Knox College

The following information was submitted through the STARS Reporting Tool.

Date Submitted: Feb. 12, 2015

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Institutional Characteristics

The passthrough subcategory for the boundary

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Institutional Boundary

Criteria

This won't display

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	Yes	Yes
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:

Operational Characteristics

Criteria

n/a

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

Endowment size:

104,000,000 *US/Canadian $*

Total campus area:

785 *Acres*

IECC climate region:

Cold

Locale:

Large town

Gross floor area of building space:

1,100,000 *Gross Square Feet*

Conditioned floor area:

1,070,000 *Square Feet*

Floor area of laboratory space:

38,338 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

84,153 *Square Feet*

Floor area of residential space:

48,000 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	21
Coal	30
Geothermal	0
Hydro	0
Natural gas	16
Nuclear	29
Solar photovoltaic	0
Wind	0
Other (please specify and explain below)	4

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

Starting in May of 2014, Green-E certified renewable energy certificates ensured that 100% of electrical power came from a mix of US-generated renewable sources, primarily biomass for the year of May 2014 - May 2015.

Energy used for heating buildings, by source::

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

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:

1

Number of academic departments (or the equivalent):

41

Full-time equivalent enrollment:

1,399

Full-time equivalent of employees:

461

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,399

Total number of graduate students:

0

Number of degree-seeking students:

1,377

Number of non-credit students:

22

Number of employees:

461

Number of residential students:

1,189

Number of residential employees:

3

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,150	0
Number of sustainability courses offered	36	0
Number of courses offered that include sustainability	65	0

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

26

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

41

Number of years covered by the data:

Three

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

Sustainability courses 2011-2013_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.knox.edu/Documents/Sustainability%20courses%202011-2013.pdf

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

The Dean of the College gave a survey to all faculty, requesting them to self-identify their courses as either sustainability-focused or sustainability-related.
The Sustainability Coordinator followed up with faculty and searched the catalog and syllabi for additional connections, creating a database.

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Additional program web sites:
Earth Sciences:
http://www.knox.edu/academics/majors-and-minors/earth-science

"---" *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:

30

Total number of graduates from degree programs:

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

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

Environmental Studies Major and Minor
Earth Science Minor

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

Students completing a major in Environmental Studies will be able to:
-Describe and explain the ecological dimensions of human experience.
-Use an interdisciplinary approach to consider social, political and economic factors that impact our environment.
-Analyze imbalances in economic and political power in the allocation and accessibility of resources among the world's people.

As Earth Science minors, students graduate with a detailed understanding of the science and current issues surrounding soils and agriculture, water resources, energy, or climate change, which is essential as we face the environmental challenges of the future.

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

http://www.knox.edu/academics/majors-and-minors/environmental-studies

Undergraduate Program

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

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

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

The program in environmental studies is designed to allow students with an interest in environmental issues to pursue the study of the complex relationship between human beings and the natural environment in a systematic way. An individual completing a major or minor in environmental studies should develop a fundamental understanding of the scientific principles underlying the dynamics of ecosystems and become familiar with the historical, socio-political and economic factors that have shaped many of our current environmental dilemmas. Students are strongly encouraged to supplement academic work at Knox with field experiences in such ACM programs as the Costa Rica Tropical Field Research program, or the Oak Ridge Science Semester.

Environmental Studies should be a valuable addition to the education of students contemplating careers in environmental science and related fields such as science education, environmental law, resource economics, conservation and administration in government or the private sector where a more sophisticated understanding of environmental issues has become increasingly important.

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

http://www.knox.edu/academics/courses-of-study/environmental-studies.html

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

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

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

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

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

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

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

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

Yes

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

Environmental Studies

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

The program in environmental studies is designed to allow students with an interest in environmental issues to pursue the study of the complex relationship between human beings and the natural environment in a systematic way. An individual completing a major or minor in environmental studies should develop a fundamental understanding of the scientific principles underlying the dynamics of ecosystems and become familiar with the historical, socio-political and economic factors that have shaped many of our current environmental dilemmas. Students are strongly encouraged to supplement academic work at Knox with field experiences in such ACM programs as the Costa Rica Tropical Field Research program, or the Oak Ridge Science Semester.

Environmental Studies should be a valuable addition to the education of students contemplating careers in environmental science and related fields such as science education, environmental law, resource economics, conservation and administration in government or the private sector where a more sophisticated understanding of environmental issues has become increasingly important.

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

http://www.knox.edu/offices/registrar/catalog/depts-and-courses-of-study/environmental-studies.html

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

Earth Science

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

As Earth Science minors, students graduate with a detailed understanding of the science and current issues surrounding soils and agriculture, water resources, energy, or climate change, which is essential as we face the environmental challenges of the future. Studying Earth Science along with a relevant major may also provide the background necessary to pursue such interdisciplinary fields as geomicrobiology or geochemistry, which are areas of increasingly exciting research in the sciences.

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

http://www.knox.edu/academics/majors-and-minors/earth-science

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

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

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

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

Graduate Program

Responsible Party

Shawn Tubb
Sustainability Coordinator
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

  And/or

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

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

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

Submission Note:

additional link:
http://cmstest.knox.edu/offices/bastian-family-center-for-career-and-pre-professional-developme
nt/internship-program/wild-salmon-conservation-and-restoration-internship.html

"---" *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 "Green Oaks Term" is an immersive full-term experience, in which a dozen students live on our 700-acre Green Oaks biological field station, taking unusual interdisciplinary classes focused on sustainability, environmental sciences, and anthropology. Students participate in field work on the tallgrass prairie, old growth oaks, second-growth oak-hickory forest, lakes, and streams. They complete a final project that explores a focused topic in a range of possible ways: creative work, research, scholarship, or a hybrid approach. Students are a part of building a small, experimental, high-functioning community that is fully integrated into its natural surroundings. Participants are expected, through this experience, to see the world differently, and change their life accordingly.

In the summer of 2012, the Sitka Alaska program was launched which takes a group of students on an immersive experience into the Alaskan wilderness and fishing villages to learn about sustainable business, fishing, and wildlife management.

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

http://www.knox.edu/academics/immersive-learning/green-oaks-term

Sustainability Literacy Assessment

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

Incentives for Developing Courses

Campus as a Living Laboratory

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

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

Student interns and volunteers actively manage and staff the campus farm, producing thousands of pounds of synthetic-chemical free produce for the student cafeteria. The students plan the crops, tend them, and harvest and record the products of the farm. The student managers communicate actively with the Director of Dining Services throughout this process, and learn not only about the process of producing food, but the logistics of its use and the integration of local food economies into large-scale food systems. Up to four student managers each year, and several dozen volunteers, gain experience on the Knox farm.

The campus outcome of these students' work is an increase in transparently grown, fresh local produce in the cafeteria, and growing enthusiasm among the student body for such food - the products of the Knox Farm are labeled clearly when they are served on the line.

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

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

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

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:

Four student workers are employed in the campus bike shop and administer a bike share cooperative. Many student volunteers learn mechanical skills in the shop, and together with Bike Club, the bike shop workers advocate for improved bicycling and pedestrian-safe infrastructure.

KnoxCorps fellows drive the campus electric car to all local job sites; they must plan according to the battery life, and experience the infrastructural limitations and benefits to alternative vehicles.

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:

Student interns in the Office of Sustainability help to plan and facilitate zero-waste events and low-waste initiatives on campus and in the surrounding community. Through weekly meetings and ongoing work, they observe the state of solid waste production and management on campus, create and update signage, instruct campus constituents on proper composting and sorting of waste, and quantify, transport, and process various waste streams after collection.

The results of these efforts are notable. Their role in the waste system on campus has resulted in increases in composting (from 200 lbs/day to 320 lbs/day over the course of the last academic year), improved the cleanliness of the compost stream, achieved successful

landfill-free events (Commencement 2014, the Sitka Salmon Bake in summer of 2014, and more), and educated hundreds of patrons of campus eating establishments and special events.

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:

The President's Council on Sustainability is a planning and governance body that makes direct recommendations to the President for sustainability initiatives that affect the college as a whole. This Council encourages (and achieves) active student engagement. The participation of each student at the table bears equal weight to that of staff, faculty, or administrator participation. Student members of the Council also participate in special task forces to address focused issues on campus, such as climate, waste, and sustainability governance. Outcomes of this Council have been changes in the campus energy contract, purchasing policies, building and grounds policies, direct contributions to the campus Strategic Plan, and the job description and selection of the campus Sustainability Director, among others.

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:

KnoxCorps fellows are placed in internship roles at public institutions, building connections between the campus and the community, and experiencing the political challenges of governmental and NGO work for social causes. These students have facilitated and introduced new programs involving food aid, health education, neighborhood improvement, and more.

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 MAD (Make a Difference) project is a requirement for every student who takes the introductory ENVS course, or 100-level sustainability course. The project, undertaken in pairs, requires students to fully familiarize themselves with a specific aspect of campus operations or management, and to research and propose a program or initiative that would decrease the environmental footprint of the school. Recent outcomes have been public transportation use guides (now featured on the campus website), recommendations for a reusable bag program for the C-store (implementation in progress), and contributions to the Galesburg Community Foundation's food solution endeavors.

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

Academic Research

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

17

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:

14

The total number of academic departments (or the equivalent) that conduct research:

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

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

Katherine Adelsberger - Environmental Studies
Stuart Allison - Biology
Monica Berlin - English
Steve Cohn - Economics
Catherine Denial - History
Lance Factor - Philosophy/Religious Studies
Magali Roy-Fequiere - Gender & Women's Studies
Jason Helfer - Educational Studies
Fred Hord - Black Studies
Helen Hoyt - Chemistry
Tim Kasser - Psychology
Kathleen Ridlon - Dance
Peter Schwartzman - Environmental Studies
Carol Scotton - Economics/Business & Management
Richard Stout - Economics
Jennifer Templeton - Biology
Brooke Thurau - Environmental Studies

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

The Sustainability Director conducted an email-based survey of faculty and staff, and then drew any additional names from the annual Dean's report of faculty research, publications, and accomplishments.

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

**Tim Kasser
-Hurst, M., Dittmar, H., Bond, R., & Kasser, T. (2013). The relationship between materialistic values and environmental attitudes and behaviors: A meta-analysis. Journal of Environmental Psychology, 36, 257-269.
-Kasser, T. (2013a). The potential of engagement in arts & culture to encourage values that support well-being, social justice, and ecological sustainability. In The art of life: Understanding how participation in arts and culture can affect our values (pp. 8-12). London, UK: Mission Models Money & Common Cause. Downloadable at:

http://valuesandframes.org/the-art-of-life/

.
-Kasser, T. (2013c). The deadline script in environmental communications. Solutions, 4(4),1.
-Ferguson, Y. L., and Kasser, T. "A Teaching Tool for Disengaging From Materialism: The Commercial Media Fast." In J. J. Froh, & A.

D. Parks (Eds.), Activities for Teaching Positive Psychology: A Guide for Instructors. (2012)

-Board member, Center for a New American Dream

-"Materialistic Value Orientation." In L. Bouckaert & L. Zsolnai (Eds.), The Palgrave Handbook of Spirituality and Business (pp. 204-211). London: Palgrave MacMillan. (2011)

**Peter Schwartzman

Schwartzman, David W. and Schwartzman, Peter D. "A Rapid Solar Transition is Not Only Possible, it is Imperative." In Carwell, H., Grant, B., Kadoda, G., Tharakan, J., Trimble, J., and Verharen, C. (eds.), Proceedings of the 5th International Conference on Appropriate Technology, pp. 109-116). (2012)

-Living Green…It is Happening but it Could Happen in a MUCH Bigger Way. Keynote Speaker. Environmental Summit. Western Illinois University. (2012) \

-Schwartzman, Peter D. & Schwartzman, David W. "A Solar Transition is Possible." Institute for Policy Research and Development. (2011)

**Stuart Allison

-"The Paradox of Invasive Species: Do Restorationists Worry About Them Too Much or Too Little?" In I.D. Rotherham and R. Lambert (editors) Invasive and Introduced Plants and Animals: Human Perceptions, Attitudes, and Approaches to Management, pp. 265-275. Earthscan Press, London, UK (2011)

**Diana Beck

-Schroth, S. T., Helfer, J. A., Beck, D. L., and Swanson, B. "Environmental Education Debate." In P. Robbins, H. Schiffman, and J. G. Golson (Eds.). Green Issues and Debates. Thousand Oaks, CA: SAGE Publications, pp. 197-205. (2011)

-Schroth, S. T., Helfer, J. A., and Beck, D. L. "Green Community-Based Learning." In P. Robbins, H. Schiffman, and J. G. Golson (Eds.). Green Issues and Debates. Thousand Oaks, CA: SAGE Publications, pp. 263-268. (2011)

**Jason Helfer

-Helfer, J.A., with Schroth, S.T., Beck, D.L., Swanson, B., and others. Entries in P. Robbins, H. Schiffman, and J.G. Golson (Eds.), Green Issues and Debates, including: "Environmental Education," "Green Community-Based Learning," "Kyoto Protocol," "Political Persuasion." (2011)

-Schroth, S. T., Helfer, J. A. and Fletcher, J. R. "Environmental Law." J. Newman and J. G. Golson (Eds.). Green Ethics and Philosophy. Thousand Oaks, CA: SAGE Publications, pp. 190-196. (2011)

-Schroth, S. T., Helfer, J. A. and Davis, E. V. "Forest Preservation Laws." J. Newman and J. G. Golson (Eds.) Green Ethics and Philosophy. Thousand Oaks, CA: SAGE Publications, pp. 225-227. (2011)

-Schroth, S. T., Helfer, J. A., Romano, V. M., and Others. Entries in P. Robbins, J. Newman, & J. G. Golson (Eds.), Green Education: An A-to-Z Guide, including "Allegheny College," "Columbia University," "Environmental Literacy Council," "Global Green Day," "Haifax Declaration," "Higher Education Associations Sustainability Consortium (HEASC)," "Integrating Sustainability Education Concepts Into K-12 Curriculum," "Lüneburg Declaration," "NAEP Sustainability Institute," "Outdoor Education," "Sustainability Topics Correlated to State Standards for K-12," "Sustainability Topics for K-12," "University of Copenhagen," "University of Minnesoa," "University of Virginia (ecoMOD)," "Vocational Education and Training." (2011)

The website URL where information about sustainability research is available:

http://www.knox.edu/Documents/Sustainability%20Research%20at%20Knox%202011-2013.pdf

Support for Research

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:
No

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

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

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
No

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

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

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

Yes

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

A faculty member's interdisciplinary research and/or research collaborations among faculty from different fields is positively recognized in tenure and promotion evaluations.

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

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

Yes

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

Reference guides tailored for individual courses are provided through the library website, are updated continuously, and include courses that are both sustainability-related and sustainability-focused.

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

Access to Research

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
1,402

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

Number of students served (i.e. directly targeted) by the program (1st program):
1,402

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

Sustainability interns are the arms of the Office of Sustainability. They facilitate communication between the Office and student body. Examples of recent outreach activities include the "compost ambassador" program (the interns, aided by additional volunteers, took shifts attending to the new waste receptacles in the student snack bar, helping users understand how to use the system, answering questions about how Knox College handles their compost and recycling, and teaching about the implications of recycling options in rural America).

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

Sustainability Interns are interviewed by the Office of Sustainability, and hired on the basis of their reliability and ability to connect with a broad range of student constituents on campus.

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

Weekly meetings between sustainability interns and the Director of Campus Sustainability Initiatives provide the base knowledge necessary to conduct appropriate outreach activities on the campus.

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

The Office of Sustainability annually employs sustainability interns for a total of 30 hours per week.

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

Residential Assistants

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

379

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

Residential Assistants (RAs) serve as peer counselors for students in their residential suite. Among their duties, these student educators are tasked with disseminating and maintaining awareness of campus sustainability practices, starting with formal orientation of their residents, and followed by continuous updates when new information is available, or reminders are deemed necessary.

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

Residential Assistants are hired, after an interview process, by the Office of Student Life.

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

Prior to their term of service, RAs undergo formal training to serve as peer counselors for students in their residential hall. These student educators receive training

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

RA students are paid through the office of Student Life.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

Sustainability is a major component of New Student Orientation. The theme from 2012-2014 was "One Community" and within that framework of inclusivity and community outreach, we planned tours and service activities off campus to introduce new students to the history, neighbors, and social and environmental issues around campus. We also had a major recycling drive to attempt to collect 100% of the cardboard and recyclable plastic brought onto campus during move-in. We held sustainability training for all RAs, Orientation Leaders, and Admission Ambassadors; had sustainability tabling during all events; and held a mandatory sustainability 101 presentation for all new students. We also held a Bike-In Movie with free local and organic pizza and popcorn as part of official orientation events.

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

Student Life

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No

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

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

Student Senate Sustainability Committee
The Student Senate has several important functions on the Knox campus. It provides a forum for debate on campus issues, makes recommendations concerning those issues, has a role in determining how student activity fee funds will be spent and makes student appointments to faculty committees. The Senate Sustainability Committee deals directly with issues on campus involving sustainability.

KARES
KARES (Knox Advocates for Recycling and Environmental Sustainability) seeks to promote education and support of environmentally-friendly practices and issues (including pollution, sustainability, and city sprawl) and encourages recycling,. The club also hosts events like Earth Day celebrations and spring gardening. KARES works to encourage recycling on campus in various ways. The club also works to educate students about various environmental issues.

Outdoor Recreation Club
The Knox Outdoors Club is on campus to promote people being outside and doing various outdoor activities. Past events have included rock climbing, spelunking, horseback riding, camping, and canoeing.

Garden Club
The Knox Community Garden is a student-run project that promotes sustainable agriculture on campus. There are a variety of vegetables, fruits, herbs, and flowers planted each spring and fall.

Food for Thought
Food for Thought promotes educational activities about making sustainable food decisions. It also works with the campus dining services to make sustainable changes.

Friends of Green Oaks (FOGO)
FOGO hosts events such as trail clearing, invasive species control, campouts, and leisure activities at Knox's 700-acre woodland and prairie preserve.

Eco House
The Eco House is one campus housing option solely dedicated to living in a sustainable manner. Residents work together to show how such a lifestyle is practical and functional.

The Free Store
The Free Store is a student-run "store" where students can leave items such as clothing, books, and school supplies that are in good condition for other students to take for free.

Bike Club
The Bike Club was founded to promote bicycling for commuting and recreation. The Club has helped to maintain and promote the Bike Share program.

Knox Food Coalition
Knox Food Coalition was founded to promote more sustainable food options on campus, in particular more local food in the cafeteria.

Making Things
Making Things was founded on the principle of creating new things or art out of found objects and "trash" thereby reusing them.

Growing Galesburg
Growing Galesburg was founded to increase awareness of local food issues, promote the Galesburg Farmers Market, and foster relationships with local farmers and CSAs. Knox students were given "Knox Bucks" to spend at the Farmers Market, increasing

attendance.

FIJI
FIJI is one of Knox's fraternities that has implemented a Sustainability Chair and is working to "green" its campus house and educate its members on sustainable issues.

The website URL where information about student groups is available:

http://www.knox.edu/sustainability

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:

Knox College has had an on-campus organic garden, started by students, since at least 2008. The Knox Community Garden is adjacent to Eco House and provides opportunities for any student to learn about organic gardening, composting, etc.

The Knox Farm was founded in 2011 and is a curriculum-based urban farm used for Environmental Studies classes and research projects. The Knox Farm is expanded in 2014 with the addition of growing infrastructure, funded with student activity fees and grants. In the first year of operation, the high tunnel, managed and staffed by students, yielded 2000 lbs of vegetables and fruits for the campus.

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:

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

A brief description of the sustainable investment or finance initiatives:

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

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

EquiKnox lecture series
This biannual lecture focuses on the broad themes of sustainability, attempting to educate the larger campus community and bring new

voices into the dialogue. Past speakers have included geologists, food experts, scientists, artists, and writers.

Bioneers Conference
This annual conference is hosted at Knox College and includes web streaming of the conference in California along with a keynote speaker and many other local experts on sustainability.

Earth Month
Students organize many events during April each year to highlight sustainability and environmentalism.

Many other campus events occur throughout the year related to diversity, social justice, economics, and the environment.

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

http://www.knox.edu/sustainability

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

In Spring of 2013, Ben Solee, an American cellist, singer-songwriter, and composer known for his political activism spoke and performed at Knox as part of the EquiKnox series. The EquiKnox series regularly includes an artistic or musical component that supports the message of Sustainability.

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

http://www.knox.edu/about-knox/our-values/sustainability/events

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

The Green Oaks Term is an opportunity for committed students to live and study at Green Oaks Biological field station.
The Outdoor Recreation Club is a student organization that plans regular outings that follow the Leave No Trace principles.
Meanwhile, Environmental Studies course field trips, Geology course field trips, the Alaska summer program, National Parks course field trip, and Green Oaks summer term all provide curriculum-based outdoor education opportunities that also follow these principles.

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

http://www.knox.edu/academics/immersive-learning/green-oaks-term

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:

Eco House, a residence dedicated to celebrating and practicing earth-conscious living, accepts students as space is available.

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

A brief description of sustainability-focused student employment opportunities:

Various sustainability-focused internships are available on campus, including three 10-hour per week Office of Sustainability staff positions, two 10-hour per week head bicycle mechanic positions, and two 5-hour per week bicycle mechanic intern positions.

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

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

Knox students are offered the opportunity to sign the Graduation Pledge of Social & Environmental Responsibility, and to wear the associated green ribbon on their commencement regalia.

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

http://www.knox.edu/news/news-archive/graduating-seniors-take-pledge-for-environmental-responsibility

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

The President's Council on Sustainability offers students the opportunity to join with faculty, staff, and administrators in defining the priorities and actions of the college with regards to sustainability. This group meets weekly, and participating students contribute through decision-making task forces, discussion and deliberation.

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

http://knox.edu/sustainability

Outreach Materials and Publications

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Knox College created a sustainability website in 2008 and has continuously updated it to reflect the priorities and projects of the institution.

The website URL for the central sustainability website:

http://www.knox.edu/sustainability

A brief description of the sustainability newsletter:

The sustainability newsletter is a monthly report from the Office of Sustainability, updating the campus community and alumni about sustainability initiatives at Knox College.

The website URL for the sustainability newsletter:

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

The Office of Sustainability maintains a Facebook page, as well as a Twitter feed;

https://www.facebook.com/SustainabilityAtKnoxCollege

and

https://twitter.com/SustainableKnox

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

https://twitter.com/SustainableKnox

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

The website has a page for Academics & Research which houses various documents and information related to student research on sustainability and related topics.

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:

All food coming from the Knox Farm is labeled as such in campus dining venues.

Special signage in the cafeteria and other eating venues explain the importance of reusable to-go containers; composting; and local ingredients.

Special notices about the Knox sustainable food system are periodically inserted into the napkin holders at the Gizmo Cafe.

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

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

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

A brief description of the sustainability walking map or tour:

At alumni reunions and friends&family events, walking tours of the Knox Farm and sustainability features of the school are offered. On request, this tour can be replicated. Student guides leading prospective students around the campus regularly point out sustainability features, as well.

The website URL of the sustainability walking map or tour:

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

The Sustainability website has a resource page for information on sustainable transportation options including local bus service, car pooling, bike sharing, Amtrak, walking and cycling.

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

http://www.knox.edu/Documents/How%20to%20use%20Galesburg%20City%20Buses.pdf

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

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

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

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

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

A "sustainability corner" feature of the Knox Student newspaper regularly updates the campus on sustainability issues and progress on campus. A sustainability blog is also featured in the online student newspaper.

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 campus annual report on sustainability is a yearly update for students, staff, alumni, and friends of the College focusing on progress, plans, and initiatives relating to sustainability at Knox College.

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

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):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

2013 was the first year that Knox College is participating in RecycleMania.

Recycling and landfill rates on campus have not been tracked, though recycling bins are located in every residence hall room and all classrooms and throughout campus. We are hoping that by participating in RecycleMania and getting more students involved and engaged in the competition, that we can begin to track our waste diversion rate, increase recycling rates, and improve overall sustainability awareness.

The student organization Knox Advocates for Recycling & Environmental Sustainability (KARES) is helping organize and solicit volunteers for RecycleMania. KARES is also working with the Resident Advisors to put on programs to educate residents about recycling and get them more engaged in the competition.

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

Since the diversion rate has not previously been tracked, we will have that data as a major positive impact from participating in RecycleMania. In addition, increased awareness and participation among the student body, faculty, and staff should increase recycling rates.

Student involvement and organizing will lead to positive development and community building.

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

The name of the campaign (2nd campaign):

End of year move-out waste diversion

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

At the end of the spring semester, collection boxes are spread throughout the residences on campus, and crews of volunteer and paid staff, sort as much recoverable material as can be diverted from the waste stream. Food and toiletries are brought to the women's shelter; clothing, household and school supplies are brought to the campus free-store, excess usable items are brought to local charities, and electronics, textiles, and traditional household recyclables are transported or stored for collection by recycling partners.

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

In 2014, approximately 11 tons of material was diverted in two weeks (compared to a baseline year of 2010). The project, through the free store, simultaneously served many incoming students in need of personal supplies, and through the external charitable contributions served the needs of many needy community members.

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

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

Faculty and staff have been encouraged to reduce waste and improve their offices' environmental and social consciousness through the office supply share, the waste-free move initiative, and the sustainable special events initiative. Links to resources for faculty and staff, as well explanations of these programs, are available here:

http://www.knox.edu/about-knox/our-values/sustainability/resources-for-the-knox-community

Employee Educators Program

Responsible Party

Shawn Tubb
Sustainability Coordinator
Office of Sustainability

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

100

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

The Office of Sustainability maintains a website, which the Human Resources Department directs new employees to explore. This resource includes information on the following sustainable initiatives at Knox College:
All-College Committees and other ways to get involved
Local Food initiatives such as the Farmers Market, community gardens, CSAs, etc.
Recycling, Composting, & Waste
Sustainable transportation options such as Bike Share, Ride Share, and Bike Shop
Events and Programming
Community Engagement
Wellness Programs
+ other general tips and sustainable policies and procedures

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

http://knox.edu/sustainability

Staff Professional Development

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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

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

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

No

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

attended AASHE National Conference in 2012
attended Illinois Governor's Sustainability Symposium in 2014
small groups participated in many AASHE sponsored webinars throughout the past academic year

Annual events available to staff:
Illinois Stewardship Council annual meeting
AASHE hosted or sponsored webinars

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

5

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

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

Community Partnerships

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:

KnoxCorps
Knox College and the Galesburg Community Foundation have partnered in an innovative civic engagement program known as KnoxCorps. Officially launched in the fall of 2012, thirteen recent graduates and current students took up positions with local non-profit organizations to support and staff important initiatives and to bring additional energy and commitment to those organizations.

Center for Community Service
The Mark and Jeannette Kleine Center for Community Service works to meet the needs and interests of the Knox community to engage in volunteer and service projects in Galesburg and the Knox County area. The Center coordinates a wide range of volunteer service and charitable activities, working with students, student organizations, faculty, and staff. The Center is part of the Office of Student Development.

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

Yes

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

The Director of Campus Sustainability Initiatives serves on the advisory board for the Galesburg Sustainable Business Center.
The Office of Sustainability has partnered with local sustainable businesses to model waste-free events. The school has allocated staff time, student volunteers, and resources to these events.

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

Yes

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

The Office of Sustainability and the Office of Community Relations, in addition to several Knox students, have been working closely with the Galesburg Community Foundation, meeting regularly to address food security and sustainability issues community-wide. Staff time and resources are allocated to this project.

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

The website URL where information about sustainability partnerships is available:

http://www.knox.edu/academics/distinctive-programs/knoxcorps.html

Inter-Campus Collaboration

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:
No

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

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

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

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

Continuing Education

Responsible Party

Shawn Tubb
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,076

Total number of students :

1,399

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

Yes

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

58,223

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

No

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

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

Yes

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

Service is included in criteria for faculty review and promotion

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

http://www.knox.edu/offices/government-and-community-relations/civic-engagement-at-knox-college
.html

Community Stakeholder Engagement

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

And

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

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

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

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

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

Yes

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

Activities of the College are clearly and timely communicated to all stakeholders, including trustees, faculty, staff, students, parents, alumni and the local community as appropriate to ensure adequate communication and consultation. In matters that affect the local community, the College seeks input from groups of stakeholders, such as the business community, houses of worship, local community groups, local legislators and public officials.

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

Knox identifies stakeholders as those individuals who have a significant connection to the college as students, employees, alumni, contributors, and partners. Each constituency is connected to the College through a variety of communication channels. These communication channels include e-newsletters, mailings, meetings, and social gatherings. Appropriate channels may also include personal visits or programs with community organizations, such as service clubs.

List of identified community stakeholders:

Trustees, alumni, students, faculty, staff, community partners (non-profits and businesses), local community members, retired employees, parents of current and former students, donors, prospective donors, prospective students (and their parents), legislators (local, state, and national). The College considers students and employees -- as residents of the community -- to be both internal and external stakeholders.

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

The KnoxCorps (

www.knox.edu/knoxcorps

) is a community engagement partnership between Knox College and the Galesburg Community Foundation. This partnership -- now in its second year -- places recent graduates and current students in local non-profit organizations, where they contribute to the improvement of operations, service, and visibility for the organizations. Examples of community partners include the Sustainable Business Center, Knox County Health Dept., FISH Food Pantry, Knox Prairie Community Kitchen, and others. The recent graduates are supported by the local business community, who contribute the funds to support their stipends. The students are supported by College work-study funds for their service to the community.

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

http://www.knox.edu/alumni/knox-magazine-and-more/knox-magazine-archives/fall-2013/knoxcorps.html

Participation in Public Policy

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

Knox advocates at the local level with the Galesburg City Council to promote sustainable activities and policies. Knox also collaborates with other public entities to sychronize efforts.

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

Knox advocated at the Galesburg City Council for a approval of two high-tunnels for growing produce. These high-tunnels not only generate better opportunities for educating the college and community about sustainable growing practices. They also increase the availability of locally grown produce.

Knox advocated for the development of bike lanes on selected thoroughfares that lead to popular destinations in Galesburg. This advocacy involved collaboration with the Knox County Health Department as part of their "Complete Streets" initiative to create more bike friendly streets in Galesburg.

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

Knox does not make monetary contributions to political entities.

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

http://blog.knox.edu/knoxinthenews/?p=1164

Trademark Licensing

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

No

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

No

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

No

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

Trademark Licensing

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.

Hospital Network

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Knox has comprehensive energy usage inventories for all buildings from 2006 to 2013 and inventories for the core campus (which makes up 90% of all energy usage) from 1999 to 2013. Data from 2009-2010 was used for a GHG audit, using the "Clean Air - Cool Planet Campus Carbon Calculator"

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	6,882.90 *Metric Tons of CO2 Equivalent*	5,764.10 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	114.60 *Metric Tons of CO2 Equivalent*	116.30 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	5,685.70 *Metric Tons of CO2 Equivalent*	7,073.70 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	562.30 *Metric Tons of CO2 Equivalent*	699.60 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	**Baseline Year**
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	1,100 *Metric Tons of CO2 Equivalent*	1,100 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	30 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

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

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

Carbon sequestration is calculated for the ~640-acre forest at Green Oaks. We used the value of 1,060 pounds of carbon/acre/yr (from USDA Forest Service General Technical Report WO-59 August 1992) Page 39; then converted C to CO2

A brief description of the composting and carbon storage program:

In 2012, compost of most pre-consumer cafeteria materials began (approximately 30 tons/year). 100% of campus landscaping waste is composted either on or off-site. (Since this assessment was conducted, the school has increased composting efforts to include all pre- and

post-consumer food in sit-down dining establishments.

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,216	1,105
Number of residential employees	3	3
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,408	1,229
Full-time equivalent of employees	384	346
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2005	June 30, 2006

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

Gross floor area of building space, performance year:

1,100,000 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	38,338 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	84,153 *Square Feet*

Scope 3 GHG emissions, performance year::

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

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://www.knox.edu/sustainability

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

Outdoor Air Quality

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Prohibiting Idling
Knox College recognizes that idling vehicles waste money and contribute to localized air pollution and global carbon emissions. Gasoline is quickly consumed while idling a vehicle (for every two minutes idling an engine, the same amount of fuel used to drive one mile is burned). Knox College prohibits campus vehicles and discourages other vehicles from idling while on the campus, except when necessary for certain circumstances (e.g. buses may turn on engines up to 15 minutes before passengers board).

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:

http://www.knox.edu/Documents/Sustainability%20Policies.pdf

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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.

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

Indoor Air Quality

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

1,000,000 *Square Feet*

Gross floor area of building space:

1,100,000 *Square Feet*

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

Temperatures are maintained by the automated building control system.

The heating plant has a scheduled filter change out plan that varies by building, system and filter type. Some filters are changed monthly while others are quarterly. Some buildings spaces are based on 100% outside air while others recirculate and add mixed outside air to maintain a minimum standard of fresh air.

There are multiple reporting practices either by the work order line, work order email or verbal calls to either the plant or the Director of Facilities.

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

> • Local and community-based

> And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

3

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

Knox local produce purchase list.pdf

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

See attached document showing seasonal local produce purchase list with weekly/biweekly delivery amounts.
The Knox Farm produced an additional 2000 lbs of synthetic chemical-free, local produce during academic year 2013-14.
Additionally, fair trade certified coffee is sold in campus dining venues.

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

No

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

0

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

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

There are no franchises or contract operators - all venues are operated in-house.

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

Knox College tries to buy from local farmers and meat producers from within 150 mile radius, as well as local bakers. A large percentage of coffee served on campus is certified organic.

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

We maintain a record of local purchases based on invoices received from local vendors.

Total annual food and beverage expenditures:

1,457,000 *US/Canadian $*

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

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

Has the institution achieved the following?:

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

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

n/a

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

Low Impact Dining

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

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

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

    Or

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

Part 2

Institution:

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

    And

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

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

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

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

22.90

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

We record purchases and maintain separate inventories for all mayor food categories such as meat, dairy, produce, dry goods, etc.

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"):

32% of all in-house, recipe-based prepared meal plan/cafeteria items are vegan. This figure does not include salad bar or prepared items purchased. Signage on all cafeteria food includes information on vegetarian/vegan appropriateness. On Meatless Mondays once per term, all board plan cafeteria outlets refrain from serving meat. Local Burger Fridays once per term promote awareness of local and sustainable meat stewardship practices.

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:

1,457,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

329,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

5,876 *US/Canadian $*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

<div align="center">

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

</div>

Criteria

Part 1

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

Part 2

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

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

Submission Note:

Lab space recorded does not include computer labs.

Source-site ratio based on "Source Energy and Emission Factors for Energy Use in Buildings" M. Deru and P. Torcellini (
http://www.nrel.gov/docs/fy07osti/38617.pdf
)

"---" *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	148,666 *MMBtu*	159,466 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	29,595 *MMBtu*	28,922 *MMBtu*

District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,100,000 *Gross Square Feet*	1,000,000 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	84,153 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	7,277
Cooling degree days	1,004

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.32
District steam/hot water	1

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

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

Baseline Year	July 1, 2005	June 30, 2006

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:

Timers controlling HVAC are in place, and controlled through the Building Air Control system.

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

Knox College Facilities have been installing and retrofitting campus lighting with more energy-efficient LED lighting. Some of the major areas have included the outdoor campus lighting and the lighting in the T. Fleming Fieldhouse. The newly renovated Alumni Hall has LED lighting as well.

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

Sensors are present in many areas subject to frequent changes in occupancy.

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:

In 2006, as part of a 2.5 million dollar energy upgrade, air handling units were recommissioned. This included duct repair and rebalancing units to original building specifications.

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

The energy tracking system that the College has is an Excel spread sheet that the Director of Facilities maintains. All utility consumption data is updated monthly. The tracking can be done by building and/or meter for monthly, yearly and multiple years for gas, water and

electricity.

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

As Knox College replaces appliances, we replace them only with Energy Star appliances. In December of 2013, the college replaced all laundry machines with top-loading energy star washing machines.

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

We have implemented an in-house policy that for every mature tree removed, we replace it with two trees.

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

None at the time. All vending machines are owned by a third party.

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

Within the central plant, Knox Facilities monitors and manages control of steam and chilled water, including daily water testing, bi-weekly third party management of chemical treatment, and a service contract to maintain peak performance of the chillers and boilers.

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

Clean and Renewable Energy

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	6,215 *MMBtu*

Total energy consumption, performance year:

148,666 *MMBtu*

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

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

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

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

In May of 2014, Knox purchased enough Green-E Certified RECs to account for 100% of the coming year's electricity consumption.

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

http://www.epa.gov/greenpower/partners/partners/knoxcollege.htm

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	785 *Acres*
Footprint of the institution's buildings	25 *Acres*
Area of undeveloped land, excluding any protected areas	30 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	30 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	700 *Acres*

A copy of the IPM plan:

The IPM plan :

The College uses the four-tiered IPM approach for the 7 acres of athletic fields we have as well as the approximately 23 acres of grounds on campus. Chemical control is always the last resort. We have visual thresholds and monitor fungal and insect pest damage. We try to maintain healthy plants with limited excess nutrient availability. Only in situations where weather or density will not control an issue do we use chemical control to prevent loss of turf. No control is used on trees or non-turf plant material.

The 23 acres of grounds on campus are not treated with chemical pesticides.

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

Knox College maintains a heavy focus on sustainable landscaping. One of the most important aspects of that is plant selection for various locations. Putting the appropriate plants in selected areas keeps maintenance inputs down. It allows us to use less water and fertilizer to maintain plant health. We also do a great deal of plant pruning. Opening up the canopy allows for better air movement and reduces

disease and fungal growth. Knox uses about 200 cubic yards of mulch annually. Mulch allows for improved soil moisture without the need for irrigation and helps keep down weeds. All of the mowing on campus is done to recycle grass clippings. At no time to we ever bag or remove clippings from the lawn. This allows fertilizer inputs to remain very low. The Grounds department also incorporates organic fertilizers into both the plantings and turf as well as PH-changing components like lime and humic acid, to make different nutrients available at certain times of the year and reduce the need for additional fertilizer. We maintain a very high disease threshold. Unless key grounds personnel believe the tree, plant, or turf cannot survive the pest, chemical treatment is avoided.

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

Existing plant material is almost always reused on campus. There are a few times every year when plants have to be removed due to construction or projects. When this happens we do our best to transplant the material in another appropriate location. The removal of plant material is only considered when safety is concerned. Although not a popular choice, occasional trees must be removed if they are deemed unsafe. This recommendation is usually given by a certified arborist if it is not immediately obvious. Most of the plantings on campus consist of a mix or solely of native material. Plant selection is the most important part of IPM. There are a few invasive species that we deal with on campus. In the case of Japanese beetles we occasionally have to use chemical treatment to save existing plants. Most invasive weeds are controlled by maintain healthy turf through proven cultural practices.

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

grass clippings are left on all lawns, branches and other yard waste is mulched

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

Sand top dressing - add organic matter (peat moss usually limited to athletic fields) aerification to open up hard soils, don't heavily manage turf through chemical use or fertilization - run bare minimum of U of I recommendations on NPK use. Supplemented with polycoated fertilizers rather than sulfur coated.

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

Locally quarried mason sand and rock, use some lime to adjust soil pH

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

More efficient sprinkler heads (less water but more coverage), allow soaking time to prevent runoff

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

Grounds uses a calcium chloride-based product to melt icy sidewalks but uses sand whenever possible to avoid use of salt.

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

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

No

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

http://departments.knox.edu/landscape/

Biodiversity

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
No

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

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

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

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

At Green Oaks Field Station, we do regular sampling of the prairie plant species (by Prof. Allison), spring wildflowers (Allison), tree species in selected areas of Green Oaks (Allison) and the bird species (Prof. Mountjoy). Other groups are surveyed on an occasional basis by faculty and students.
While we do not go out and specifically monitor Green Oaks in an attempt to identify endangered and vulnerable species, we do have regular monitoring programs for several taxonomic groups that allow us to identify those species if they are present at Green Oaks.

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

We know that we have 4 toed salamanders (a state listed species) living and reproducing at Green Oaks. We have not encountered any "listed" plants but we do have many plants that are considered indicators of high quality habitat - species that we would expect to find only in fairly intact and undisturbed habitat. Prof. Mountjoy has identified bird species that are rare. Henslow's sparrow has been observed breeding at Green Oaks.

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

Knox College's Green Oaks Biological Field Station, located near the Spoon River in eastern Knox County, is about 20 miles (32 kilometers) east of the Knox campus. Green Oaks is both a research and recreation area. It encompasses 700 acres (283 hectares) of forest, grassland and aquatic habitat and is the second site in the nation where a tallgrass prairie was restored. Sections of the restored prairie are burned annually to preserve its native species composition.

Green Oaks includes stretches of uncut native forest, centuries-old oak trees, but also placid lakes and ponds where strip mines once scarred the land. Open fields that once grew corn have given way to one of the Midwest's oldest and most successful prairie restorations.

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

http://www.knox.edu/academics/academic-facilities/green-oaks.html

Purchasing

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

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

Electronics Purchasing

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

Sustainability Policies.pdf

The electronics purchasing policy, directive, or guidelines :

Knox College recognizes the impact that more energy-efficient computers and monitors can have on sustainability. By saving energy, reducing heat loads within buildings, and encouraging recycling and industry best practices, Electronic Products Environmental Assessment Tool (EPEAT) certified products can further Knox's sustainability goals while saving the institution money. Knox College purchases EPEAT Silver or higher computers and monitors, and encourages the purchase of EPEAT certified specialty electronics whenever possible.

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

Computer and electronics purchases for school use are almost exclusively approved conducted through the IT Department and Audio-Visual Department. The head of each department is aware of the purchasing policy and responsible for aligning department activities with it.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	102,000 *US/Canadian $*
EPEAT Gold	0 *US/Canadian $*

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

125,000 *US/Canadian $*

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

http://www.knox.edu/Documents/Sustainability%20Policies.pdf

Cleaning Products Purchasing

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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

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Submission Note:

Expenditure figures are for July 1, 2013 - June 30, 2014.

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

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

Yes

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

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

Knox College acknowledges the important role that cleaning practices play in overall sustainability goals. By streamlining operations, using less water, using less product, and using more environmentally-friendly products, the Knox community can reduce its impact. Knox encourages the purchase of Green Seal or EcoLogo certified cleaning products, whenever possible.

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

Knox College building services department encourages janitorial staff to test and offer feedback on new cleaning products, and where reasonable, their preferred choice is used.

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:

1,581.17 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

12,614.90 *US/Canadian $*

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

No

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

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://www.knox.edu/sustainability

Office Paper Purchasing

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Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

</div>

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Expenditure figures are for academic year 2013-2014

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

Knox College recognizes that the purchase of recycled content paper reduces deforestation, thereby increasing the number of trees available to reduce climate change, protect habitat, and maintain human culture and diversity. Purchasing recycled content office paper also supports the industry, encouraging more production of recycled products. The Knox community will strive to reduce paper usage through limiting printing and encouraging electronic communications, and encourage the purchase of the highest percentage recycled content paper possible for campus printers.

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

Purchasing department is in charge of office paper procurement for all departments, so consistency and adherence is ensured.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	24,486 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	0 *US/Canadian $*

Total expenditures on office paper :

24,486 *US/Canadian $*

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

http://www.knox.edu/sustainability

Inclusive and Local Purchasing

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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.

Submission Note:

The percentage of total purchases represented here reflects only purchases tracked for ICAP funding projects. As Knox has a purchasing policy favoring local and historically underutilized businesses, the true number is much higher. However, such purchases are not tracked separately from general purchases.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

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

Knox College acknowledges the importance of supporting historically underutilized businesses, minority-owned businesses, and women-owned businesses in order to continue our long tradition of inclusivity. We will regularly monitor our support of these historically

underutilized, minority-owned, and women-owned businesses and seek improvement.

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

No

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

0.05

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

http://www.knox.edu/sustainability

Life Cycle Cost Analysis

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

Guidelines for Business Partners

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

None

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

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

For selected special events, catering companies are required to adhere to a zero-waste policy.

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

At the special events referenced above, caterers have been under the observation of the Office of Sustainability, and received feedback on their performance. Leading up to the event, the Office of Sustainability meets with and coaches the company on strategies for waste-free events, and aids in addressing the challenges it presents. These relationships have resulted in alterations in servingware and condiment types purchased, with a significant, observable reduction in solid waste associated with special events.

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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 :

27

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	3
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	6

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

Knox College recently installed an electric car charging station with parking and charge ports for two passenger vehicles. Grounds uses electric vehicles when possible, and uses biofuel in tractors, mowers, and other diesel equipment when the weather and warranties permit.

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

Student Commute Modal Split

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

94

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)	6
Walk, bicycle, or use other non-motorized means	92.80
Vanpool or carpool	0.90
Take a campus shuttle or public transportation	0.30
Use a motorcycle, scooter or moped	---

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

A campus-wide survey was issued by the Sustainability coordinator in 2013.

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

http://www.knox.edu/about-knox/our-values/sustainability/resources-for-the-knox-community

Employee Commute Modal Split

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

12.40

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)	87.60
Walk, bicycle, or use other non-motorized means	8.80
Vanpool or carpool	3.60
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

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

A campus-wide survey was issued by the Sustainability coordinator in 2013.

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

http://www.knox.edu/about-knox/our-values/sustainability/resources-for-the-knox-community

Support for Sustainable Transportation

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Option A: Institution:

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

    And/or

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

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

Part 2

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

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

- Other strategies

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

Yes

A brief description of the facilities for bicycle commuters:

At the E. & L. Andrew Fitness Center on campus, we have covered and secure bike parking with a security camera. Inside, there are lockers and shower facilities available to all student, faculty, and staff bicycle commuters.

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

Yes

A brief description of the bicycle parking and storage facilities:

Bicycle racks are provided at nearly all campus buildings. Three long-term storage sites exist on campus.

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

No

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

N/A

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:

Knox College has two parallel bike share programs. The long-term bike share has roughly 60 bikes in its fleet, all donated or acquired over the years and fixed up for students and staff to use on a term loan. The short-term program has 4 bicycles which are checked out by the hour or up to two days, through the Student Union equipment check out desk. Both programs are free and have significantly increased bike ridership at Knox.

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:

N/A

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:
No

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):

N/A

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:

N/A

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
No

A brief description of the carpool/vanpool program:

N/A

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:

The College hosts a UHaul Car Share vehicle, which is available to all community members to borrow for an hourly fee.

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

A brief description of the electric vehicle recharging stations:

Two parking spaces with charging ports are available for electric vehicles. One is used for a campus owned club vehicle, and the other is available for public use.

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

Yes

A brief description of the telecommuting program:

Four employees currently telecommute for the majority of their work at Knox. Knox has no formal policy regarding telecommuting.

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

Yes

A brief description of the condensed work week program:

A few individuals are working reduced work weeks.

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:

N/A

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

Yes

A brief description of other sustainable transportation initiatives and programs:

The ride sharing forum encourages carpooling on regular or occasional trips. Information is available here:

https://my.knox.edu/ICS/Student_Services/Ride_Share__Carpool.jnz

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	66.50 *Tons*	61.45 *Tons*
Materials composted	114 *Tons*	0 *Tons*
Materials reused, donated or re-sold	11 *Tons*	8 *Tons*
Materials disposed in a solid waste landfill or incinerator	381 *Tons*	403.52 *Tons*

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,189	1,105
Number of residential employees	3	3
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,402	1,229
Full-time equivalent of employees	461	346
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	June 1, 2013	July 30, 2014
Baseline Year	June 1, 2005	July 30, 2006

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

2005 was arbitrarily chosen as a baseline year when sustainability reporting began at Knox.

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

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

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

There is a warehouse on campus that receives all used furniture, equipment, and office materials for reuse across campus.

The office supply share zone is an easily accessible area where campus offices can donate unused items or collect items they need. It diverts several hundred pounds of material from the campus waste stream annually, while reducing expenditures and associated resource exploitation.

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

Many paper publications have been phased out over the past few years, so that now all catalogs and directories are available online only (except for special requests).

Many offices have transitioned to digital forms in place of paper copies.

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

Students are allotted 300 pages each term and must pay for any prints above that number.

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

Since Spring 2012, Knox has attempted to divert as much waste from landfills as possible by having volunteers collect materials during campus move-out, and encouraging regular donations to the on-campus Free Store.

The 2014 move-out was a tremendous success, diverting 11 tons of waste through collection of recyclable and reusable materials for processing, charity, or the campus free store.

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

Dining services purchases compostable dishware for the snack bar, so that they can be processed in the on-campus compost system.

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

Pre- and post-consumer waste from the kitchen, cafeteria, and snack bar were weighed daily and categorized for the entire duration of Spring Term 2014

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Pre-consumer food waste is separated from the solid waste stream and weighed daily before it is sent directly to the campus composting site.

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

All dining services establishments have been trayless since 2008. Since the inception of compost collection in the Knox kitchen in March of 2014, post-consumer food waste is weighed daily.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

The "Eco Clamshell" program began in September 2008 and allows all students to borrow and return reusable & washable to-go containers for board plan meals.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Dine-in meals are served on washable dishes and flatware. In the "Gizmo" snack bar, paper boats and plates are collected for compost. Bioplastic flatware, hot condiment cups, and water cups have been purchased in the hope of future opportunities for industrial composting options.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Reusable mugs available for purchase in all retail locations allow for discount refills on both hot and cold beverages.

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

A water cooler and washable cups are provided for faculty and board meetings, instead of plastic water bottles. Many special events are catered in-house, so food packaging is minimized.

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

Waste Diversion

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Submission Note:

2012-2013

67 tons commingled recycling
96 tons composted (and yard waste)
16 tons composted (kitchen and dining venues)
3 tons reused or recycled through Warehouse furniture and material reuse program

393 tons sent to landfill (estimate)

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

Materials diverted from the solid waste landfill or incinerator:

184 *Tons*

Materials disposed in a solid waste landfill or incinerator :

393 *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:

Knox College has single-stream recycling bins in every building, every residential suite, and located through the grounds. We compost yard waste and also compost pre- and post-consumer waste on campus. The on-campus Warehouse manages and stores the furniture reuse program, keeping most furniture and other items from the landfill or seeking recycling and reuse for those that are no longer usable. The end-of-year move-out recovery campaign diverted 9 tons of usable and recyclable materials for processing, charity, or the free store in 2013.

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

At end fall and spring terms, unused food is donated to local food pantry and 2-3 times per year, Dining Services sponsors meals at the local food kitchen. Dry food-goods collected from residence halls during campus move-out are brought to the local women's shelter.

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

A vermicomposting system located at Dining Services allowed for composting of much pre-consumer food waste from 2011 to 2013.

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

A dehyrdator located at Dining Services allows postconsumer waste to be composted. It has been operating since 2011, and much post-consumer waste has been composted.

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

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

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

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

Construction and Demolition Waste Diversion

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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.

Submission Note:

The Alumni Hall figures are included in this year's numbers. The Alumni Hall renovation, from October 2013-October 2014 produced 844.96 tons of waste, 639.65 of which were diverted for recycling or alternative recovery.

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

Construction and demolition materials recycled, donated, or otherwise recovered:
864.96 *Tons*

Construction and demolition materials landfilled or incinerated :
647.65 *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:

Knox College maintains a large inventory of doors, windows, and architectural salvage from renovation of campus buildings, which are reused throughout the campus when possible. Scrap metal is collected on campus and carried to recycling centers when sufficient quantities are generated.
In an effort to pursue a minimum of LEED Silver certification on the renovation of Alumni Hall, Knox has required the contractor to responsibly recycle the majority of all C&D waste.

Hazardous Waste Management

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

The chemistry and art departments have taken measures to reduce overall consumption of hazardous materials within their departments. Grounds and housekeeping avoid hazardous chemical use wherever possible. When transitioning to "greener" chemicals, housekeeping depletes existing stock through normal use. By replacing CFL bulbs with LED bulbs in some areas, Knox is taking steps towards reducing the future generation of universal waste.

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

All disposal of hazardous materials is managed by the Director of Facilities and coordinated with EPA-licensed and approved vendors. All T-8s, T-12s, and CFLs are crushed in a sealed EPA-approved bulb crusher, and disposed of by EPA approved parties. Alkaline batteries, rechargeable batteries, and silver oxide batteries are sent to different EPA-licensed recyclers that properly recover the materials.

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

volume, impact and response/remediation:

None reported

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

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):

Collection zones are present for campus-generated e-waste as well as student and staff-generated small electronics. Usable equipment is donated to local schools. Large e-waste is sent to a local company, Advanced Tech Recycling, for refurbishment or recycling. Small consumer e-waste is recycled through Funding Factory.

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

Certified e-recycling venues are chosen for disposal of all e-waste. On-site storage of e-waste is systematic, to reduce hazards and breakage.

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

Submission Note:
2006-2007 was the first year that water consumption data was collected. In 2011, the condensate return line for the boiler system was replaced, resulting in thousands of gallons of water savings.

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

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

Low to Medium

Total water use::

	Performance Year	**Baseline Year**
Total water use	28,816,700 *Gallons*	41,563,259 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	28,816,700 *Gallons*	41,563,259 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,189	1,105
Number of residential employees	3	3
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,402	1,340
Full-time equivalent of employees	461	332
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,100,000 *Square Feet*	1,000,000 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	30 *Acres*	30 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

2006 was the first year that water consumption data was collected, and therefore chosen as a baseline year when sustainability reporting began at Knox.

Water recycled/reused on campus, performance year:

400 *Gallons*

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

0 *Gallons*

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

Rain barrels at Eco House and Community Garden are used for irrigation.

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

All buildings have individual water meters.

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

Knox College installs low-usage toilets, low-flow shower heads, sink aerators and high-efficiency instantaneous hot water heaters. Regular maintenance on water and condensate return lines ensures minimum loss from leakage.

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

Knox College makes a practice of replacing expired appliances and equipment with water-saving alternatives whenever possible.

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

Grounds has a policy of using native plants recommended by the Illinois Extension that include drought tolerant grasses and trees. Grounds also mulches areas around buildings and at the base of trees to prevent water loss.

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

There are no automated irrigation systems on campus. Facilities responds with irrigation of key areas only when deemed necessary. The Knox Farm has highly efficient drip tape-based irrigation, which delivers water directly to the roots of the crop on an as-needed basis.

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

Only 7 acres of athletic fields of the 90 acre campus are irrigated. There are two small prairie patches of native plantings in different areas of campus.

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

Rainwater Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

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

No

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

Stormwater retention ponds accompany some existing and all new parking lots. Runoff from paved areas is encouraged toward landscaping on new paved areas and campus roads.

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:

Around 75% of campus building roofs discharge rainwater to the surrounding ground rather than to the sewer or storm-discharge lines. Large vegetated areas are preserved to enable natural percolation of this water. Knox also has four retention ponds for on-site stormwater management.

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

Rain barrels on one student house and in the Knox Farm plot are used for supplemental garden irrigation.

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

400 *Gallons*

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

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

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

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

Around 75% of campus building roofs discharge rainwater to the surrounding ground rather than to the sewer or storm-discharge lines. Large vegetated areas are preserved to enable natural percolation of this water.

A brief description of any rain gardens on campus:

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

Knox College currently has four retention ponds.

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

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

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

Wastewater Management

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.

Wastewater Management

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

Yes

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

The President's Council on Sustainability meets weekly, addresses issues of significance relating to campus sustainability, and advises the President on their findings. In recent years, the committee has advised the strategic planning committee.
The Director of Campus Sustainability Initiatives coordinates between all departments to achieve institutional sustainability. This has included implementation of a bicycle share program on campus, a successful composting collaboration between dining services and facilities, integration of recycling into special events, campus move-out waste-reduction efforts, and work with the Office of Student Life on incorporating sustainability themes and principles in orientation and special events.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The President's Council on Sustainability:

Knox addresses campus sustainability on a larger scale by reviewing, recommending, and promoting sustainable initiatives. The Council encourages the Knox community to understand how their individual and collective actions impact the larger world.

First appointed by President Roger Taylor in 2008 as a Presidential Task Force, the Council facilitates the Strategic Plan for Knox College in matters relating to sustainability. Advising the President directly, this Council consists of the Director of Campus Sustainability Initiatives, Student Senate Sustainability Committee representatives, at-large student representatives, professors, staff members, and the director of Facilities Services.

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

Chair:
Ramona "Froggi" Van Riper, Director of Campus Sustainability Initiatives

Liaisons:
Student Senate Sustainability committee -Inez Pena, '15
RAs - Michael Gerten, '16
Eco House - Robin Delaquess, '16
Faculty (2 members) - Peter Schwartzman (ENVS) and William Hope (ANSO)
Custodial Services - diana Mackin
Dining Services - TBD
Facilities - Scott Maust, Director of Facilities
Information services (IT+Library) - Todd Smith
Athletics - Miriam Skrade
Communications - Peter Bailley
Student Development - Koreen Kerfoot

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

http://www.knox.edu/about-knox/our-values/sustainability/programs-and-initiatives

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

Yes

A brief description of each sustainability office:

The Office of Sustainability was created in 2012 when Knox College hired its first Sustainability Coordinator. The position was funded largely through student activity fees.
The Office is easily accessible to students, located in Seymour Student Union and provides institutional support and guidance on matters related to environmental, social, and economic sustainability.
The Office is managed by the Director of Campus Sustainability Initiatives, a full-time, 12-month position.
Student positions are available within the Office of Sustainability during the academic year as follows:
30 hrs/week of support staff (5 or 10 hr positions)
30 hrs/week of bicycle mechanics (5 or 10 hr positions)
10 hrs/week farm manager
Student positions are available within the Office of Sustainability during the summer as follows:
25 hrs/week farm and community garden manager(s)

10 hrs/week sustainability office support staff

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

2.20

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

http://knox.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Ramona "Froggi" Van Riper, Director of Campus Sustainability Initiatives

A brief description of each sustainability officer position:

The Director's position was created in early 2012 to start a formal sustainability program at Knox College and to help the institution plan and implement sustainability initiatives, as well as to organize and promote existing projects.

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

http://www.knox.edu/sustainability.html

Sustainability Planning

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

Other	No	No

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

Knox College signed the Talloires Declaration, committing to Create an Institutional Culture of Sustainability, Educate for Environmentally Responsible Citizenship, and Foster Environmental Literacy For All

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

action plans include:
-Contact other colleges to learn from their current sustainability practices.
-Encourage other colleges and universities to learn from Knox's initiatives by sending members of the Knox community to sustainability conferences.

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

Sustainability Office, Office of Student Life

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

Knox College signed the Talloires Declaration, committing to expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

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

action plans include:
-Work with the city of Galesburg to promote sustainability practices throughout the community.
-Place KnoxCorps fellows in positions with local non-profit organizations working on sustainability projects

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

Office of Sustainability, Government and Community Relations

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

Knox College signed the Talloires Declaration, committing to set an example of environmental responsibility by establishing institutional ecology policies and practices of environmentally sound operations.

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

action items:
-invest in alternative energy sources to the maximum extent practicable, and lessen carbon emissions with the intent of eventually becoming carbon neutral.
-adopt a policy that prohibits campus vehicles and discourages other vehicles from idling while on the campus, except when necessary for certain circumstances (e.g. buses may turn on engines up to 15 minutes before passengers board). note: signs will be produced soon, to educate campus users about this rule and its reasons.

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

Director of Campus Sustainability Initiatives; Director of Facilities

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

Knox College signed the Talloires Declaration, committing to set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation and environmentally sound operations.

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

action items:
-implement LEED certification guidelines to the maximum extent practicable for all future campus building and remodeling. (Alumni hall

is slated to open in winter of 2014, with a target of LEED Silver)

-lighting systems in new and old buildings are to be based on low-energy consumption bulbs, and all other systems installed or replaced should constitute the maximum efficiency available within a reasonable budget.

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

Director of Facilities (for ongoing building upkeep), Board of directors (for new construction projects)

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

Knox College signed the Talloires Declaration, committing to set an example of environmental responsibility by establishing institutional ecology policies and practices of environmentally sound operations

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

action items:

-increase the purchase of local food where practical

-significantly increase production of food on campus grounds

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

Director of Dining Services

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

Knox College signed the Talloires Declaration, committing to set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation and environmentally sound operations

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

action items:

-all new appliance purchases must meet energy star rating qualifications; lighting systems in all buildings must be based on low-energy consumption bulbs.

-all systems installed or replaced will constitute the maximum efficiency available within a reasonable budget.

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

Director of Facilities

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

na

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

na

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

na

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

Knox College adopted a set of guiding policies for purchasing, available at

http://www.knox.edu/sustainability/Sustainability%20policies.pdf

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

-Computer Purchasing
Knox College is committed to the purchase of EPEAT Silver or higher computers and monitors, whenever possible.
-Cleaning Product Purchasing
Knox encourages the purchase of Green Seal or EcoLogo certified cleaning products, whenever possible.
-Office Paper Purchasing
The Knox community strives to reduce paper usage through limiting printing and encouraging electronic communications, and encourage the purchase of the highest percentage recycled content paper possible for campus printers.
-Supporting Historically Underutilized Businesses
Knox College acknowledges the importance of supporting historically underutilized businesses, minority-owned businesses, and women-owned businesses in order to continue its long tradition of inclusivity. Knox will regularly monitor our support of these historically underutilized, minority-owned, and women-owned businesses, and seek improvement.
-Supporting Local Businesses
Knox College acknowledges the importance of supporting local products and businesses in order to reduce its carbon footprint and to help strengthen Galesburg and the region. Knox will regularly monitor our support of local businesses and seek improvement.

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

IT, Building Services, and Purchasing departments

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

Knox College adopted a set of guiding policies for campus activities, available at

http://www.knox.edu/Documents/Sustainability%20Policies.pdf

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

The Knox College travel policy states the following:
Air travel should be avoided whenever feasible. All members of the Knox community and visitors are considered to consider train, bus, carpool, or other options before purchasing a flight. In addition, Web-based meetings, speakers, and conferences should always be considered as alternatives to in-person events to avoid air travel. These steps will not only reduce Knox College's carbon footprint, but also increase cost savings for the institution.
For those circumstances when air travel is the only feasible option, investment and participation in local sustainability initiatives is encouraged to reduce carbon emissions, rather than the purchase of carbon offset credits.

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

Director of Facilities; Sustainability Office

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

Knox College signed the Talloires Declaration, committing to set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.
The College also signed the Illinois Campus Sustainability Compact, pledging to set objectives for waste reduction.

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

action plans:
-reduce waste by 15% from 2011 to 2015 (further increase diversion of recyclable materials and reusable materials, through improved signage, better placement of receptacles, and improved pickup schedule)

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

Director of Campus Sustainability Initiatives; Director of Facilities

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

Knox College signed the Illinois Campus Sustainability Compact, pledging to set objectives for water use reduction.

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

action plans:
-Reduce water usage on campus by 15% from 2011 to 2015

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

Director of Facilities, Director of Campus Sustainability Initiatives

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

We are assessing and planning to improve Diversity and Affordability through the strategic planning process that we are currently engaged in. This involves efforts to address faculty/staff recruitment and retention, student support in and out of the classroom (especially for those coming from under resourced high schools and backgrounds), and new conversations regarding the affordability of tuition and financial aid packaging.

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

coming soon

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

For students: Center for Intercultural Life, Dean of Students, and Student Support Services (TRiO).
For faculty/staff: Dean of the College, and Human Resources.

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

Knox College employs a full-time Wellness Coordinator in Human Resources. The Wellness coordinator will host regular wellness-themed activities, and publish a weekly wellness bulletin with additional resources for employees. Employee health plans include regular access to free health screenings, which will continue to be offered in the coming year. Continuous advancement in the availability of wellness-related activities is ongoing.

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

n/a

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

HR Wellness Coordinator

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

A group of students, faculty, and staff are working to encourage transparency in the Knox College endowment. The group has been meeting with members of the Board of trustees, and has presented a proposal for a transparency structure that is being considered by the Board

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

n/a

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

Board of Trustees

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

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

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

The institution's definition of sustainability:

A sustainable system is one characterized by:
1. Recognition that humans are part of nature and need to live in balance with Earth's ecosystems.
2. Reduced consumption of natural resources to a replenishable rate.
3. Reduced generation of waste to a rate at which the environment can assimilate it.
4. Decision-making that gives equal weight to natural, social, and economic systems.
5. Commitment to place, including conservation and equity in distribution of local resources.
(This definition was adopted in May 2014 as the result of a campus-wide survey seeking input from students, staff, and faculty)

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

Yes

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

Goal 3: Ensure a Knox Education for Generations to Come

Relevant Strategic Priorities:
-Create a contemporary, sustainable, and accessible Knox campus featuring the design, technology, and infrastructure required for a 21st-century education. Plan intentionally and strategically to renovate existing facilities, add revenue-enhancing new facilities, and ensure that facilities are suitable for year-round programming and revenue.
-Ensure the long-term ability for campus operations and infrastructure to adapt to a changing environment and the associated resource availability concerns.

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

http://www.knox.edu/strategic-plan/knox-2018/goal-3

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

"---" *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:

Student Senate is itself a governance body, and serves roles in many decisionmaking activities on campus.
Student representatives, elected by their peers, include the president, VP, secretary and treasurer, as well as representatives for each student year. These representatives each sit on topical subcommittees, and two student representatives are appointed to sit on each faculty committee, as voting members.
The Strategic Planning Committee for 2018 included student members, whose contributions were as important as those of faculty and staff members.
In all new faculty and administrative hires, students are selected to participate in the search committees, including interview, advising, and selection process.

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:

Student Senate appoints observers to the Board of Trustees meetings. They receive all materials available to the Trustees with the exception of materials covered in Executive Session. They can bring this information back to Student Senate. Students are often invited to present at board meetings, as well.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
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:

Mission, vision, goals: Representatives from Student Senate are appointed to the Executive Committee and to the Institutional Planning Group

New policies, programs, initiatives: Student senate votes on policies. Recent examples include formalization of good Samaritan laws and establishment of a student green fee. The Student Senate influences and/or creates programs and initiatives through allocation of Student Activity Fees. Recent examples include creation of the position of Sustainability Coordinator (student green fees funded part of this salary for three years), and purchase and installation of a campus high tunnel for producing more food on-site.

Strategic planning: The Strategic Planning Committee for 2018 included student members, as full partners in the planning process.

Resources: All club and organization funds are approved and distributed through Student Senate. They have control over the furnishings of the student lounge, and also allocate funds to campus initiatives through the sustainability, dining services, campus life, and technology subcommittees.

Budget, staff, financial: Students sit on the Faculty Budget Development Committee, and Student Senate allocates activity fees.

Prioritization of programs/projects: In addition to the abovementioned participation avenues, two Student representatives sit on each faculty committee, as voting members. These committees include Admission, Retention & Placement; Instructional Support; Curriculum; Academic Standing; Athletics; Cultural Events; Student Life; Broadcast, Internet and Publications; Campus Environment; Campus Diversity; and Financial Development & Budget, and the College Honors Subcommittee.

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)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Hourly/union staff participate in a bargaining unit. Staff are also able to participate in the Fringe Benefits Task Force, and open forums associated with health care benefits and wage discussions.
The strategic planning group has included any staff who indicate interest in participation, as equal participants with other campus stakeholders.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

n/a

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff have been equal participants with other campus stakeholders in the Strategic Planning Group.

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 have the opportunity to serve on a committee. Elected committees include:
Executive (including the Faculty Affairs Subcommittee and the Protection of Human Subjects Board); and Faculty Personnel Committee.
Appointed committees include: Admission, Retention & Placement; Instructional Support; Curriculum; Academic Standing
Athletics; Cultural Events; Student Life; Campus Environment; Campus Diversity; Financial Development and Budget; and Broadcast, Internet & Publication Committee.

Additionally, faculty participate in the Institutional Planning Group and Strategic Planning Group, and faculty observers are appointed to Board meetings

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:

Faculty observers sit in on all meetings of the Board of Trustees.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Mission, vision, and/or goals; Strategic and long-term planning: Faculty participate in the Institutional Planning Group and the Strategic Planning Group.

Policies, programs, & initiatives; prioritization of programs and projects: Through various committees, faculty have active roles in influencing school policies including but not limited to dignity and welfare of campus constituents, curriculum, academic standing, athletics, campus life, and campus environment. Through these committees as well as club sponsorship, faculty implement and carry out programs pertaining to curriculum and honors, cultural events, campus diversity, environmental initiatives, among others.

Existing and prospective resources: Faculty are given opportunities to participate in the selection processes for campus durable goods, as well as larger capital improvement projects.

Budgeting, staffing and financial planning: The Faculty includes a standing committee on Financial Development and Budget, which provides counsel to the Vice President for Academic Affairs and the Vice President for Finance on the development of the College's budget. Individual faculty are active participants in the selection committees for new hires relevant to their office or the school operations at large.

Communications and transparency: all of the above-mentioned committees are tasked with the responsibility to disseminate in a timely manner to the community non-confidential information pertaining to their activities.

additional information can be found on the faculty handbook (

https://www.knox.edu/offices/academic-affairs/faculty-handbook/i-organization-of-the-college/d-

faculty.html

) and faculty regulations (

https://www.knox.edu/offices/academic-affairs/faculty-regulations.html

)

The website URL where information about the institution's governance structure is available:

http://www.knox.edu/offices/office-of-the-president/bylaws-of-knox-college.html

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

Additional links:

http://www.knox.edu/student-life/diversity-and-inclusivity.html

http://departments.knox.edu/facdev/8.2013.feed/igdannounce.html

http://www.theknoxstudent.com/news/2014/05/21/intergroup-dialogues-open-opportunities/

"---" *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:

From the Knox College Faculty regulations regarding the Campus Diversity Committee:

F 6.9 The Campus Diversity Committee shall include the Dean of the College, ex officio; the College's Affirmative Action officer, ex officio; four faculty, four students, and four staff members (one of whom is a representative of the Office of Admission and one of whom is a representative of the Office of Student Development.)

F 10.9 Campus Diversity: To provide advice and counsel to the President for ways in which Knox's educational programs, institutional practices, and community of students, faculty and staff can fulfill the College's commitment to diversity; to help maintain a community unified by common institutional values and enriched by diversity based on such factors as race, ethnicity, religion, nationality, gender, sexual orientation and disability. The committee or any subcommittee that it creates may choose to focus on such issues as support services, residential life, and recruitment and retention of students, faculty and staff. The Committee will provide initiative and leadership to ensure that the College's programs and practices help all members of the Knox community to become more conscious, understanding, knowledgeable of and sensitive to different cultures and backgrounds, and to situate themselves within a diverse community.

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

1.50

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

http://www.knox.edu/offices/center-for-intercultural-life.html

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

Administrators	Yes

A brief description of the cultural competence trainings and activities:

Most cultural competence activities occur through academic courses and student sponsored programming. New to Knox is an academic program modeled after University of Michigan's Intergroup Dialogue program. We piloted the course for two terms and will teach a three-course sequence this year. Additionally, the Office of Student Development (Center for Intercultural Life, Residential Life, Student Activities and the Dean of Students) are beginning conversations on how to implement the program on the co-curricular side of learning. Staff and Faculty have been involved in the Intergroup Dialogue program. Cultural competence training for staff, faculty and administrators is being implemented as part of the institution's strategic planning initiative.

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

Assessing Diversity and Equity

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Has the institution assessed diversity and equity in terms of campus climate?:
No

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

Has the institution assessed student diversity and educational equity?:
Yes

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

The diversity committee supported a survey seeking out the students perceptions of diversity on campus. We are using the preliminary information to propose cultural competency training for faculty around difficult dialogues in the classrooms. We are also working with the Dean of the College to assess faculty hiring processes with a goal of increasing diverse faculty on campus. The diversity committee and Institutional Research Office are compiling data on underrepresented students and their success in the classrooms (major/minor

chosen, GPA, research participation) as a precursor to discussions on levels of preparedness in support of additional support during their first year or two on campus.

Has the institution assessed employee diversity and employment equity?:

No

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

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

No

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

We do not have a diversity statement, outside of the federal EEO. Again the institution is beginning to look into ways that this can and should be addressed better through the strategic planning process.

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

Support for Underrepresented Groups

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Knox employs a full-time diversity coordinator.
The Center for Intercultural Life works to meet the needs and concerns of multicultural students, women, and international students.
The TRIO Achievement Program supports the retention and graduation of students from modest income backgrounds and those whose parents do not have a four-year college degree. Students with documented disabilities may also participate in the TRIO Achievement Program. TRIO staff are trained to assist students with all aspects of the student experience -- personal, financial, academic, cultural, and more.
The International Student Orientation: A program to ease an international student's transition to living and studying in the United States. International Student Orientation is provided as a supplement to the New Student Orientation, and participation in both orientation programs is required for F-1 visa students.
ABLE Center for Black Culture: Promotes cultural, economic and social awareness of the Afro-centric, African and African-American community.
Knox College also has several theme houses, which celebrate diversity and create healthy meeting places.
Casa Latina Culture Center: Promotes Spanish, Latino, Chicano and Latin American life and culture.
Asian Culture House: Promotes cultural, economic and social awareness of the Asian and Asian-American communities.

Harambee House: Promotes cultural, economic and social awareness of African Culture.

International House: a Coeducational, intercultural residence center that fosters a sense of exploration and celebration of cultural traditions.

Human Rights Center: A nonresidential meeting center, the HRC provides an outlet for progressive thought, open-minded discussions, and human rights activism.

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

http://www.knox.edu/offices/center-for-intercultural-life.html

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

Yes

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

Mandatory Employee Reporting of Discrimination, Harassment and Sexual Misconduct Involving Students

In order to enable the College to respond effectively and to address instances of discrimination, harassment and sexual misconduct involving students, all College employees must, within 24 hours of receiving the information, report information they have about alleged or possible discrimination, harassment, and sexual misconduct involving students to the Title IX Coordinator or to a member of the Title IX team, which includes Deputy Title IX Coordinators and the Department of Campus Safety. Only those employees who are statutorily prohibited from reporting such information are exempt from these reporting requirements. Upon receiving a report of alleged or suspected discrimination, harassment, or sexual misconduct, the Title IX Coordinator will evaluate the information received and determine what further actions should be taken. The Title IX Coordinator will also provide information about the College's Grievance Procedures, as well as available health and advocacy resources and options for criminal reporting.

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

https://www.knox.edu/about/title-ix-at-knox/i-policy-against-discrimination-and-harassment.html

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

Yes

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

Yes

Support for Future Faculty Diversity

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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:

Ronald E. McNair Postbaccalaureate Achievement Program:
The McNair Scholars Program is a federal TRIO program funded by the U.S. Department of Education. It is designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities. McNair participants are either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential. The goal of the McNair Scholars Program is to increase graduate degree awards for students from underrepresented segments of society.

Each year, the McNair Program selects 10 sophomores who work with faculty mentors through their senior year to develop academic and research projects. As a McNair scholar, the program prepares you for graduate and doctoral studies and encourages you to explore research-intensive careers, including academia and working at the highest levels of science and technology.

Since Knox joined the program in 1992, 42% of participating students have earned top degrees in their fields, including the MFA and Ph.D. The success rate of our students in earning these degrees, which are typically required for academic and research-based careers, is more than twice the minimum completion rate of 20% that is expected by the federal government. Knox is one of just 200 colleges and universities in the McNair Program and one of the first small liberal arts colleges in the nation selected for the initiative.

The website URL where more information about the faculty diversity program(s) is available :

http://www.knox.edu/academics/resources-for-learning/mcnair-scholars-program.html

Affordability and Access

<div align="center">

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

Statistics for "Indicators that the institution is accessible and affordable to low-income students" pertain specifically to academic year 2012-2013.

"low income" is defined here as Pell-eligible.

Additional financial aid resources are available on the Knox website, at the following URLs:

http://www.knox.edu/admission/cost-and-financial-aid/how-to-apply-for-financial-aid.html

http://www.knox.edu/admission/cost-and-financial-aid/loans-and-financing-options.html

http://www.knox.edu/admission/cost-and-financial-aid/financial-aid-for-international-students.html

"---" *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:

The Gale Scholar program is a collaborative partnership between Knox, the local school district, (Galesburg District 205) and the area community college (Carl Sandburg College), created to encourage and support higher education aspirations and success in the target population of academically promising first-generation and income eligible youth within District 205.

Each year up to 15 students are selected, and they join other cohorts to participate in summer enrichment and academic preparation, community service, and special skill-building experiences. Students who complete the program in high school receive tuition-waiver scholarships toward the completion of associate's and bachelor's degree programs at Carl Sandburg College and Knox, respectively. Highly academically successful students at Galesburg High School may qualify for direct enrollment at Knox College.

The program was recognized by the Illinois Board of Higher Education in 1999 as one of six exemplary "best practices" within the State of Illinois -- a program that directly addresses the growing number of youth who, because of socio-economic barriers, often are not given the opportunity to realize their full potential as scholars and future leaders in our community.

On the basis of this and other programs, Washington Monthly (2012) ranked Knox College number 11 among Top Colleges in Service to Public Good. (

http://www.washingtonmonthly.com/college_guide/rankings_2012/liberal_arts_rank.php

)

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The TRIO Achievement Program supports the retention and graduation of students from modest income backgrounds and those whose parents do not have a four-year college degree. Students with documented disabilities may also participate in the TRIO Achievement Program. TRIO staff are trained to assist students with all aspects of the student experience -- personal, financial, academic, cultural, and more.

Faculty mentors for the McNair Scholars Program work with 10 sophomores each year, who are the first in their family to attend college, or from an ethnic or income group underrepresented in higher education.

Faculty supporting the Gale Scholars Program work with up to 15 socio-economically disadvantaged students each year, and guide them summer enrichment and academic preparation, community service, and special skill-building experiences.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Gale Scholars program, described above engages academically promising students from low-income backgrounds in summer enrichment and academic preparation, community service, and special skill-building experiences. College financial assistance is offered as an incentive to remain engaged.

College 4 Kids is a summer program at Knox, engaging students in grades three through eight. In 2012, more than 260 children participated in more than 40 courses in the humanities, physical and social sciences, fine arts, languages, and mathematics. The 2012 attendance was the most diverse in the program's history. Courses are designed to engage high-achieving students, as well as serving as an entryway into higher education for many children of color and those from low-socio-economic-status backgrounds who, in the future, might be the first in their families to attend college.

After-school programs are also sponsored through clubs and organizations at Knox.

A brief description of the institution's scholarships for low-income students:

Knox College offered $42,090,869 in need-based financial aid for academic year 2012-'13.

Approximately 80% percent of new (U.S. first-year) students entering in fall 2013 qualified for financial aid based on need. Awards ranged from $15,500 to $49,931.

Student financial aid awards are based on financial need, determined by a FAFSA (Free Application for Federal Student Aid) and the Knox Financial Aid Application.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Admission counselors work closely with parents to help them pursue appropriate financial aid avenues, both within and outside of Knox. They also work with students to guide them into relevant programs, such as TRIO.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Knox has decades-long relationships with CBOs in Chicago and elsewhere. Almost 10% of the Knox student body is from the Chicago Public School system.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

Subsidized loans are awarded based on financial need. Loanees will not accrue interest or start payments until they have been out of college for six months. Federal Direct Stafford Loan maximums are $5,500 for first-year students, $6,500 for sophomores, and $7,500 for juniors and seniors.

Unsubsidized loans are available for students who do not qualify for subsidized loans based on need and students whose parents are ineligible for the Federal PLUS Loan.

Perkins loans are usually reserved for students with greater financial need. The maximum award is $5,500 per undergraduate year, and you will not accrue interest or start payments until you've been out of college for nine months. Eligibility for the Federal Perkins Loan program is determined by Knox College.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Campus employment and work study awards give priority for campus jobs to students in financial need. Eligible students can work up to 10 hours per week and earn up to $2,475. Most work award recipients use their earnings to pay for personal expenses, books, and supplies. A list of campus jobs available to students is perpetually updated, and available on the school's online job bank.

Knox also accepts a payment plan option, offered through Tuition Management Systems (TMS). TMS provides three term-length payment plans of three or four months each so payments for the entire year can be spread across nine or 12 months.

Knox also has a scholarship program -- generally limited to no more than one-half of our comprehensive fee -- for non-U.S. citizens who demonstrate financial need and exceptional academic promise.

Does the institution have policies and programs in place to support non-traditional students?:
Yes

A brief description of any scholarships provided specifically for part-time students:

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:

n/a

A brief description of other policies and programs to support non-traditional students:

Before classes begin during fall term, non-traditional students coordinate with faculty, staff, and administration to design their own Knox orientation. This orientation often includes discussions about issues non-traditional Knox students might face, such as
Parking issues; Difficulty in having the constant access to resources that on-campus students have; Expectations of professors, especially for those who commute; Integrating with traditional students in classes and extracurriculars. This is coordinated through the Non-Traditional Students Club.
The Non-Traditional Students Club is specifically designed for students who might be a parent, working a full-time job, are a bit older than the average college student, or all of the above.
Goals of the Non-Traditional Student Club: Provide support and information for Knox students who are also balancing jobs and family life; Helping non-traditional students be as involved on campus as students who live on campus; Host regular meetings twice a month to discuss experiences and ask questions. Children of students are welcome to attend.

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	31
The graduation/success rate for low-income students	81
The percentage of student financial need met, on average	21
The percentage of students graduating with no interest-bearing student loan debt	26

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:

31

The website URL where information about the institution's affordability and access programs is available:

http://www.knox.edu/admission/cost-and-financial-aid/types-of-financial-aid.html

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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.

Number of employees:

461

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

461

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

0

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

All staff and faculty are compensated based on Knox's understanding of appropriate and livable wage, in accordance with local cost-of-living indices. With the exception of special events and occasional irregularities, all campus services relating to facilities management and food services are provided by Knox employees, enabling Knox to ensure sustainable compensation. Summer employment opportunities in the facilities department are offered to all seasonal food services staff, so that year-round income is readily available. Hourly staff have union representation.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

461

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

In March 2013, we did an analysis of all 455 employees of Knox College and found that even the lowest paid hourly workers make well over the Illinois minimum wage of $8.25 per hour. Based on federal poverty guidelines and local cost-of-living indices, 100% of our employees receive sustainable compensation. This study will be done at least every three years to ensure compliance.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Even the lowest paid hourly workers at Knox make well over the Illinois minimum wage of $8.25 per hour. Based on federal poverty guidelines and local cost-of-living indices, 100% of our employees receive sustainable compensation.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Even the lowest paid hourly workers at Knox make well over the Illinois minimum wage of $8.25 per hour. Based on federal poverty guidelines and local cost-of-living indices, 100% of our employees receive sustainable compensation.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Even the lowest paid hourly workers at Knox make well over the Illinois minimum wage of $8.25 per hour. Based on federal poverty guidelines and local cost-of-living indices, 100% of our employees receive sustainable compensation.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Even the lowest paid hourly workers at Knox make well over the Illinois minimum wage of $8.25 per hour. Based on federal poverty guidelines and local cost-of-living indices, 100% of our employees receive sustainable compensation.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Student workers (all undergraduate) are paid the Illinois minimum wage of $8.25/hour.

The local legal minimum hourly wage for regular employees:
8.25 *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?:
No

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

65

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

Human Resources conducted a survey, sent to all faculty and staff, in early 2012 which evaluated employee satisfaction and attitudes toward the institution.
The President's Council, representing all top administrators and faculty, meets weekly and has devoted a session to reviewing the results of this survey and creating an action plan to address issues.
In addition, a faculty/staff listserv is actively used by the College to discuss issues and bring up concerns, allowing for freedom of expression and constructive dialogue.

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

Results of the 2012 survey were shared with administrators, who responded where appropriate.

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

2,012

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

Wellness Program

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The College has an Employee Assistance Program that provides up to five free counseling session per year per immediate family member.

We also have a part-time Wellness Coordinator who does dozens of programs and leads initiatives ranging from regular preventative healthcare screenings and weekly yoga and massage to faculty/staff show-and-tell lunches and wellness contests.

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

http://www.knox.edu/offices/human-resources/wellness-programs.html

Workplace Health and Safety

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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	29	29
Full-time equivalent of employees	461	461

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, 2013	Dec. 31, 2013

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

2013 was the first year we obtained this data for purposes of reporting to STARS.

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

Regular training sessions are organized through HR, including mandatory training on blood-borne pathogen safety for all employees with high-risk jobs. Complimentary blood pressure screenings for all employees are offered during academic year. Mammograms and Prostate screenings are available to Faculty, Staff, and Spouses, with a small copay. A weekly health and wellness bulletin is also distributed by email to all employees, drawing attention to events both on and off campus. Fitness and Yoga classes, as well as table massage, are hosted on campus and made available at low cost to employees.

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

http://www.knox.edu/offices/human-resources/wellness-programs

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

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

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?:
No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

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

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

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

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

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

Option 2: Investor Engagement

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

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

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

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

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Zero-Waste Move Program

A brief description of the innovative policy, practice, program, or outcome :

Knox College has implemented a zero-waste move initiative, which was piloted in 2014 with the move of eight offices into the newly renovated Alumni Hall building. The move of these eight offices, comprising 45 employees, and the cascading move of 30 additional employees and programs into vacated spaces, was conducted with maximum internal coordination and material recovery so as to produce no more landfill waste than would have been produced through ordinary daily operations.
Additionally, this initiative involved the purchase of no new boxes. Over a thousand boxes were required for the progressive move, and all were re-appropriated from campus offices that receive packages, most notably dining services and the C-store.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The school never rented a dumpster or increased its waste pickup schedule throughout this internal move.
An estimated three tons of materials were recovered during the purge of vacated office and storage spaces, through the recycling program and two on-campus sharing programs. Careful efforts were made to provide receptacles for mixed recyclables, cardboard, office paper, books and bound materials, spent electronics, and other recyclable materials. Besides the items collected for recycling, about a ton of the recovered materials included reusable office supplies and household items, which were incorporated into the Office of Sustainability's "Office Supply Share" and "Free Store", respectively. These services keep usable resources circulating within the campus community, and by consolidating them in designated areas, facilitate access by offices and individuals in need of specific supplies.
A conservative estimate indicates that 1500 mid-sized cardboard boxes were temporarily diverted from the outgoing recycling stream of the cafeteria and convenience store, used multiple times throughout the move, and then returned to the compactor to be ultimately recycled. Considering that "traditional" moving boxes might otherwise have been purchased for the endeavor, the cost savings and reductions in natural resource extraction associated with this move are significant.

A letter of affirmation from an individual with relevant expertise:

Knox College Ltr Support.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.knox.edu/Documents/Waste-Free%20Move%20Guide.pdf

Innovation 2

Responsible Party

Froggi (Ramona) VanRiper
Director of Campus Sustainability Initiatives
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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