for Miller Farm to use in creating partnerships with area farmers for consultation and farm improvement. Fund the summer programming at the farm and provide a minimum yearly operating budget for animal care, gardening and farm improvements, and a separate Living Learning Enrichment fund for conference travel and special enrichment activities at Miller Farm.

\$ Financial Implications:

Yearly Community Collaboration and Engagement fund: ~ \$10000, Summer interns (2 full time)~\$10000,

Basic yearly operating budget (not swept at end of each year)~ \$5000,

Living Learning Enrichment Fund~ \$2000,

Total: \$27000 per year

3.4 Locate several smaller garden plots in central locations on campus to produce food as well as provide visible evidence of sustainability values and opportunities for sustainability education. \$21,100 has been allocated to this endeavor through the Mellon Grant. Student coordinators will work alongside the campus landscape designer to maintain gardens over time.

\$ Financial Implications:

2 student garden maintenance coordinators at 10 hrs/week year round~ \$7540.

3.5 Using the upcoming Campus Master Planning process, coordinate with existing offices and departments on in-process garden projects and ideas (Joseph Moore Museum, Biology, Japan Study, Environmental Studies, Environmental Science, CEA).

3.6 Earlham establish a “Green Alumni Network” to link alumni with sustainability initiatives on campus. This network would also work in concert with the environmental studies and science majors and career services to better connect current students with sustainability-related careers and futures.

3.7 Alumni Development will establish sustainability guidelines for major alumni events and communication efforts focused on the use of food, resource and waste minimization, and alumni education related to Earlham sustainability efforts and values.

3.8 Raise the visibility of Earlham's sustainability commitment and actions on the Earlham website. Consolidate, update and maintain a comprehensive set of sustainability resources on the Earlham web site with information relating to all four areas addressed in this plan. Encourage relevant pages on the Earlham web site to link to these resources.

3.9 Employ student interns, under the direction of the Sustainability Coordinator or CEA staff, who would be responsible for regularly updating all sustainability related web pages and publications in coordination with Public Affairs.

\$ Financial Implications: Student interns will be part of the CEA budget. Publicity interns will cost ~\$2500/year.

3.10 Update printed informational materials on topics such as recycling and energy conservation for distribution to departments and posting.

\$ Financial Implications: Publication expenses will be part of the CEA budget. Publications will cost ~\$1000/year.

3.11 Create new or improved signage to educate Earlham community members and visitors about sustainable features of buildings and landscaping and on expected practices (such as composting, turning off lights, etc.). Signage will fulfill standards for LEED certification.

\$ Financial Implications: Signage expenses will be part of the CEA budget. Signage budget will be ~\$2000/year.

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

Student Development, New Student Week Committee; Sustainability Coordinator, Biology, Japan Study, Environmental Studies, Environmental Science, Facilities, Alumni Development, Career Services, Public Affairs, Earlham web team

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

3.18 Develop a statistically valid method for estimating the number of service hours and number of students engaged in service each year.

3.19 Encourage more faculty to incorporate community-based learning experiences into their courses by including involvement in this type of research and teaching in criteria considered for tenure and promotion and offering seminars, mini grant and other professional development opportunities to those developing such units for existing or new courses.

3.20 Form strategic partnerships with local government, business, non-profits and/educational institutions to assist with community capacity-building for sustainability.

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

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

Bonner Center for Service and Vocation, Institutional Research, Academic Dean, Vice President for Community Relations, CEA

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

4.3 Develop a Climate Action Plan to reduce Earlham's greenhouse gas emissions that is economically sustainable for the college to legitimately pursue.

\$ Financial Implications: The Climate Action Plan will detail its cost implications.

Suggestions:

1. Consider signing the ACUPCC.

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

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

President's Office, VP for Finance and Operations, Facilities Director, Sustainability Coordinator

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

4.1. Design and construct all new buildings or major renovations in accordance with USGBC LEED requirements, to at least a Silver level of certification.

\$ Financial Implications: There is cost associated with LEED certification, typically up to 10-15% higher up front costs, however increased costs up front are recouped in efficiency savings and lower operating costs over the building's lifespan.

4.2 Indoor Air Quality - adopt an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints.

\$ Financial Implications: Some operational costs will be associated with such a policy, however they will be relatively low and cannot be estimated until the specifics of the policy are in place.

Suggestions:

1. Implement U.S. Green Building Council's LEED Existing Building Operations & Maintenance or equivalent standards.

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

4.1. Design and construct all new buildings or major renovations in accordance with USGBC LEED requirements, to at least a Silver level of certification.

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

Capital construction office, facilities department, maintenance & grounds department, business office, Sustainability Coordinator.

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

Current Practice: Earlham College currently practices trayless dining, has vegan options, composts pre-consumer food wastes, utilizes recycled content napkins, uses compostable dining ware and has receptacles for post-consumer food wastes. The food services contractor

also makes re-usable containers available for dining hall users, has a reusable mug program, and encourages the use of personal glassware in the dining hall. Students and alumni are involved with the Real Food Challenge organization and its goals of increasing local, sustainable, humane, and fair foods in dining services. Dining services (Sodexo) currently purchases local foods where possible and would like to increase their commitment to sustainable food options.

Recommendations:

4.4 Publicly commit the college to the Real Food Challenge by having President David Dawson sign the Real Food Campus Commitment in the spring of 2013. The Commitment will include the goals described in recommendations 4.5-4.9.

\$ Financial Implications: Costs of increased local food purchasing will be negotiated with food services contractor. In the next contract renewal cycle, the request for proposals to food service contractors must include stipulations on the college's goals in regards to Real Food.

4.5 Commit to annually increasing procurement of 'real food'- defined as local/community-based, fair, ecologically sound, and/or humane by the Real Food Calculator- so as to meet or exceed 30% of food purchases by 2020.

4.6 Commit to establishing a transparent reporting system, including the Real Food Calculator, to assess food procurement and commit to compiling these assessment results in an annual progress report.

4.7 Commit to forming a food systems working group, led by students and including staff, faculty, food service managers, food service workers and relevant local stakeholders that will be responsible for developing and coordinating the implementation of an official real food policy and multi-year action plan.

4.8 Commit to making the real food policy, multi-year action plan, and annual progress reports publicly available online and through the Real Food Challenge.

4.9 Commit to increasing awareness about ecologically sustainable, humane, and socially equitable food systems on campus through co-curricular activities, cafeteria-based education, and other appropriate means.

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

4.4 Publicly commit the college to the Real Food Challenge by having President David Dawson sign the Real Food Campus Commitment in the spring of 2013. The Commitment will include the goals described in recommendations 4.5-4.9.

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

Sustainability Coordinator and Food Service Contractor

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

4.10 Pursue a substantial (30% to 50%) reduction in building energy consumption (2005 baseline). This will be achieved via an energy services performance contract or equivalent contractual vehicle, resulting in a budget-neutral or better financial projection for the duration of a short-term (5 to 7 year) loan to pay for the project, with the college receiving the full financial benefit of the resultant savings once the loan is paid in full.

\$ Financial Implications: Associated costs up front, but cost neutral or substantially better in the short term and long term. Possible financing options for this contract include bonds, endowment draws, and loans. The contract signed would require debt service payments from the energy savings to equal or be greater than the interest and principle payments.

4.11 Develop, use, and/or purchase clean and renewable energy where economically and technically feasible in order to meet the goals of the Climate Action Plan. Renewable energy sources likely to be considered could include solar electricity and hot water generation, or geothermal heating and cooling.

\$ Financial Implications: See Climate Action Plan

4.12 Implement building level monitoring of utilities including electricity, heating/cooling, and water consumption for all buildings on campus. Use monitoring to increase education and behavior change around resource use on campus.

\$ Financial Implications:

A project of this scale will cost \$400000-\$500000 . It will indirectly lead to cost savings through the capabilities it provides for behavior change and increased accuracy in controlling buildings and implementing efficiency upgrades.

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

4.10 Pursue a substantial (30% to 50%) reduction in building energy consumption (2005 baseline). This will be achieved via an energy services performance contract or equivalent contractual vehicle, resulting in a budget-neutral or better financial projection for the duration of a short-term (5 to 7 year) loan to pay for the project, with the college receiving the full financial benefit of the resultant savings once the loan is paid in full.

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

Director of Facilities, VP for Finance and Operations, and the Sustainability coordinator.

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

4.13 Develop an Integrated Pest Management (IPM) program - This approach promotes the health of human and non-pest wildlife while enabling institutions to maintain an attractive campus environment and minimize costs.

4.14 Native Plants – The College will prioritize use of native plant species in landscaping.

4.15 Wildlife Habitat - Develop programs to protect and/or create wildlife habitat on college-owned land.

4.16 Become a Tree Campus USA location recognized by the Arbor Day Foundation’s Tree Campus USA program.

4.17 Develop a waste minimization and re-use system for college compost or mulch waste from grounds keeping, including grass trimmings.

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

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

Grounds management team including the Assistant Director and Director of Facilities, Campus Landscape Designer, and the Sustainability Coordinator.

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

4.18 Adopt a campus-wide policy to purchase EPEAT Silver or higher for desktop and laptop computers, as well as monitors and peripheral devices when fiscally responsible.

4.19 Include in any future contract negotiations with housekeeping providers that the most environmentally friendly standard cleaning practices are to be used wherever economically and technically feasible.

4.20 Continue the purchasing of recycled content paper, increasing the amount of recycled content when fiscally responsible.

Suggestion:

1. Create and implement a policy that creates a vendor code of conduct that sets the expectations that we have about the social and environmental responsibility of vendors with whom we do business.

4.21 Create a centralized purchasing area that orders and delivers/provides supplies and consumables to campus that are used campus wide.

\$ Financial Implications:

Having centralized purchasing will save the college money via shared orders and shipping and efficient use of time. The set-up and maintenance of a system will require the creation of a Central Purchasing office and the hire of a full time purchasing professional. The personnel needs for central purchasing will cost at least \$40000/year.

4.22 Provide support for historically underutilized businesses, minority-owned businesses, and women-owned businesses by giving preference during RFP processes. Increase purchases made from these types of businesses. Conduct targeted outreach to these businesses about possibilities to work with Earlham.

4.23 When purchasing products, give preference to local products or businesses.

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

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

Information Technology Services, Business Office, Facilities, Housekeeping Manager, Sustainability Coordinator and the Bookstore

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

4.24 To reduce emissions from campus vehicles through low carbon fuel alternatives.

Suggestion:

1. To replace the older vehicles in the current fleet in a quicker rotation accelerating the rate of change to more alternative fuel vehicles. Consider purchase of electric. Investigate (as financially viable) opportunities for installing plug-in-electric stations in parking lots.

4.25 Develop a more comprehensive and forward-thinking bike program for the College taking advantage of the existing strengths of the Earlham bike co-operative, the desire to connect students to downtown more easily, and the wellness and symbolic benefits of a vibrant campus and community bike culture. The bike program should include bicycle storage and adequate bicycle racks across campus.

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

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

Office of the President, Facilities, and the Sustainability Coordinator.

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

4.27 Implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

4.28 Develop campus wide policy and procedures for the following areas:

- Waste Diversion
- Construction and Demolition Waste Diversion
- Electronic Waste
- Hazardous Waste
- Surplus Materials Exchange
- Printing
- Providing Materials Online
- Move-in/Move-out Waste Reduction

\$ Financial Implications:

A Waste reduction/recycling coordinator at 20 hrs/week year round ~ \$11000 will be required for oversight and effective implementation of these initiatives. The savings to the college accrued by diverting and recycling waste are estimated to balance out the cost of this added position.

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

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

Director of Facilities, Information Technology Services, Residence Life, Business Office, Registrar, and the Sustainability Coordinator.

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

4.29 Implement building-level water metering across campus, and use this data to drive a reduction in campus wide water consumption by a specific percentage, within an agreed number of years.

4.30 Create a campus wide stormwater management plan that mitigates stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

4.31 We continue to integrate waterless urinals when applicable.

4.32 Use non-potable water (harvested rainwater or gray water) for irrigation and/or other applicable applications.

4.33 Use Xeriscaping techniques across campus. Include the use of drought tolerant plants when possible.

4.34 Use weather data or weather sensors to automatically adjust irrigation practices.

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

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

Director of Facilities, Assistant Director of Facilities, Grounds Supervisor, Campus Landscape Designer, and the Sustainability Coordinator

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

Suggestion:

1. Explore ways that environmental, diversity and social justice efforts can take into account, support and strengthen one another in the curriculum, co-curriculum and Earlham community.
2. Director of Multicultural Affairs and Sustainability Coordinator convene at least once each semester to identify key intersections and action steps in their respective positions to amplify each other's work. Strive to interface the work of the CEA and the currently being written Diversity Plan.

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

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

Environmental Responsibility Committee or its successor body, Sustainability Coordinator, Diversity Progress Committee, Diversity Council, multicultural affairs director

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

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

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

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

1.7 Using STARS investment guidelines as an example framework, SRIAC will develop a more specific investment statement on sustainability in the “Criteria Related to Improving Human Society” section of the College’s Socially Responsible Investment policy (see above). The policy must include measurement and accountability tools. The policy should be written by SRIAC in consultation with SAC and be approved by the Board of Trustees.

1.8 The college will make its investment disclosure statements more transparent to the college and community. SRIAC will assess current transparency and will improve on this in the 2013-2014 academic year. SRIAC will report progress on investment transparency to SAC by June 2014.

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

1.7 Using STARS investment guidelines as an example framework, SRIAC will develop a more specific investment statement on sustainability in the “Criteria Related to Improving Human Society” section of the College’s Socially Responsible Investment policy (see above). The policy must include measurement and accountability tools. The policy should be written by SRIAC in consultation with SAC and be approved by the Board of Trustees.

1.8 The college will make its investment disclosure statements more transparent to the college and community. SRIAC will assess current transparency and will improve on this in the 2013-2014 academic year. SRIAC will report progress on investment transparency to SAC by June 2014.

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

College Chief Financial Officer, SRIAC, SAC, Investment Officer, Board of Trustees.

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

1.1 Coordinator: In order to fully implement the college’s sustainability plan, the college will hire a Sustainability Coordinator. The Sustainability Coordinator will help guide the college in the implementation of the sustainability plan and coordinate sustainability efforts across campus.

\$ Financial Implications: Based on the 2010 AASHE Higher Education Sustainability Staffing Survey , the average salary for Sustainability Coordinators at Baccalaureate Colleges is \$43,714 per year. Benefits cost an average of 30% of the typical employee salary, thus a Sustainability Coordinator will cost in total approximately \$56828/year.

1.2 Coordination Structure: The Sustainability Coordinator will be supervised by the Director of the CEA and will work cooperatively across campus with the Facilities Director, the VP for Finance and Operations, and the Sustainability Advisory Committee. The CEA will be given an operating budget sufficient to implement sustainability projects.

\$ Financial Implications: The 2012-2013 grant-funded operating budget of the CEA totaled \$83,181 . An operating budget near this amount would be needed to sufficiently coordinate college sustainability efforts via interns, events, mini-grants to faculty and students and day to day operations.

1.3 Sustainability Advisory Committee: The Sustainability Coordinator will work with and be an ex-officio member of a Sustainability Advisory Committee (SAC). This committee will replace the existing Environmental Responsibility Committee and will consist of two teaching faculty, two students, two staff, and two administrative faculty with ex-officio members including CEA director, Sustainability Coordinator, Facilities Director, head of food service, associate dean of Student Development, and the VP for Finance and Operations. SAC will be charged with assisting the Sustainability Coordinator in determining college sustainability priorities using the sustainability plan for guidance, tracking progress on the sustainability plan, and leading sustainability planning processes in the future. The workload of this committee is significantly reduced by having a Sustainability Coordinator working on the day-to-day operational side of sustainability at Earlham.

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

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

Office of the President, Senior Staff, Nominating Committee, CEA, VP for Finance and Operations, Associate Dean of Student Development, Director of Facilities, Director of Food Service, SAC

The institution's definition of sustainability:

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

No

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

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

Responsible Party

Jay Roberts

Assistant Professor of Education; Director Wilderness Programs
Education

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

All students are eligible to participate in Student Government through voting and seeking office and by applying to be representatives on all campus governance committees. Student government is made up of the following:

Earlham Student Senate (ESS), elected representatives who make up the Student Executive Council, a secretary of finance, a recording clerk and co-convenors and representatives from student committees, including the newly created Student Residence Council. Appointed positions to the ESS include at-large student representatives, organization representatives and student members of the College's standing committees.

Student Organizations Council (SOC), the branch of the ESG that allocates funds (derived from student activity fees) to student organizations on campus. The SOC grants recognition to student organizations, determines the amount of funding each receives and oversees all activities financed through those funds.

Student Activities Board (SAB), the branch of the ESG that provides social and cultural activities for the student body and acts as a co-sponsor for organizations that wish to put on larger programs and supports organizations in these efforts.

Student Nominating Committee (SNC), the branch of the ESG that nominates members of the student body to participate in College governance by serving on standing committees, such as the Committee for Campus Life.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
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:

Governance of all community decision making at Earlham is run through committees and students are represented on committees. The committees related to the areas above are as follows:

Establishing organization mission, vision, and/or goals: The Principles and Practices committee is convened cyclically to review the college's principles and practices and to make changes as deemed necessary by the community to those principles and practices.

Establishing new policies, programs, or initiatives: The Curricular Policy Committee guides the policies of the curriculum and has recently worked on policy related to research and immersion experience requirements across all programs.

Strategic planning: The college conducts strategic planning via the ad hoc strategic planning committee

Budgeting Staffing and Financial Planning: These occur through the budget committee

Communications processes and transparency practices: Students affect these processes via student government as well as through the advisory committee on campus life

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:

All staff are eligible to participate on the Employee Council.

The primary role of Employee Council is to provide another communication link between staff employees and the College and to provide a discussion forum for matters of general concern to staff employees. Employee Council is not intended to replace any regular channels of direct communication between the College and employees nor is it a policy making body.

Representatives of Employee Council serve on campus committees such as Budget Committee and Earlham Welfare Committee, and attend Faculty Meetings.

The secondary roles of Employee Council are to serve as a staff nominating committee when needed and to allocate Staff Professional Development Funds in response to employee requests (see Staff Professional Development Fund section).

Seven Employee Council members are chosen by staff employees annually. The Assistant Vice President for Business Operations also attends all Employee Council meetings and is responsible for appointing a staff employee to Employee Council to serve as secretary, with minutes subject to the approval of Employee Council. Employees may serve on Employee Council for more than three years.

Employee Council normally meets on a monthly basis, but may schedule more frequent meetings if a matter requires special consideration.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes

Prioritization of programs and projects

Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

See descriptions of committees in the student section- staff serve on the corresponding committees referenced in that section.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

All faculty participate in faculty meeting- a bi-weekly consensus meeting of the faculty of the college. All faculty are also eligible to serve on a variety of governance committees.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

In addition to the committee referenced for students and staff, faculty also serve on the following committees:

Curricular Steering Committee

The faculty authorizes CSC to plot curricular trajectories and make recommendations to the faculty about creating and laying down programs, majors, and departments in light of the curricular vision adopted by the faculty and the criteria for evaluating and initiating proposals listed above. The committee should have the College as a whole in mind whenever teaching faculty vacancies arise and recommend position allocation in the College's best interest. Further, the Committee will receive copies of Department and Program five-year reviews and Assessment reports for its information. It bears repeating that in contemplating curricular changes, the Committee should take into consideration position vacancies that are likely to occur in the near future – a five or more year window – rather than making decisions about each vacancy in isolation. This Committee, unless the faculty reaches consensus otherwise, is also charged with initiating a review of the curriculum every ten years.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Laura Hutchinson
VP of Student Development
Student Development

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 Diversity Aspiration Statement emphasizes our efforts as a learning community “to create social justice” and “to treat all humans with respect, honoring human dignity.”

The Office of Diversity and Inclusion affirms and supports these aspirations by initiating intercultural communication, providing training and workshops and bringing diverse speakers and groups to campus.

The Diversity Progress Committee (DPC) is charged with assessing and monitoring progress on our aspirations.

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

1

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

<http://www.earlham.edu/~diversity/>

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

	Yes or No
Students	Yes
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

The Office of Diversity and Inclusion is responsible for cultural competence training and activities for students. These activities include knowledge and skill-based sessions for student leaders addressing topics that include race, sexual orientation and social class. Over this coming year, this will be expanded to include individuals with disabilities and will evaluate broadly training that is best for the community.

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

Assessing Diversity and Equity

Responsible Party

Lisa Butch

Assistant Director of Sustainability
Center for Integrated Learning

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) :

Earlham administered the CIRP-sponsored Diverse Learning Environments Survey in spring 2011. The survey aimed to assess how well we are accomplishing the goals of our 2008 Diversity Aspirations Statement. The results of the survey are analyzed by the Diversity Progress Committee and incorporated into recommendations for actions/initiatives/policies.

Has the institution assessed student diversity and educational equity?:

Yes

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

The Diversity Progress Committee, along with the office of institutional research prepared the Diversity Progress Report in 2011 to analyze and interpret all the diversity data collected by the college through various assessments. The report includes analysis of student

diversity. The report is used by the Diversity Progress Committee in incorporated into recommendations for actions/initiatives/policies.

Has the institution assessed employee diversity and employment equity?:

Yes

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

The Diversity Progress Committee, along with the office of institutional research prepared the Diversity Progress Report in 2011 to analyze and interpret all the diversity data collected by the college through various assessments. The report includes analysis of employee diversity. The report is used by the Diversity Progress Committee in incorporated into recommendations for actions/initiatives/policies.

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

No

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

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

Support for Underrepresented Groups

Responsible Party

Laura Hutchinson

VP of Student Development

Student Development

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

The college supports several student led groups for underrepresented student populations including, but not limited to:

Black Men United
Black Ladies United at Earlham
Black Student Union
Pan-African Society at Earlham
AIDS Coalition Earlham
International Student Union
Asian Student Union
Spectrum (Queer student group)
Diversity Council
Womyn's Center
Active Minds
Action Against Sexual Violence

Various religious groups for students including: Quaker, Catholic, Jewish, Baha'i, Muslim, Humanists and Buddhist groups, Intersvarsity Christian Fellowship, and others.

We also offer the McNair Program, a support program for underrepresented and first generation college students.

The LIFT program is jointly sponsored and based primarily in the Lilly Library as outreach to first generation students, with a focus on academic development.

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

<http://earlham.edu/multicultural-affairs/>

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

Yes

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

The College uses a team-approach in order to be as inclusive as possible, given the differing types of discrimination/bias, as well as acts that may violate the code of conduct, or state/federal law. Those team members include but are not limited to the Directors of Public Safety, Counseling and Religious Life; the VP/Dean of Student Development, Associate Dean of Student Development; the Director of International Programs, the Coordinator of Disability Services, etc.

The Diversity Progress Committee will be developing a bias response policy in the coming year, but the College's Annual Campus Crime report is compliant in reporting known incidents of bias.

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

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

Yes

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

No

Support for Future Faculty Diversity

Responsible Party

Greg Mahler
Academic Dean
Academic Administration

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:

We have a post-doctoral fellowship program in cooperation with the University of New Mexico to hire new faculty members from historically underrepresented groups (Hispanic and Native American) for a two-year post-doctoral fellowship teaching position with the College.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Shenita Piper

Director of Admissions

Admissions

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
-

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

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:

Earlham College is committed to creating financial access for all qualified students, regardless of family income. This commitment is evident in the statistic that over 25% of enrolled students are eligible for a Federal Pell Grant, reserved for the highest need students.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

LIFT (Library Immersion Fellowship Team) Program works specifically with first-generation students to become better prepared to engage trending issues, explore information technologies, acquire additional research skills, and develop person connections with a small team of fellow students. This one-credit course involves weekly reading, research, and group discussions based on current events, various media

- Summer Writing Initiative (SWI) provides special writing assistance to students who would benefit from additional preparation in a summer session prior to their fall enrollment. While not reserved for low-income, first generation students, it was created in particular to serve this student cohort. This writing support is extended throughout Earlham's First Year seminar program.
- Earlham is a participating institution in the Ronald E. McNair Postbaccalaureate Achievement Program. The purpose of the McNair Project is to prepare low-income, first generation and underrepresented students for graduate study. The goal of the program is to have McNair participants complete undergraduate study and enroll in graduate programs at higher rates than non-McNair participants, and have these participants earn doctoral degrees in a variety of disciplines, with a particular emphasis on mathematics and science. Funds will support research opportunities and student services for the McNair Scholars.

A brief description of the institution's scholarships for low-income students:

Earlham does not have a general scholarship program reserved for low-income students. It does have a multi-cultural scholarship, the Cunningham, which is offered to high achieving, underserved students of color. In general, the college utilizes a variety of financial aid funds to assist low income students.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Partnerships with the National Hispanic Institute (NHS) and Ventures Scholars Program (VSP)

- Partnerships with over 160 community based organizations and college access programs
- Multicultural Fly-In Program: The Multicultural Fly-In Program is for African American, Asian/Pacific American, Latino/Latina, Native American, and Biracial admitted students who have received \$12,500 or higher in total merit/enrichment scholarships/awards and who have not visited the campus previously. Students accepted to the program will receive a round-trip ticket to the Dayton International Airport and will be picked up at the airport by one of the Admission's Office shuttle drivers
- Re-implemented the Multicultural Van/Bus Program. This program provides visit opportunities for multicultural students from the following cities: Chicago, IL, Elkhart, IN, Fort Wayne, IN, Gary, IN, Indianapolis, IN, South Bend, IN, and St. Louis, MO.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Increased Cunningham Scholarship Awards. Scholarships ranging from \$7500 to full tuition are awarded to African American, Hispanic/Latino(a), Asian American, and Native American students who meet the scholarship criteria

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Not at this time.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Not at this time.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Not at this time.

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:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

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	28
The graduation/success rate for low-income students	70
The percentage of student financial need met, on average	90
The percentage of students graduating with no interest-bearing student loan debt	20

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Dana North

Director of Human Resources and Operations
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

452

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

334

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:

92

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

92

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

The institution ensures that all full time employees are receiving wages above the federal poverty level which the institution defines as a living wage.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

334

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

We assess the federal poverty level and make sure that our wages are above that level.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid regular full-time employee makes \$11.63 plus benefits, which is \$24190 per year plus benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The lowest paid regular part-time employees receive minimum wage, which is \$7.25 per hour with no benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest paid temporary staff receive minimum wage, which is \$7.25 per hour with no benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

All college adjunct faculty are paid \$1000 per credit hour that they teach.

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 lowest paid student employees receive \$7.25 per hour with no benefits.

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:

Assessing Employee Satisfaction

Responsible Party

Dana North

Director of Human Resources and Operations

Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

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

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

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

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

available:

Wellness Program

Responsible Party

Dana North

Director of Human Resources and Operations
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Earlham offers an Employee Assistance Program free of charge to all employees (regardless of benefits status) through MetLife Insurance. All employees are eligible to 3 consultations with a licensed clinician per incident, per individual, per calendar. Employees may choose between in person or telephone/virtual sessions. Consultations are available for legal, financial childcare, identity theft, daily living services and more.

All students are eligible to meet with the college's counseling services and health services and can access a range of well-being services in those areas.

All students and full time employees receive full access to the Earlham Wellness Center including free fitness classes and use of fitness equipment.

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

Workplace Health and Safety

Responsible Party

Dana North

Director of Human Resources and Operations
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	20	22
Full-time equivalent of employees	339	295

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

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

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

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

For the purposes of this report, the baseline was established as the previous year and the performance year as the most recent year.

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

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Phil Morgan
Director of Investments
Business Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

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 Socially Responsible Investment Advisory Committee is a committee of both the Earlham Board of Trustees and the Earlham Foundation Board of Directors. The SRIAC is charged with the responsibility for proxy voting on corporate governance and social responsibility issues, for monitoring securities held by investment managers in separately managed accounts, for maintaining a list of excluded companies, for engaging corporations in order to change corporate behavior and improve society, and for engaging its constituent communities in education and consultation.

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

The positions for SRIAC are as follows:

3 Trustees/Directors appointed by the Earlham Board of Trustees

and the Earlham Foundation Board of Directors with at least one representative from each body.

3 Earlham Students (one of whom is an ESR student)

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

3 Earlham Faculty (one of whom is the Vice President for Financial Affairs)

Current Committee Members:

Sena Landey (Vice President for Finance and Administration, ex officio)

John Young (Trustee)

*Ray Ontko (Trustee and Chair)

David Jose (Foundation)

Tim McLarnan (Faculty), 7/12 - 6/15

Judi Hetrick (Faculty), 9/12 - 12/15

Aaratrika Bose (Earlham Student)

Pelle Tracey (Earlham Student)

One Earlham Student to be named

Karen Tibbals (ESR Student)

Examples of CIR actions during the previous three years:

The SRIAC updated its recommendations on which companies to include in its negative screens on the investment pool (recommendations are provided to investment managers).

The committee produced a formal response to the campus Boycott Divestment and Sanctions group, the letter is available to the campus in our community documents repository.

The committee formally responded to the campus ReInvestment campaign (a campaign to divest from coal companies and reinvest in renewable energies). The response committed the committee to working the ReInvestment campaign on the following:

"When appropriate, we should recommend, in accordance with the SRI policy, that Earlham engage in shareholder action to encourage responsible and sustainable

corporate behavior by coal and other fossil fuel-related companies in the Earlham portfolio of direct investments. (The SRI policy explicitly excludes mutual funds from SRIAC's purview. Earlham's SRI investment screens do not apply to mutual funds and limited partnership investments held by the Foundation.)

- For those fossil fuel companies unresponsive to shareholder action and whose business practices we judge to be irresponsible use of the environment (e.g, materially engaged in mountaintop removal mining practices), we must recommend divestment, in accordance with the SRI policy."

The website URL where information about the CIR is available:

<http://www.earlham.edu/policies/investing.html>

Responsible Party

Phil Morgan

Director of Investments

Business Office

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

350,566,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	5,000,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

The investments listed include public stock holdings in forestry product firms and REITs that practice renewable forestry, waste management/recycling firms and manufacturers of wind and solar power generation products.

It also includes private equity and venture capital investments in solar engineering/construction firms, developers of utility scale solar and wind projects, recyclers of organic materials and clean-tech companies.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

<http://www.earlham.edu/policies-and-handbooks/general/socially-responsible-endowment-investment>

[s-policy-for-earlham-college-and-the-earlham-foundation/](#)

Does the institution use its sustainable investment policy to select and guide investment managers?:

No

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

1. Peace: Screens related to Instruments of War

Because Quakers believe that warmaking is contrary to the desired order for which Friends have historically worked and witnessed, certain war-related companies are defined as outside the range of those companies in which Earlham desires to invest and derive profit.

2. Screens related to Simplicity

Because Earlham believes that certain behaviors are contrary to the desired order for which Friends have historically worked and witnessed, certain industries are defined to be outside the range of those in which Earlham desires to invest and derive profit. For these reasons, Earlham does not normally invest in securities of companies involved with tobacco, alcohol, and/or gambling.

Approximate percentage of the endowment that the negative screens apply to:

13

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:

[SRIAC Procedure Manual\(1\).pdf](#)

A brief description of how managers are adhering to proxy voting guidelines:

For the accounts that are directly held securities, the director of investments for the college votes on proxies in accordance with Earlham's SRI policy. We do so on all securities that we have the ability/authority to do vote on.

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:

The college has made direct inquires to companies about their engagements with mountaintop removal coal mining, we have not yet engaged in shareholder resolutions to address this issue.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Phil Morgan
Director of Investments
Business Office

Criteria

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

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

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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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.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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