Oberlin College

The following information was submitted through the STARS Reporting Tool.

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Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

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

Submission Note:

Oberlin College has shifted from being almost entirely reliant on fossil fuels for its energy to incorporating more renewable sources. From the 1940s until 2014 the College was heated primarily by burning coal. As part of the College's carbon neutrality efforts, the central heating plant is being converted from coal to natural gas as a transition and back-up fuel for the immediate future. Burning natural gas creates far less CO2 than coal -- approximately 40% to 50% less, and does not create particulates, ash, or some other airborne emissions like mercury . Natural gas can also be turned on and off quickly in response to changing weather conditions, unlike coal. However, despite its benefits, natural gas is still a fossil fuel that emits carbon when burned. There are also serious environmental and health concerns associated with some natural gas extraction practices currently in use. Fugitive methane emissions during the extraction process and a lack of adequate regulations make the actual level of greenhouse gas emissions associated with natural gas uncertain. Because of these concerns, the College will seek to minimize natural gas use as quickly as possible. The "energy zones" will lessen demands on the central heating plant. The energy zones will take advantage of the best suited renewable and advanced energy for the unique set of buildings associated with a given zone. Such technologies might include electric compressor pumps, like air-to-air, variable refrigerant flow (VRF), and ground-source (geothermal) heat pumps. More on this plan can be found in the Climate Action Plan to achieve carbon neutrality by 2025.

The potential move to electric compressor pumps is especially appropriate given that Oberlin Municipal Light and Power Services (OMLPS), Oberlin College's municipal electricity provider, has secured contracts to provide 90% renewable electricity by 2015. In addition, Oberlin College produces electricity via photovoltaics. The Adam Joseph Lewis Center (AJLC) rooftop and parking pavilion are equipped with solar panels to provide energy for that building. In 2012, Oberlin College contracted with SPG Solar and Spear Point Energy to install a 2.27 mega-watt (MW) solar array past the north athletic fields on campus property. This solar array was projected to produce approximately 3,000,000 kWh per year (approximately 12% of the College's current electricity needs), and has surpassed these expectations in the first year. Between the green energy from OMLPS and the solar array, Oberlin College's electricity portfolio will be nearly 100% renewable by 2015.

*Total endowed funds figure is pulled from June 30, 2012.

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

Endowment size:

6,613,000 *US/Canadian $*

Total campus area:

614 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

2,670,000 *Gross Square Feet*

Conditioned floor area:

1,705,268 *Square Feet*

Floor area of laboratory space:

56,287 *Square Feet*

Floor area of healthcare space:

3,140 *Square Feet*

Floor area of other energy intensive space:

76,920 *Square Feet*

Floor area of residential space:

967,154 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	---
Geothermal	0
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	12
Wind	---
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	85
Electricity	0
Fuel oil	0
Geothermal	3
Natural gas	11
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

2

Number of academic departments (or the equivalent):

51

Full-time equivalent enrollment:

2,959

Full-time equivalent of employees:

965

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,936

Total number of graduate students:

26

Number of degree-seeking students:

2,959

Number of non-credit students:

53

Number of employees:

1,295

Number of residential students:

2,604

Number of residential employees:

25

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

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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*.

Link to whole course catalog:

http://catalog.oberlin.edu/content.php?catoid=33&navoid=746

An attempt was made to not include multiple sections of courses (e.g. half or full credit; courses for non-majors and majors), undefined projects, like honors thesis, private readings, and independent study in any of the data collection required of the first question, but due to the sheer number of courses in the catalog, an estimate of total number of courses was used.

The Committee on Environmental Sustainability is working to integrate sustainability into the curriculum more fully. This might look like a sustainability requirement or a designation of sustainability courses on the catalog.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,025	0
Number of sustainability courses offered	30	0
Number of courses offered that include sustainability	27	0

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

18

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

42

Number of years covered by the data:

One

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

2013 Oberlin Sustainability Courses Identified STARS.xlsx

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

List of relevant courses (see spreadsheet for final list included):

• AAST The Transformative Power of Nonviolent Conflict

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=76106

• AAST Katrina and the Black Freedom Struggle

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=67484

• ANTH Ecological Perspectives on Small-Scale Societies

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=67544

• ANTH Environmental Archeology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71911

• ?? ANTH Human Rights, Universalism, and Cultural Relativism

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=67557

• CAST: The Nature of Sexualized Identities: Gender, Race, Queerness, and Environmental Justice

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71970

• ?? CAST Race, Gender, American Social Movement:

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68067

• CINE (Cinema Studies) Realism: Mirror Up to Nature:

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71853

• ?? Comp Lit: Caribbean Lit and Politics of Survival

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71886

• EAST NGOs and Civil Society in East Asia

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68443

• ?? EAST Modern Japan

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68407

• ?? EAST Modern China

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68404

• EAST: The Japanese Spatial Imagination: Architecture, Design and Planning for the Future

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71835

• ECON Urban Economics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68461

• ECON Economic Development

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68463

• ECON Labor/Management Relations

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68468

• ECON Environmental Issues and Methodologies

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71992

• ECON Labor Economics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68487

• ECON Environmental Economics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68474

• ENGH Globalization and Diaspora

http://catalog.oberlin.edu/prENeview_course_nopop.php?catoid=32&coid=68672

• ENTR: Business Model Innovation:

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68732

• ENVS Environmental Policy

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68739

• ENVS Nature Culture Interpretation

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68736

• ENVS Environment and Society

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68735

• ENVS Local vs. Global: Environmental Issues Beyond Borders

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68746

• ENVS American Agriculture

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68757

• ENVS Environmental Justice Literature

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68759

• ENVS Systems Ecology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68767

• ENVS Energy and Society

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68771

• ENVS Global Environmental Politics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71754

• ENVS Natural Resources and Conflict

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68772

• ENVS Practicum in Ecological Communication & the Oberlin Project

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70461

• ENVS Sustainable Cities: Theory, Analysis and Design

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68782

• ENTH: Music and Ecology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71685

• First Year: Encountering Water: Worship, Fear, and Appropriation in the History of H2O

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71954

• GEOL Earth's Environments

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68995

• GEOL Natural Hazards

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=68997

• GEOL Soils and Society

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69000

• GEOL Weather and Climate

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71907

• GEOL Evolution of the Earth

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69006

• GEOL Applied GIS

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69010

• HIST Global Environmental History:

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69184

• HIST Environmental Histories of Southeast Asia

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69252

• HIST Environmental Disasters in the USSR

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69334

• PHIL Problems of Philosophy

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69772

• PHIL Environmental Ethics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69784

• ?? PHIL Philosophy & Morality

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69767

• ?? PHIL Nature of Value

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69768

• ?? PHIL Topics in Applied Ethics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69791

• PHYS Energy Science and Technology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71885

• PHYS Intro to Climate Modeling

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69823

• ?? POLT Introduction to Peace and Conflict Studies

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69852

• ? POLT Introduction to International Politics

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69852

• POLT Environmental Political Theory

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69897

• ?? POLT Justice

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69917

• ?? POLT Seminar Labor

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69922

• POLT Seminar: Globalization

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69933

• ? POLT Seminar: Responding to Disaster: Politics, Philosophy Literature

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70404

• PSYCH: Supervised Research of Social and Environmental Psychology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70003

• ??? PSYC Cultural Psychology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69964

• PSYC Social Psychology

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=69971

• ??? REL Peace-Making in Religions

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71838

• ??? REL Modern Religious Thought in the West: Late 17th to 19th Century

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70034

• ??? REL Modern Religious Thought in the West: Mid-19th to Present

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70035

• ?? RUSS Cold War Culture: A-bombs, Beatniks and Dogs in Space

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70457

• RUSS Literature and the Land: Nature Writing in Russia and America

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70173

• ??? SOCI Introduction to Sociology: Principles of Sociological Thinking

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70183

• ??? SOCI Introduction to Sociology: Investigating the Social World

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71984

• ??? SOCI Social Movements

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70416

• SOCI American Urbanism

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70206

• ??? SOCI Immigration and Globalization: Spaces, Places and Crossings

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=71935

• ??? Seminar in Urban Sociology: Housing America

http://catalog.oberlin.edu/preview_course_nopop.php?catoid=32&coid=70244

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

http://new.oberlin.edu/office/environmental-sustainability/curriculum/

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

For the 2014 inventory: Sustainability staff went through the course catalog and selected courses that appeared to be either sustainability courses or courses incorporating sustainability. Course descriptions were viewed to determine if the course should be included and if so, in which category. For any courses that were ambiguous, an email was sent to the professor of the course asking if they would classify the class as relating to sustainability.

For the 2012 inventory, which is the one currently displayed on the OES website: The Committee on Environmental Sustainability and Office of Environmental Sustainability sent a survey to members of the faculty.The Office of Environmental Sustainability examined the course catalog to find any additional courses.

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

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

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

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

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

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

The core mission of Oberlin College is education, which includes environmental education. Not only are sustainability lessons incorporated into classroom curriculum, but they are also incorporated into the rest of the campus environment – including its architecture, landscapes, and campus culture. There are a variety of groups working on integrating sustainability more fully into campus life for all students -- regardless of major. The Resource Conservation Team (RCT) is a group of student workers that work with facilities on reuse, recycling, waste reduction, composting, and organic gardening. The student-run cooperative association, OSCA, participates in composting and sustainable purchasing initiatives -- all of their organics are collected to compost and they purchase locally and sustainably as often as possible. The Campus Dinging Service Recyclers encourage reusable mug utilization, vegetarian options, food rescue, and the Real Food Challenge. The Adam Joseph Lewis Center (AJLC) is maintained by a group of student workers and is one of the most iconic buildings on campus. Students maintain the Living Machine and wetland with pH testing, organically manage the gardens and orchard, and produce food for the community. The College's Environmental Studies Program includes both major and non-major courses with environment and sustainability themes. Each year the Environmental Studies 101 class divides into small groups to assist in projects with community partners. This experience aids both the community partner and gives students real world experience working with sustainability challenges. Bonner Center for Service and Learning provides opportunities for student

leaders to engage in meaningful ways with the Oberlin community -- some of these curricular and co-curricular positions include sustainability-related projects.

There are many places on campus that students can get jobs to both learn and contribute to sustainability. The Office of Environmental Sustainability internship program has grown to now offer 8 paid positions. The College's Office of Environmental Sustainability has two full-time staff members that work year-round on sustainability projects. The OES is always open to students, faculty, and staff. The Environmental Dashboard project at Oberlin College provides another arena for students to get involved in sustainability -- from the psychology behind the project to the computer science and web skills to maintain it, a variety of students get involved in this exciting, long-standing project. The new Community-Based Social Marketing (CBSM) Research project is yet another opportunity for students across disciplines to further their learning and engage with sustainability behavior change. Thus far this award-winning project has involved 9 students. Additionally, Oberlin College's Committee on Environmental Sustainability, comprised of teaching faculty, staff, and student representatives, are currently revising and updating the College's Environmental Policy. Beginning spring 2014, the committee will be working on ways to integrate sustainability more fully into the curriculum.

Not only are there curricular, co-curricular, and work opportunities for students, but there are many other ways students can engage with sustainability. Particularly there are countless sustainability-related campus events each year. As a part of the convocation series, Oberlin has brought in world renowned speakers, some of whose work centers on sustainability topics, like Wendell Berry and Wes Jackson. Further, the springtime electricity and water conservation competition boasts dozens of campus events from DIY workshops to garden service days to guest speakers. In the 2012-13 academic year, the College initiated a campus-wide dialogue series that centers on the College's ability to achieve carbon neutrality and engage meaningfully with issues therein.

The 2005 Strategic Plan the College states that:
For its students, the aims of Oberlin College and the Oberlin Conservatory of Music are to:

Graduate liberal arts and conservatory students who have learned to think with intellectual rigor, creativity, and independence
Provide the highest level of conservatory education to exceptionally talented young musicians
Offer superb liberal education across the arts and sciences, in the humanities, natural and social sciences, and the arts
Open the world to its students and develop in them the skills and knowledge they will need to engage with and navigate in highly diverse communities and in a global society
Nurture students' creativity by providing rich curricular and cocurricular opportunities for studying and making art and music
Help students clarify and integrate their intellectual strengths and interests, social commitments, and vocational aspirations
Enable students to integrate and apply their knowledge
Nurture students' social consciousness and environmental awareness
Provide outstanding preparation for success at the highest level of graduate and professional education and in careers
Graduate individuals who are humane, thoughtful, and influential actors in the world who will provide leadership in their communities and professions and in the arts, politics, education, international relations, public service, science, business, and communications.
From "A Strategic Plan for Oberlin College"
Adopted by Board of Trustees and General Faculty, March 5, 2005

No matter their chosen discipline or interests, sustainability is embedded in all aspects of student life across campus. We imagine that (nearly, if not all) students on campus will graduate Oberlin College with some level of understanding of sustainability. Currently, we just account for the Environmental Studies Program as having learning outcomes, but the Committee on Environmental Sustainability is looking into how we better ingrain sustainability into the curriculum, as a Learning Outcome, for all students.

"---" *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:

52

Total number of graduates from degree programs:

734

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 Program major and minor

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

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

http://new.oberlin.edu/arts-and-sciences/departments/environment/index.dot

Undergraduate Program

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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 Environmental Studies (ES) Program provides an interdisciplinary approach to the study of human interactions with the environment. The goal of the major is to equip students with the knowledge, intellectual tools and learning experiences necessary to understand the causes and consequences of our environmental challenges. The Program seeks to develop in students the creative problem solving skills necessary to design and develop a more sustainable relationship between humans and the rest of the natural world. Core courses in the program build a foundation in natural and social sciences and the humanities; these provide the lateral rigor necessary to understand and analyze issues from multiple disciplinary perspectives. Students then select from a broad range of intermediate and advanced courses to develop a focused course of study or "curricular pathway". Many ES majors augment their experience at Oberlin by participating in study away programs and summer internships. The ES major at Oberlin prepares students for graduate work and careers in a broad range of professional and academic fields. The Adam Joseph Lewis Center, which houses Oberlin's ES Program, is an internationally recognized facility that is designed to showcase environmentally responsible architecture, and to serve as an integrated component of the curriculum.

Those interested in the major are encouraged to begin the social science component of the major with Environment and Society (ENVS 101) during their freshman year and to complete Nature, Culture and Interpretation (ENVS 201 or 202) and core introductory science requirements during their first two years. Because careful course selection is necessary to achieve appropriate depth and breadth, students are urged to consult as early as possible with members of the Environmental Studies Program Committee.

Focal areas: Agriculture and Food Studies; Art and the Environment; Climate Change Studies; Energy and Society; Environmental Biology; Environmental Chemistry; Environmental Design; Environmental Economics; Environmental Geology; Environmental History; Environmental Justice; Environmental Literature and Media; Environmental Politics and Policy; Environmental Psychology; Environmental Thought; Public Health; Regional Environmental Studies & Sustainable Development; Sustainable Communities, Enterprise, & Education; Systems Ecology; Urban Analysis and Design; Water and Society.

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

http://new.oberlin.edu/arts-and-sciences/departments/environment/

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 minor

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

A student interested in a focused, but less extensive, study of the environment may pursue a minor in Environmental Studies. A minor must include ENVS 101 (Environment and Society) and in addition a minimum of five full courses that count towards the ES major requirements. These must include two or more courses at the non-introductory level; at least two in the natural sciences, and at least two in social sciences or humanities. At least one of the science classes must incorporate a lab. At least three of these courses must be taken at Oberlin.

The website URL for the undergraduate minor, concentration or certificate (1st program):
http://new.oberlin.edu/arts-and-sciences/departments/environment/

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

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

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

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

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

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

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

Many majors and minors intersect with sustainability or are explicitly sustainability-related, but at the time being the only major and minor program that is explicitly sustainability-focused in the Environmental Studies Program.

Graduate Program

Criteria

Institution offers at least one:

> • Sustainability-focused program (major, degree program, or equivalent) for graduate students
>
> And/or
>
> • Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

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

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

Institution offers fewer than 25 distinct graduate programs.

Graduate Program

Immersive Experience

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

"---" *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:

Oberlin offers a number of study abroad experiences through affiliated programs that focus on sustainability. These programs allow students the opportunity to experience new cultures and environments, and learn about unique perspectives on sustainability. Programs include:
Wildlife, Conservation and Political Ecology--Tanzania
Zanzibar Coastal Ecology and Natural Resource Management--Tanzania
Sustainability and Environmental Action--Australia
Rainforest, Reef, and Cultural Ecology--Australia
New Zealand Earth Systems--New Zealand
Language, Society and the Environment--Costa Rica
Sustainability and the Environment--Costa Rica
Tropical Ecology and Conservation--Costa Rica
Field Research in the Environment, Social Sciences & Humanities--Costa Rica

Semester in Environmental Science--Massachusetts

Social Justice and Sustainable Development--Brazil

Many students also pursue summer internships and winter term opportunities at various sustainability-related organizations or projects. For instance, winter term experiences at the Oberlin Project, a full spectrum sustainability project aiming to improve the resilience, vitality, and opportunity in Oberlin, are offered most summers and winter terms. The Oberlin Project's ultimate goal is climate positivity by 2050 and a functional, sustainable, prosperous community. See more at

oberlinproject.org

.

While summer and winter term opportunities vary each year, here are some examples of projects and internships undertaken over the 2014-15 school year:

Center for Biological Diversity

Collegiate Leaders in Environmental Health

Environmental Defense

Farm Forward

GIS for Natural and Social Sciences

Global Green

Great Basin Outdoor School

The Holden Arboretum

The NYC Department of Parks and Recreation

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

http://new.oberlin.edu/office/bonner-center/index.dot

Sustainability Literacy Assessment

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

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

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

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

Oberlin College has a Curriculum Development Fellowship opportunity for continuing faculty members interested in working in the area of curriculum development (new courses or new approaches to existing courses), pedagogical development, or "connective" curriculum and pedagogy endeavors. These fellowships are competitive. While the curricular area for development is open, proposals to develop sustainability courses are welcome.

The Fellowship provides reassigned time (course release) from teaching for one, two, or three courses. Additionally, faculty may be awarded a budget of up to $2,000.

Oberlin College's research fund programs, which are awarded competitively, can be used to fund sustainability research projects. The most significant faculty research funding opportunity is Research Status. Research status awards are made by the President acting on the advice of the divisional faculty councils. The faculty councils give their advice based on the evaluation of the merit of the proposals by the Research and Development Committee. Faculty members may be placed on Research Status for up to one year. They are relieved of all regular teaching duties and committee work for the term of the award. The primary criterion to be used in making Research Status appointments is the quality of the proposed scholarly work. Additional criteria include the proven ability to bring a substantial scholarly or artistic project to conclusion, the value of the proposed project to the applicant's professional development, and the feasibility of the project and the likelihood of achievement of the proposed outcome within the time available.

Faculty may also apply for student research assistants, either for summer research or for research assistance during the academic year. Awards are competitive. The projects are selected based on the quality of the faculty research proposal, but the projects should also meet the intellectual needs of the student assistants.

As for faculty curriculum develop specifically for sustainability, in 2014, Oberlin College was awarded a grant by the Luce Initiative on Asian Studies and the Environment (LIASE) to create greater interdisciplinary curricula and programs.

Grant-related activities will take place over the course of the 2014-2015 Academic Year. They include: faculty development seminars, competitive curriculum-exploration grants for faculty to add new content on Asia and the environment to current courses, and two pilot study trips in Asia – one to China, one to Japan – for faculty and students.

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

Oberlin will host a series of two-day presentations and faculty development seminars in the 2014-2015 academic year.

Presentations will take place on Fridays and will be open to the public. All members of the Oberlin community are encouraged to attend. Guests from the United States and partner universities in Asia will present.

Faculty development seminars will take place on Saturdays and will have limited space. Oberlin faculty are encouraged to register and participate. Upper-level students may contact seminar facilitators to request permission to participate. Guests from the United States and partner universities in Asia will present. Members of the Oberlin faculty will serve as facilitators.

November saw the first events through Oberlin's "Luce Initiative on Asia and the Environment" (LIASE) grant from the Henry Luce Foundation, which seeks to strengthen curricular offerings and student learning at the intersection of the study of Asia and the environment. On Friday, November 7, approximately 70 people attended a public lecture – "Is the Rapid Reconstruction after the 2008 Wenchuan Earthquake an Example of Resilience?" – given by Rob Olshanksy, Professor and Head of Urban Planning at the University of Illinois at Urbana-Champaign. The audience included students, faculty from a range of departments, and about 15 parents who were on campus for Parents Weekend. On Saturday November 8, 17 people participated in a faculty development workshop on "Resilience to Natural Disasters: A Case Study of the 2008 Wenchuan, China, Earthquake." Participants included faculty from East Asian Studies, Environmental Studies, Geology, History, and Religion, as well as two Environmental Studies majors serving as LIASE assistants. The workshop was facilitated by Professor of Geology and Associate Dean of Arts and Science Steven Wojtal and Assistant Professor of Geology Amanda Schmidt, with presentations by Professor Rob Olshansky and David Greene, Associate Professor of Geology at Dennison University.

Three additional LIASE faculty-development workshops will be held in spring 2015, on "Art to Survive Disasters By," "Papermaking in Asia as Sustainable Practice," and "Sustainable Energy and Environmental NGOs in China." Oberlin faculty who participate in the LIASE faculty-development workshops will be eligible to apply for summer 2015 curriculum-development grants to incorporate new content on Asia and the environment in their courses.

In addition, the first LIASE study tour – "Environment and Environmental NGOs in China" – will take place during Winter Term 2015, led by Associate Professor of Chinese Qiusha Ma, Professor of Geology and Associate Dean of Arts and Sciences Steven Wojtal, Associate Professor of History and East Asian Studies David Kelly, and Professor of Geology Dennis Hubbard. The six students joining the trip include two first-year and four second-year students. Four are likely EAS majors, one is a likely ENVS major, and one intends to double major in EAS and ENVS. Through meetings with NGOs and environmental scholars, site visits, and cultural activities in Beijing, Chengdu, and Taigu, the study tour will enable students and faculty to explore firsthand the connections between Asian studies and environmental studies. Through the Mellon Foundation grant Oberlin Center for Language and Cultures (OCLC) is helping support the faculty-development workshops, faculty travel for the study tours, and funds for curriculum development grants.

See webpage for more about the faculty development seminars, research opportunities, available grant funding, and other offerings.

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

http://languages.oberlin.edu/blogs/liase/

Campus as a Living Laboratory

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

The Adam Joseph Lewis Center (AJLC) was designed as a living-learning laboratory.

"---" *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	Yes
Dining Services/Food	---
Energy	---
Grounds	Yes
Purchasing	No
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---
Public Engagement	---
Other	---

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

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:

John Scofield in Physics does research on green buildings. This research began with the on-campus green building, the Adam Joseph Lewis Center (AJLC) and went on to analyze LEED and Energy Star-certified buildings.

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

AJLC Operators?

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:

In the fall of 2013, three students in John Petersen's Systems Ecology class studied the college-owned forest north of the solar array to determine its contribution to the college's carbon budget. Claire Hoffman '15, Annika Nelson '15 and Griff Radulski '14 measured the diameters of dozens of trees in sample plots to estimate the total elemental carbon stored in the half-century-old forest.

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

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

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

AJLC Operators?

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:

AJLC Operators?

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:

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

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

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

This research was conducted for our 2012 STARS Report. We will be updating this information again for 2014.

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

Number of the institution's faculty and/or staff engaged in sustainability research:
27

Total number of the institution's faculty and/or staff engaged in research:
343

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

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

39

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:

http://new.oberlin.edu/office/environmental-sustainability/curriculum/sustainability-research.d

ot

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

The Committee on Environmental Sustainability and Office of Environmental Sustainability sent a survey to members of the faculty.The Office of Environmental Sustainability examined recent faculty research to identify any additional research.

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

- Dashboard Project: The Environmental Dashboard Project has expanded its reach and its staff quite largely over the past few years. The project began solely in one building, grew to a few, then all residence halls and a few academic buildings on campus. Now there are energy-monitoring dashboard displays in public spaces in the City of Oberlin, like the public library and local coffee shop AND is being expanded into all of the local K-12 schools. College students are highly involved in this exciting project. This project is headed by Professor John Petersen in Environmental Studies.

- Community-based social marketing (CBSM) project: The community-based social marketing research project has employed a dozen student researchers in only it's first year and a half. This project aims to reduce the College's GHG emissions by 10-15% through behavior change alone. CBSM researchers identified target behaviors, barriers and benefits and craft campaigns accordingly. This research is led by Professor Cindy Frantz in Psychology.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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?:
Yes

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

Oberlin College's Environmental Studies Program offers several awards to encourage, support, and recognize student sustainability research: Ann Marie Schaening ('89) Memorial Fund (supports environmental-related winter term projects), Doris Baron Student Research Fund (supports research on international development and the connections between agricultural communities and the environment), and Joyce Gorn Memorial Prize (recognizes extracurricular or off-campus environmental projects). EnviroAlums provides grants for students sustainability projects, including awards that support research. The Green EDGE Fund, a student-administered student green fee has funded environmental research. The Office of Undergraduate Research supports general student research across disciplines.

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

http://www.aashe.org/resources/student-research/analysis-student-behaviors-impacting-carbon-emissions-through-community-b

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

Yes

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

In the Environmental Studies program, the Blank Research Fellowships provide support for sustainability related research. This fund (internal to Oberlin and to ES) provides faculty with money to hire student fellows to work on environmental sustainability topics with faculty.

Oberlin College's research fund programs, which are awarded competitively, can be used to fund sustainability research projects, even if not explicitly for sustainability. The most significant faculty research funding opportunity is Research Status. Research status awards are made by the President acting on the advice of the divisional faculty councils. The faculty councils give their advice based on the evaluation of the merit of the proposals by the Research and Development Committee. Faculty members may be placed on Research Status for up to one year. They are relieved of all regular teaching duties and committee work for the term of the award. The primary criterion to be used in making Research Status appointments is the quality of the proposed scholarly work. Additional criteria include the proven ability to bring a substantial scholarly or artistic project to conclusion, the value of the proposed project to the applicant's professional development, and the feasibility of the project and the likelihood of achievement of the proposed outcome within the time available.

Faculty may also apply for student research assistants, either for summer research or for research assistance during the academic year. Awards are competitive. The projects are selected based on the quality of the faculty research proposal, but the projects should also meet the intellectual needs of the student assistants.

Faculty may also receive funds when the College receives grants for specific types of research. For example: in 2015, Rumi Shammin and John Petersen applied for funds to further develop Environmental Dashboard related curricular materials for classes with funds from a Howard Hughes Medical Institute grant.

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:

One of the seven Strategic Directions identified in Oberlin College's Strategic Plan is to strengthen the educational experience. One strategy is to "support curricular collaboration among the College, the Conservatory, and the Allen Memorial Art Museum to encourage innovative and exciting curricular offerings that only Oberlin can offer." Disciplinary and interdisciplinary research is valued equally in tenure and promotion, as well as in all applications for research support and curriculum development support. The college has a number of interdisciplinary programs that have equal standing as departments, and within traditional disciplines, much research is interdisciplinary, transdisciplinary, and multidisciplinary.

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:

Oberlin College's library catalog includes a variety of sustainability resources. This includes many films, books, journal articles, and anthologies on sustainability topics. These resources are used by both students and faculty.

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

http://obis.oberlin.edu/

Access to Research

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

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

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

42

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

42

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

The primary goal of the policy, which was adopted by unanimous vote of the General Faculty on November 18, 2009, is to maximize dissemination of scholarship produced at Oberlin. The Oberlin Institutional Repository resides on servers supported by OhioLINK utilizing DSpace, a widely-accepted open source repository software platform. The repository is be backed up, mirrored, and made open to harvesting by search services such as OAIster and Google Scholar . The repository is managed under the Ohio Educational Technology Division to ensure its availability, longevity, and functionality, to the extent technologically feasible.

A copy of the open access policy:

The open access policy:

The General Faculty of Oberlin College is committed to disseminating the results of its research and scholarship as widely as possible. In keeping with that commitment, the General Faculty adopts the following policy:

Each member of the General Faculty and the Administrative and Professional Staff grants to Oberlin College permission to make his or her scholarly journal articles openly accessible in the College's institutional repository. In legal terms, the permission granted by each General Faculty and A&PS member is an irrevocable, nonexclusive, paid-up, worldwide license to exercise all rights under copyright for

purposes of making his or her scholarly articles openly accessible in an institutional repository, and to authorize other parties (such as OhioLINK) to do the same, provided that the articles are not sold for income or profit. The license will be waived for a given article at any time upon request of the author stating the reason for the request. The policy will apply to all scholarly journal articles published while the person is a member of the General Faculty or A&PS except for: any articles published before the adoption of this policy; any articles for which the General Faculty or A&PS member entered into an incompatible licensing or assignment agreement before the adoption of this policy; or any articles for which the author requests a waiver. Scholarly articles are understood to be articles published in peer-reviewed journals. To assist the College in cataloguing and distributing the published scholarship of its faculty, each General Faculty and A&PS member will, upon publication of the article, provide an electronic copy of the author's final peer-reviewed version of the article, along with the appropriate bibliographical data, to the Scholarly Communications Officer. This copy will be provided free of charge and in an appropriate format (such as PDF), as specified by the General Faculty Library Committee in consultation with the General Faculty Council. The Scholarly Communications Officer will automatically waive application of the policy for a particular article upon written request by the author, explaining the need for the waiver. Waivers will only be granted after the bibliographical data of the publication have been submitted.

While this policy only covers peer-reviewed journal articles, members of the General Faculty and A&PS are strongly encouraged also to provide bibliographical data and, where possible, the full text, of any other publication (such as chapters and essays in edited volumes, reference articles, non-peer-reviewed articles, and monographs), for inclusion in the Institutional Repository. The repository will provide links to the final published versions of all publications.

The General Faculty Library Committee, in consultation with the General Faculty Council, will be responsible for interpreting this policy, establishing guidelines for its implementation, resolving disputes concerning its interpretation and application, and recommending changes to the General Faculty from time to time. The policy will be reviewed by the General Faculty Library Committee after three years and a report presented to the General Faculty.

The day-to-day administration of this policy will be the responsibility of the Scholarly Communications Officer, who will be a member of the library staff designated by the Director of Libraries. The Officer will process the publication data and texts submitted; process any waiver requests; and assist individual faculty in clarifying publishers' policies with regard to repositories, as well as any negotiation with publishers concerning copyright.

The website URL where the open access repository is available:

http://ohio5.openrepository.com/ohio5/handle/11282/293015

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

The library strongly encourages Oberlin scholars to consider an open access publisher when preparing a manuscript for review. All Oberlin College authors are eligible for reduced fees with both BMC and the Public Library of Science, thanks to the Library's consortial memberships in those organizations.

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

http://oberlin.edu/library/programs/openaccess/

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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*.

Submission Note:

CDS Recyclers:
http://www.oberlin.edu/cds/social/recyclers.html

RCT:
http://new.oberlin.edu/office/facilities-operations/recycle/

CLEAR:
http://new.oberlin.edu/office/clear/

OES Interns: Descriptions:
http://new.oberlin.edu/office/environmental-sustainability/get-involved/jobs.dot
Interns & Final Reports:
http://new.oberlin.edu/office/environmental-sustainability/about/staff_listing.dot

"---" 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:

2,983

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

CDS Recyclers

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

2,363

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

CDS Recyclers work to increase the sustainability of Oberlin's dining services. The group are paid students that work on pre-existing programs or initiate their own ideas. They produce an annual green guide for navigating campus and the dining halls, conduct food waste audits and composting food waste, and promote the reusable takeout container program as well as the promotion of usable mugs. The CDS Recyclers also work on the Go More Meatless campaign, which has included a all-student survey, creating posters, and tabling with their fellow diners. The CDS Recyclers will sit at tables to do outreach with students in regards to other programs, like optimizing composting and getting feedback on new, local meals.

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

Members of the CDS Recyclers apply for their jobs and interview with Michele Gross, Director of Dining and Business Operations.

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

CDS Recyclers receive training in conducting waste audits. Most of their work is project based and they receive additional training and support depending on the projects they pursue. The group is supported by the other CDS Recyclers, the Resource Conservation Team (RCT), Campus Dining Services (CDS), Bon Apetit Management Company (BAMCO), and the Office of Environmental Sustainability.

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

CDS Recyclers are paid by the hour and work closely with Michele Gross, Director of Dining and Business Operations. At the weekly meetings, student workers may also get a free breakfast. Depending on the projects they pursue, their work is supported by staff and funding from Campus Dining Services and other departments.

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

Resource Conservation Team (RCT)

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

2,983

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

The Resource Conservation Team focuses on waste minimization and reuse on campus. This includes running the Free Store, which is a Goodwill-type store, housed in the basement of Asia House, where all items are free. Students, faculty/staff, and community members can donate and shop all free of charge. Additionally, the RCT runs the Big and Little Swap which are move-in and move-out sales with their fellow students. The RCT educates students on how to reduce waste, how to reuse, and how to recycle. The group implements multiple recycling programs (like the ink and toner cartridge recycling program), conducts waste audits of dorm waste (they conduct the audits in highly visible spaces to encourage folks passing by to ask questions and use this opportunity to educate them about waste), they run the dorm composting program where they equip dorm residents to compost, and they oversee the Johnson House Student Garden. The RCT also tables to educate and engage students about these various programs.

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

Members of the Resource Conservation Team apply for their jobs and interview with Keith Watkins, Director of Facilities.

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

Most of their work is project based and they receive training and support depending on the projects they pursue. The RCT works as a unit, but it also divided into subgroups on specific programs, like Free Store or Garden, and receive support from their groups. They also work with the Office of Environmental Sustainability in addition to Facilities Operations.

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

Members of the Resource Conservation Team are paid by the hour and work closely with Keith Watkins, Director of Facilities. Depending on the projects they pursue, their work is supported by staff and funding from Facilities Operations and other departments.

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

CLEAR (Center for Learning, Education, and Research in the Sciences)

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

2,519

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

Part of CLEAR's missions is peer-to-peer education. CLEAR runs workshops with peer education components, as well as, drop-in tutoring and OWLS peer mentoring.

- Akin to the Writing Center, the Quantitative Skills Drop-In Tutoring Center offers evening drop-in evening hours where peer tutors lend fellow students a hand with a variety of quantitative skills including math and software help across the curriculum. Located in the Science Library, room N176.

- OWLS (Oberlin Workshops and Learning Sessions): Experienced and trained peer-leaders run fun, hands-on evening workshops to strengthen student understanding of lecture content in a number of courses in math and the natural sciences.
Resource center for students and faculty interested in teaching, learning, or studying topics in the natural sciences or with Quantitative and Formal Reasoning (QFR) components;

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

Students majoring in, or who have expressed interested in STEM, are selected and advance through an interview and training process with CLEAR Director, Marcelo Vinces.

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

The OWLS receive in-depth training led by CLEAR director in collaboration with experienced student leaders.

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

Oberlin College was awarded a grant of $800,000 in 2012 by the Howard Hughes Medical Institute (HHMI) to support the natural sciences and strengthen student learning of math and quantitative skills to meet the demands of interdisciplinary research. With the grant, Oberlin established the Center for Learning, Education, and Research in the Sciences (CLEAR).

Name(s) of the student educator program(s) (all other programs):
OES Interns, Writing Center

Number of students served (i.e. directly targeted) by all other student educator programs:
2,983

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

Interns in the Office of Environmental Sustainability run various programs and events to educate other students about sustainability topics, issues, and current events.

Writing Center hosts workshops, drop-in tutoring, and more.

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

OES Interns apply with credentials and questionnaire responses, get interviewed by OES staff, and are selected by best fit.

Writing Center students are typically English or Creative Writing majors, or students talented in English, recommended by faculty and selected the the Writing Center.

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

OES interns meet with the Sustainability Coordinator every week and are given one on one training and some professional development opportunities.

Writing Center students are trained in tutoring for all writing styles.

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

The Office of Environmental Sustainability, as well as Facilities Operations support OES interns.

The Writing Center, the Department of Rhetoric and Composition, the College of Arts & Sciences, and the Mudd Library support the Writing Center.

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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 large focus of new student orientation. As new students get settled in to their housing assignments, a discussion on living sustainably is included in hall meetings and dorm-cluster meetings, which are mandatory. During the campus resource fair, an opportunity for students and parents to interface with offices on campus, the Office of Environmental Sustainability is on hand to answer questions, provide resources about sustainability at Oberlin, and connect students with opportunities to engage with sustainability through various clubs and programs. Students are encouraged to sign up for our car-sharing program at this time.

A key orientation event is the Office of Environmental Sustainability's "Green Orientation." Green orientation brings together departments and student groups that are engaged in sustainability work to give presentations and offer opportunities for new students to get involved.

Furthermore, the Resource Conservation Team (RCT) does a "Fresh Swap" for new students and promotes recycling and reuse activities during this time. In an effort to reduce waste and consumption, the RCT collects various essentials—lamps, fans, hangers, bedding, school supplies, kitchen utensils and wastebaskets, clothing, etc.—from departing students each May, and makes these items available to incoming students during orientation, at no charge. There are also new student lunches that are zero-waste and sourced with local food to display Oberlin College's commitment to sustainability early on.

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

http://new.oberlin.edu/dotAsset/310ad810-577b-49e9-ab61-b9e84a40880d.pdf

Student Life

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	---
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	---
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	---

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

• Anti-Frack: An environmental-justice oriented, student-governed group dedicated to fighting extractive industries and supporting affected communities in Ohio.

• Oberlin Animal Rights: Oberlin Animal Rights (OAR) supports and promotes animal rights activities on campus, including volunteering opportunities at an animal sanctuary, promoting vegetarian/vegan dining, and coordinating speakers for campus programs. In addition, the group hosts fun events like craft-making and writing letters to political prisoners, as well as working to eliminate animal testing on campus.

• Bike Co-op: The Oberlin Bike Co-op is an organization governed and staffed by volunteer student mechanics with its mission based in teaching people about bikes and how to fix them, in promoting bicycle culture and in being open, friendly and fun.

• Green EDGE Fund: A student board that manages a set of accounts designated for loan and grant allocations. The mission of the Green EDGE Fund is to support projects that promote environmental sustainability within the Oberlin College & City community while promoting innovation and education, and projects at Oberlin College that meaningfully improve efficiency and reduce resource consumption.

• Headwaters Magazine: Headwaters aims to be not just an environmental magazine, but a tool for the Oberlin environmentalist. They maintain a list of environmental groups and upcoming events for those seeking to engage in green activities in and around Oberlin with articles, op-eds, photography, and other art. Entirely student run, they invite submissions from Oberlin College and the wider community.

• Oberlin College Outings Club: The Outings Club is Oberlin College's largest outdoors-oriented student group. They are entirely student-run and have a goal of making outdoor sports more accessible to students. To realize this goal, they have two major functions: renting gear and organizing trips. The largest trips happen during Fall and Spring Break. Any Oberlin student is eligible to participate in a trip, and participation is determined by lottery. They rent gear to any student any time of the year besides the summer.

• Oberlin Storm Water Management Project (OSWAMP): The Oberlin Stormwater Management Project (OSWAMP) is a grass-roots, student-run organization committed to restoring Plum Creek within the Great Lakes Basin through community outreach, education, and low impact design projects. OSWAMP encourages the improvement of stormwater management practices for the benefit of everyone in the community.

• Oberlin Gardening Resource Outreach Workers (OGROW): OGROW's mission consists of:
a) connecting students interested in gardening to each other and to projects they can get involved with; b) funding and helping create garden projects on campus and in the local schools; c) building knowledge of gardening, garden education, school farms, and sustainable agriculture through speakers, workshops, and other events d) providing a de-stressing environment for students with fun gardening events!

• Ohio Public Interest Research Group: Ohio Public Interest Research Group at Oberlin works to address pressing public interest and social justice concerns such as poverty, political corruption, and environmental sustainability on behalf of the Oberlin students and community.

• Ohio Student Environmental Coalition: The Ohio Student Environmental Coalition is a statewide network of student groups working for a clean, safe, and just future for all. They are guided by a Steering Committee comprised of student representatives, alumni, and staff supporters.

• Resource Conservation Team: The Resource Conservation Team (RCT)'s mission is to help Oberlin College decrease its ecological footprint and meet its commitment to climate neutrality by reducing the amount of resources it uses and the amount of wastes it produces.To meet these goals, they use research, education, and community collaboration to implement recycling, source reduction, and

ecological regeneration.

• Recycled Products Co-op: The ultimate mission of the Recycled Products Coop (RPC) is to provide affordable recycled office supplies to the Oberlin community at large, specifically Oberlin College students and other interested parties, thereby stimulating the larger market for recycled products manufacturing and development, while at the same time creating a sustainable, at-cost product option for all economic classes of office supply users.

• Slow Food Oberlin: Slow Food Oberlin is an on campus chapter of the international Slow Food movement working to change the Oberlin community's relationship with food. They advocate for Good, Clean, and Fair food by educating, engaging and empowering college and community members.

The website URL where information about student groups is available:

https://sites.google.com/a/oberlin.edu/environmentalism-at-oberlin

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

The Johnson House Garden is a student-run organic garden and orchard on campus maintained by the Resource Conservation Team. The "J-House" Garden composts on-site and sells some of their produce to dining halls.

The George Jones Farm is a 70 acre farm and nature preserve owned by Oberlin College and operated by the New Agrian Center. Students work at the farm during the semester and over the summer as paid interns.

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

http://jhousegarden.wordpress.com/

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

The Oberlin Student Cooperative Association (OSCA) is a student-owned and -operated nonprofit that has run cooperative housing and dining at Oberlin for over sixty years. Over six hundred students eat in co-ops and around 175 of those members live in co-ops. OSCA attempts to be as sustainable as possible and do their own purchasing, cleaning, and cooking. Student positions include HLEC (Housing and Loose Ends Coordinator), DLEC (Dining Loose Ends Coordinator), Head Cook, Bread Maker, Granola Maker, Tasty Things Maker, and more! OSCA has established connections with local farmers, and whenever possible, co-ops purchase food from nearby farms, supporting area farmers rather than agribusiness. As one of the most financially stable student co-ops in the country, OSCA is able to loan money and give grants to local businesses and other co-ops. OSCA currently supports environmental, community revitalization efforts, other co-ops, and gives grants to non-profit and charitable organizations.

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

http://osca.wilder.oberlin.edu/

A brief description of the sustainable investment or finance initiatives:

The Green EDGE Fund finances environmental projects on the Oberlin College campus and (occasionally) in the Oberlin community. The EDGE Fund is administered by a Student Board, which includes a Student Senate Liaison, is supported by a faculty advisor, and is overseen by the Office of Finance and Facilities Operations.

The Fund can support two different types of projects: efficiency loans and sustainability grants.

Efficiency loans are given for projects that have clear and timely financial paybacks into the fund. The efficiency loans are not like a standard bank loan, where the borrower pays back with interest; instead, our "loans" are paid back with monetary savings achieved through efficiency improvements.

Sustainability grants do not have any payback requirements. We expect them to be used without recovering any of our investment. Hence, these funds support projects that increase Oberlin's sustainability but don't produce easily quantifiable savings: example sustainability projects include covered bike racks, a student operated garden, and a community renovation program.

We have these two types of projects because we have have two funding sources. Part of our funding comes from the college administration, which has asked us to only invest in projects with clear financial paybacks (the efficiency loans). The other part of our funding comes from activity fees paid by the student body, which supported using the funding for either efficiency projects or general sustainability projects (the sustainability grants).

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

http://ocsites.oberlin.edu/edgefund/

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

The Environmental Studies Program speaker series regularly brings in notable environmentalists to guest lecture in courses and speak publicly. Oberlin routinely hosts a wide array of sustainability-related conferences, including Northern Ohio's Clean Energy Future: Regional Prosperity, Opportunity, Leadership (2011), Community-Based Social Marketing Workshop (2010), Power Shift Ohio (2009), Ohio Green and Growing: Local Governments Fostering Economic Development and Sustainability (2008).

The annual Ecolympics competition is a collaboratively organized three-week water and electricity conservation competition and community events. In 2013, there were ~31 events in the three-weeks of the competition. Events range from film screenings to guest lectures, from garden service days to sustainability trivia. Some of these events are particularly geared towards students, while others encourage the entire community to attend.

Additionally, beginning in 2012 the College initiated a campus-wide dialogue series focused on our carbon neutrality efforts. The From Coal to Carbon Neutrality series hosted a series to events discussing Oberlin's energy past, present, and future, ethical implications of natural gas use, a campus community workshop, and learning from other institutions.

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

http://oberlin.edu/ecolympics

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

There are many cultural events that relate to sustainability. One such installation in 2013 was the Face-to-Face AIDS photo mosaic that was installed on campus for a few weeks.

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

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

The Outings Club helps organize excursions and rents gear. They sponsor three to five open trips during fall and spring breaks and some weekend or day trips during the warmer months. They have had Leave No Trace training and encourage all members to follow Leave No Trace principles.

The Bike Coop regularly organizes rides throughout the area.

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

http://www.oberlin.edu/stuorg/Outing/

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:

Oberlin's Experimental College (ExCo) program allows students or any community member to teach a course for credit! This regularly includes sustainable life skills courses, from "Ecology, Meditation, Mindfulness" to "Practicum in Nature Journaling" to "Solidarity Economics."

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

http://oberlinexco.org/excos/all

A brief description of sustainability-focused student employment opportunities:

The Environmental Dashboard Project, the Community-based Social Marketing Project, the Office of Environmental Sustainability, and the Oberlin Project all offer sustainability-focused student employment opportunities.

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

http://new.oberlin.edu/office/environmental-sustainability/get-involved/jobs.dot

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

Graduating students are asked to sign Oberlin's graduation pledge: "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work." Those who sign the pledge are given a small card with the pledge and a green ribbon that they can wear during commencement.

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

http://new.oberlin.edu/dotAsset/d98f0f38-f33d-4ec2-8270-d7b04c5df032.pdf

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

Oberlin's Bonner Center for Service and Learning offers a variety of co-curricular sustainability-related opportunities for students.

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

http://new.oberlin.edu/office/bonner-center/index.dot

Outreach Materials and Publications

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

The Office of Environmental Sustainability website details Oberlin's sustainability commitments and progress towards carbon neutrality. It also provides resources for students, information on bicycling and car-sharing, and news.

The website URL for the central sustainability website:

http://new.oberlin.edu/office/environmental-sustainability

A brief description of the sustainability newsletter:

The Office of Environmental Sustainability publishes a monthly eNewsletter:

http://us5.campaign-archive1.com/home/?u=9afa52df2294d7a6bcde51830&id=42164dea8a

The Environmental Studies Program publishes a newsletter that covers academic and operational sustainability news:

http://new.oberlin.edu/arts-and-sciences/departments/environment/environmental-studies-newslett

ers.dot

The website URL for the sustainability newsletter:

http://us5.campaign-archive1.com/home/?u=9afa52df2294d7a6bcde51830&id=42164dea8a

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

Facebook, Twitter, Instagram

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

http://facebook.com/oberlinsustainability

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

Students have co-authored many conference papers and papers for peer-reviewed journals. Student research can be published on Policy Options. Student research is regularly covered by the Office of Communications. The Office of Undergraduate Research organizes public presentations of student research.

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

http://new.oberlin.edu/office/bonner-center/programs/co-curricular/policy-options-project.dot

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

The Adam Joseph Lewis Center for Environmental Studies features signage and an electronic kiosk that explains how the building and its Living Machine functions and shows real-time resource use and generation. Digital signs throughout campus display the environmental performance of individual dorms.

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

http://www.oberlin.edu/ajlc

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

Oberlin's Campus Dining Service is served by Bon Appétit Management Company, who carefully label foods and furnish the dining halls with information about sustainability and food. The CDS Recyclers conduct food waste audits and shares the results with large signs in the dining halls.

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

http://www.oberlin.edu/cds/social

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

Several areas of landscape have been labeled, including the Adam Joseph Lewis Center kitchen garden, heirloom trees in Tappan Square, the Underground Railroad medical garden, the Harvey House butterfly garden, many tree species on campus, and others.

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

http://new.oberlin.edu/office/facilities-operations/services/grounds-and-athletics-maintenance

A brief description of the sustainability walking map or tour:

The OES has created a campus sustainability google map and accompanying brochure highlighting several prominent locations. Soon there will be an Apple mobile app of the campus sustainabily map. The Adam Joseph Lewis Center for Environmental Studies offers a self-guided tour of its landscape. Sustainability is featured prominently in campus tours given to perspective students.

The website URL of the sustainability walking map or tour:

https://maps.google.com/maps/ms?msid=210539225569347589518.0004cc323ff8b7098795a&msa=0&dg=feature

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

Oberlin's transportation website details alternative methods of transportation. The Oberlin Project is working to create a transportation guide.

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

http://new.oberlin.edu/visitor/transportation.dot

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

Webpage and video, as well as educational events and bike fixit stations.

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

http://new.oberlin.edu/office/environmental-sustainability/bicycling/

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

The Green Room Program was created to assist and challenge students to live sustainably in their residence halls. oberlin.edu/green-room

The CDS Recyclers created the Little Green Book, which details how students can live sustainably at Oberlin. The Office of Environmental Studies created a similar Green Field Guide.

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

http://www.oberlin.edu/cds/social/Little_Green_Book.pdf

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

The Oberlin Review regularly covers sustainability issues.

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

http://www.oberlinreview.org/

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

The Office of Environmental Sustainability administers the Greenscene listserv, which provides a forum for students, environmental groups, and others to share events, information, and programs.

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

http://new.oberlin.edu/office/environmental-sustainability/get-involved/

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

Yes

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

Headwaters Magazine, a student-run printed and online publication, covers sustainability at Oberlin and in the larger world.

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

http://oberlinheadwaters.com/

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

Yes

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

Sustainability zines

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

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

Yes

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

The Oberlin Alumni Magazine also regularly covers sustainability topics.

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

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

Yes

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

The Oberlin Project also has a central website, social media pages, a newsletter, and more communication programs.

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

http://oberlinproject.org/

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

Yes

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

Environmental Dashboard Project displaying college dorms and a few academic and administrative building real-time energy feedback.

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

http://oberlin.edu/dormenergy

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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?:
No

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

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

Ecolympics is a three-week water and electricity reduction competition that occurs in conjunction with Campus Conservation Nationals, between campuses and residence halls We utilize our Campus Resource Monitoring System to provide students with real-time feedback on their resource use and measure consumption throughout the competition. In addition to the conservation piece, there is a series of events. In 2014, there were appropriately 35 events in the three weeks of the competition! Events range from film screenings to guest lecturers to community service days.

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

The winners of Oberlin's 2013 Ecolympics are:

Dorm electricity winner: Keep Co-op with a 57.7% reduction.
Dorm water winner: Old Barrows with a 45.8% reduction.
Kitchen co-op electricity winner: Kosher Halal Co-Op with a 14.3% reduction.
Dorm participation winner: Old Barrows
Honorable mention: For the first time we are giving an honorable mention award. This award goes to Fairchild for coming in second in dorm water reduction and for high participation.

In 2013 Oberlin joined the ranks of around 200 institutions nationwide in saving 2,114,844 kWh of electricity and around $250,000 – in addition to 1,681,241 gallons of water. This was the biggest reduction in CCN history thus far.

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

http://oberlin.edu/ecolympics

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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*.

Submission Note:

However, at the beginning of each year, a faculty member gives a brief presentation to all new faculty about Oberlin's sustainability commitments.

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

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

No

Total number of employees:

1,121

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

During their benefits orientations, information on Oberlin's sustainability commitments and information on the Oberlin Project are distributed to new employees.

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

Staff Professional Development

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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

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

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

Yes

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

Opportunities for Staff professional development in the area of sustainability is regularly communicated and made available to interested parties. Professional development in this area is encouraged and supported by the institution through the reimbursement of all expenses for attending off-campus sessions, and by communicating and hosting a variety of on-campus sessions. Staff are able to attend one conference per year, but are allowed trainings as required. Training opportunities are sent out on the greenscene listserv.

In Fall 2014, the Office of Environmental Sustainability is hoping to create further staff development opportunities on campus in conjunction with the Green Office Program.

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

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

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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

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:

The George Jones Farm:

http://www.cityfresh.org/george-jones-farm

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 Oberlin community—college and city— joined the Climate Positive Development Program, a joint initiative of the Clinton Climate Initiative, a program of the William J. Clinton Foundation, and the U.S. Green Building Council. This new partnership will prove

instrumental in the implementation of the Oberlin Project, a planned green redesign of the Oberlin community. The project is a collaborative effort between the college and the city. The vision of the project joins the many strands of sustainability—urban revitalization, green development, advanced energy technology, sustainable agriculture, green jobs, and education—into an integrated response to the burgeoning crisis of climate destabilization, environmental deterioration, and economic turmoil. The aim of this partnership is to create a net-positive climate community by 2050.

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 Oberlin Project is a joint effort of the City of Oberlin, Oberlin College, and private and institutional partners to improve the resilience, prosperity, and sustainability of our community.

The Oberlin Project's aim is to revitalize the local economy, eliminate carbon emissions, restore local agriculture, food supply and forestry, and create a new, sustainable base for economic and community development.

Our current goals include:

Creating one of the first climate positive cities in America by shifting the City and College to renewable energy sources, radically improving efficiency, sharply reducing our carbon emissions, and improving our economy in the process.
Creating new and supporting existing business ventures in energy efficiency and solar deployment, food and agriculture, and the sustainable use of local resources.
Conserving 20,000 acres of green space and developing a robust local foods economy to meet 70% of our consumption.
Creating an educational alliance between the College, the Oberlin schools, the Joint Vocational School, and Lorain County Community College focused on integrating sustainability into education at all levels.
Developing a 13-acre Green Arts District at the US Green Building Council Platinum level.
Serving as a model that can be replicated in other communities.
The City and College have signed on to become one of 18 Clinton Foundation Climate Positive Development Program cities (one of only three in the United States), thereby committing to reducing Oberlin's greenhouse gas emissions below zero. The City of Oberlin is on target to reduce its emissions by 50% of 2007 levels by 2015, with 90% of its electricity coming from renewable sources.

The Climate Action Committee, a community-based group created by City Council, developed this 2013 Climate Action Plan as a roadmap for transitioning to a climate positive community. Work by the City and the College through the use of the recommended strategies and community outreach will create not only a climate positive community but also a community in which its residents live, learn, and lead. The Oberlin Project will disintegrate in a few years time, but the work of the Oberlin Project will continue.

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://oberlinproject.org/

Inter-Campus Collaboration

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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?:

Yes

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

Professors at Oberlin research the effect of real-time feedback on resource use and developed an instrument to measure an individual's connectedness to nature, which has been found to be correlated with proclivity to engage in pro-environmental behavior. This research -- both on resource use feedback and connectedness to nature -- have been presented in various conferences, papers, and campus visits.

Oberlin College's Office of Environmental Sustainability fields many inquires about programs (from the bottled water ban to local food procurement, from position descriptions to communication tactics) with other institutions. We make good efforts to that many resources are available online, including videos from past events, articles about programs or events, and data and information (like writing comprehensively about subjects on STARS and expanding our GHG Inventory and Progress Reports on ACUPCC). Furthermore, the Office of Environmental Sustainability has informal relationships with local institutions in the Northeast Ohio area as well as with other sustainability officers whom we know personally or connected with through past collaboration. The Sustainability Coordinator shares information on the Green Schools listserv. The office is also a part of a regional Ohio sustainability schools listserv. The office presents locally about initiatives, participates in interviews and articles about programs, and presents and at conferences throughout the year. The Sustainability Coordinator has contributed to the Sustainability Internship Program Guide published by AASHE to allow other institutions to learn about OES' internship program.

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:

• American College and University Presidents' Climate Commitment
• Association for the Advancement of Sustainability in Higher Education
• Collegiate Sustainability Group

- The Oberlin Project
- US Green Building Council
- Great Lakes College Association (subsections related to sustainability like the facilities & sustainability officers annual gathering and the GLCA Dashboard Project Group)
- Ohio 5
- International District Energy Association (IDEA)
- Ohio Sustainability officers (listserv, twitter group, and in-person summits)

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

Oberlin routinely hosts tours of our campus and organizes sustainability related conferences, including:
- Climate Change Solutions in the Buckeye State and Beyond (April 2008)
- Ohio: Green & Growing: Local Governments Fostering Economic Development (with ICLEI) (October 2008)
- Fostering Sustainable Behavior Workshop (June 2010)
- Northern Ohio's Clean Energy Future: Prosperity, Opportunity, Leadership (September 2011)
- Green Energy Ohio Tours (April 2012-2014)
- GLCA Sustainability & Facilities Officers Gathering (July 2013)
- as well as hundreds of tours and visitors throughout the year.

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

Continuing Education

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

The Experimental College—affectionately known as ExCo—is a credit-offering, student-run department of Oberlin College. It was established in 1968 through legislation passed by the Educational Plans and Policies Committee and the College Faculty. ExCo's main goal is to serve as a free community educational program open to everyone, with a non-traditional definition of education. The number of classes offered through ExCo varies each semester, but there are usually between 60 and 90. Because the ExCo committee designs no specific curriculum for the department, each semester's courses reflect the current interests of the Oberlin community. ExCo instructors may be townspeople, College or Conservatory students, or faculty and staff members. Instructors are fully responsible for the content of their courses: materials, class size, meeting places and times – everything.

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

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

Number of continuing education courses offered that address sustainability:
5

Total number of continuing education courses offered:

43

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

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

Alternative Economic Thought
Bonner Life 101
Eastwood Outdoor Classroom
Food Systems and Food Justice
Permaculture

Descriptions can be viewed on the ExCo website.

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

No

A brief description of the certificate program:

The Experimental College does not offer certificates.

Year the certificate program was created:

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

http://oberlinexco.org/

Community Service

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

In 2013, Oberlin was awarded the President's 2013 Higher Education Community Service Honor Roll with Distinction. This was the seventh consecutive year Oberlin College was included on the Honor Roll.

http://new.oberlin.edu/home/news-media/press/detail.dot?id=3876180

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

Number of students engaged in community service:

1,798

Total number of students :

2,927

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:

108,882

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:

The Bonner Center for Service and Learning created an award for college and conservatory staff to recognize Administrative & Professional Staff (A&PS) for their civic and community engagement.

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

http://new.oberlin.edu/office/bonner-center/about-the-bonner-center/ImpactTable2011.pdf

Community Stakeholder Engagement

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

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

List of identified community stakeholders:

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

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

Participation in Public Policy

Responsible Party

Mary K. Campbell
Communications and Web Initiatives Intern
Office of Environmental 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:

The Oberlin Project provides a framework for Oberlin College and the City of Oberlin to work collaboratively to adopt new ordinances and policies to increase the sustainability of our community. For example, our Grounds Department lobbied for changes to ordinances to permit natural landscaping. In recognition of the importance of sustainability, Professor David W. Orr, a leading faculty voice on these issues, was appointed Special Assistant to President on Sustainability and Environmental Affairs. He speaks and advocates internationally for sustainability policies.

Oberlin has advocated for renewable energy through the creation of the sustainable reserve fund. When Oberlin College agreed to purchase an estimated 60% of its electricity from green sources, the college worked with the municipal power utility and the City Council to create a Sustainable Reserve Fund from the money paid towards green attributes. This fund contains the $2 per MWhr that Oberlin pays as a premium for green power. This money is overseen by the City Council and is available for local energy conservation and greenhouse gas reducing projects. So far, portions of these funds have gone towards two local projects: the purchase and erection of a wind monitoring tower to assess the potential for local wind energy generation, and the infrastructure for a local biofuels station that sells biodiesel and ethanol fuels.

Oberlin took a leadership role in environmental stewardship it became one of the nation's first institutions of higher education to accept the goal of climate neutrality by signing the American College and University Presidents Climate Commitment (ACUPCC). As a charter signatory, Oberlin was one of the first four schools in the United States and the first in its peer group to sign the ACUPCC. Building on the growing momentum of action on climate change, the ACUPCC provides a framework and supporting mechanisms for America's

colleges and universities to rapidly accelerate this effort. It capitalizes on the critical role of colleges and universities to serve as examples for their communities and to train the people who will develop the social, economic and technological solutions to reverse global warming.

Following the completion of the College's first greenhouse gas inventory, the Office of Environmental Sustainability worked with the Committee on Environmental Sustainability to develop a comprehensive Campus Climate Action Plan. This plan assesses the impacts of the college's current level of emissions, develop indicators and targets for continual improvement and outline a specific implementation plan and priorities for improvement. In 2009, Oberlin submitted A Plan to be Carbon Neutral that set a target of carbon neutrality by 2025. Following the college's lead, the city of Oberlin passed their own Climate Action Plan in 2011, which Oberlin College endorsed and signed. The plan set systematic goals of reducing the baseline inventory emissions by 50% by 2015, 75% by 2030, and 100% by 2050. The City is on track to reach the first milemarker through a power purchase agreement to receive 90% renewable electricity by 2015.

Oberlin College was a key player in the development of the City of Oberlin's Zero Waste Plan. The City observed many of the strategies that the College has used to reduce waste, increase recycling, and conserve resources, and worked to adapt and apply these strategies to the city as a whole. Oberlin College worked cooperatively with the City throughout this process.

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

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

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

http://new.oberlin.edu/office/environmental-sustainability/progress/carbon-neutrality.dot

Trademark Licensing

Responsible Party

Colin Koffel
Environmental Sustainability Fellow
Office of Environmental 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?:

Yes

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? :

Yes

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

Trademark Licensing

Hospital Network

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental Sustainability

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Meghan Riesterer
Assistant Vice President of Energy Management and Sustainability
Office of Environmental 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.

Submission Note:

We are currently updating our Green House Gas Inventory Report due to the ACUPCC (American College and University President's Climate Commitment). During this Spring 2015 semester we are involving students in the process as a learning opportunity during the

inventory update. It is a great opportunity for some of our students to better understand the metrics and impacts associated with our campus sustainability programs and initiatives as well as the immense undertaking of this type of inventory. We expect an completed inventory by June 2015.

We expect the source inventory to decrease by approximately half as we have transitioned to a coal-free campus since our benchmark year. March 2014 was the final shipment of coal to the campus central heating plant! A major milestone for our GHG inventory.

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

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

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

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

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

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

Regarding business travel scope 3, Oberlin College considers all approved travel, including winter term projects that occur throughout the nation and world as well as students traveling abroad during the full semester term.

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	16,725.18 *Metric Tons of CO2 Equivalent*	20,086.34 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	20,260.66 *Metric Tons of CO2 Equivalent*	24,332.32 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	1,444.68 *Metric Tons of CO2 Equivalent*	116.14 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	1.22 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	5,993.64 *Metric Tons of CO2 Equivalent*	7,988.92 *Metric Tons of CO2 Equivalent*

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

Providing Oberlin With Efficiency Responsibly (POWER) reduces carbon emissions by increasing the efficiency of low-income housing in Oberlin. The Office of Environmental Sustainability sells carbon offsets during Green Commencement and POWER is working with students to enable student organizations to purchase local offsets.

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

The Carbon Management Fund was developed a student-run project to offset carbon generated by student travel. So far this project has planted over 120+ trees planted on campus as a part of this project. A protocol has not been determined yet as we are trying to develop a local carbon offset program and in-house verifiers.

A brief description of the composting and carbon storage program:

The College composts pre- and post-consumer organics from the largest dining hall on campus, as well as all of the co-op kitchens. The student-run Resource Conservation Team (RCT) manages compost programs for residence halls at a campus garden. All yard waste is composted by the Grounds Department.

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

Currently in 2013, 37 percent of Oberlin College's energy consumption is offset from renewable resources. Our purchased offsets comes from a variety of Ohio sources, including the Blue Creek Wind Farm and AMP Hydro Water Plants. All carbon offsets purchases are a collaborative effort with the local municipal utility, and that desire to work with the municipal utility has the added community benefit of creating a green energy portfolio for the City.

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,604	2,171
Number of residential employees	23	30
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,959	2,799
Full-time equivalent of employees	965	960
Full-time equivalent of distance education students	0	0

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

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

Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

We currently use 2005 as our baseline year to be consistent with past reporting metrics; however, we are undergoing a strategic planning effort to consider revising that baseline.

Gross floor area of building space, performance year:

2,670,000 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	56,287 *Square Feet*
Healthcare space	3,140 *Square Feet*
Other energy intensive space	76,920 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	895 *Metric Tons of CO2 Equivalent*
Commuting	1,519.87 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	644.43 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

There are no known "other categories" tracked. Regarding business travel scope 3, Oberlin College considers all approved travel, including winter term projects that occur throughout the nation and world as well as students traveling abroad during the full semester term.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/search/?institution_name=oberlin

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

- Lighting upgrade: Buildings and activities within buildings (e.g. heating and cooling, lighting, plug loads) currently account for more than 90% of the energy consumed on campus. Therefore building renovation and the selection of appliances that minimize energy use (see Section III on buildings) is an essential strategy to pursue. From 2011-2013 a comprehensive lighting retrofit effort upgraded ballasts, lamps, and fixtures in more than 80% of campus buildings, as well as parking lots and outdoor lights. However, room for substantial additional improvement remains. The College will achieve greater energy reductions by improving the thermal efficiencies of buildings and the operating efficiencies of equipment. The development of energy zones will also result in efficiency savings.

- Behavior change: Energy conservation through behavior change is one of the most effective and least expensive ways to reduce energy consumption; it is estimated that at least 10% of the carbon reductions required to achieve carbon neutrality can come from behavior change. The College is currently pursuing several strategies to encourage resource conservation. All dorm residents and some staff members have access to real-time feedback about their building's resource use through the Campus Resource Monitoring System (

http://buildingdashboard.net/oberlin/

). Research conducted by faculty and students at Oberlin and elsewhere has demonstrated that providing feedback on resource use can reduce electricity consumption by up to 56% during a 3 week long energy reduction competitions among dormitories. "Environmental orbs" that glow different colors depending on current rates of electricity and water use provide a highly accessible source of feedback, and are installed in most dormitories. Expanding and improving the monitoring of resource use in buildings should remain a priority when renovations or new construction make it possible.

The College has begun a research project using Community-Based Social Marketing techniques to identify and influence high-impact behaviors through behavior change programs. Behavior change strategies will include incentives designed to encourage students, faculty, and staff to purchase and manage personal electronic equipment to minimize energy use; educational campaigns, like the Green Room and Green Office programs, to encourage energy conservation practices; and outreach efforts to encourage carpooling and biking. The College also boasts one of the most longstanding energy conservation competitions in the country: Ecolympics. Ecolympics is a three-week water and electricity conservation competition between residence halls tied to the Dashboard monitoring system and a precursor to the nationwide Campus Conservation Nationals. During the three weeks of the competition, there are dozens of campus and community events centered around sustainability -- from film screenings to garden service days.

The development of the Carbon Management Fund to offset carbon locally.

Outdoor Air Quality

Responsible Party

Mary K. Campbell
Communications and Web Initiatives Intern
Office of Environmental 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.

Submission Note:

These numbers are from 2013. The latest numbers from 2014 will be due April 2015 to report.

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

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

Yes

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

We currently have an anti-idling policy. We currently contracted with a third party vendor to track our College owned and rented car emissions.

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

Yes

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

In addition, we have an Environmental Health & Safety staff officer on staff to track, monitor, and report to the EPA and other governing bodies accurate air emissions from stationary combustion sources.

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

	Weight of Emissions
Nitrogen oxides (NOx)	38.45 *Tons*
Sulfur oxides (SOx)	378.34 *Tons*
Carbon monoxide (CO)	18.72 *Tons*
Particulate matter (PM)	0.68 *Tons*
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:

We are in the process of decommissioning our coal boilers as this will be the last winter we will ever utilize coal as a source fuel. Moving forward we will base load with Natural Gas during an interim period until we are finalize our carbon neutral strategic utility master plan currently in progress. Full details are in the article in the link provided.

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

https://oncampus.oberlin.edu/source/articles/2013/10/01/end-coal

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

http://new.oberlin.edu/office/environmental-sustainability/progress/buildings.dot

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

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

	Yes or No

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

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

2,598,513 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

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

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

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

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

2,598,513 *Square Feet*

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

APPA 3.0 Maintenance and Ops.docx

The date the guidelines or policies were formally adopted:

June 1, 2006

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

The department recognizes that Green Seal is a great source when it comes to making a decision on a product. Green cleaning chemicals are used when the option is available and equally as effective as its conventional counterpart. Currently, Green Seal certified products are used for all daily cleaning needs. The paper products that we stock are manufactured by Eco Soft and are Green Seal Certified. Both our tissues and paper towels are made from 100% recycled materials, as well as the core and box are 100% recycled material. Our hand soup products are GS-41 certified. All vacuums on campus meet or exceed the Carpet and Rug Institute (CRI) requirements for efficiency. The college is in the process of 100% conversion to Windsor Sensor vacuums. The Windsor vacuum is LEED qualifying with CRI SOA

Silver Performance and noise levels less than 70 dBA.

Oberlin College recycles carpet after its use on campus. In 2003 the college won the State of Ohio Department of Administrative Services STS Recycler of the Year Award for the amount of carpet it recycled.

Oberlin College uses Sherwin Williams paints in all campus buildings. These paints have no odor, no silicates, and no volatile organic compounds (VOCs). Oberlin protects the health of the campus community by carefully selecting products such as these that will not negatively impact indoor air quality.

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

Oberlin College has developed a Building Construction Standards and Performance Guidelines document for building construction and management. This document lays out standards and guidelines (in addition to USGBC LEED) for selecting materials, vendors, and contractors during construction projects. The document includes sustainability provisions such as proper waste disposal, preferring the use of recycled carpets, protection of trees, erosion control, "no incandescent fixtures", low VOC finishes, ensuring safety and security, building automation controls, Oberlin College's diversity and non-discrimination policy.
As stated, the Oberlin College Board of Trustees adopted a policy that all new construction and major renovations on campus have to be designed and built in accordance with the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) silver standard or equivalent.
Current LEED buildings on campus include: William's Field House (2009): LEED NC 2.2 Gold, Bertram and Judith Kohl Building (2010): LEED NC 2.2 Gold, Allen Memorial Art Museum (2011): LEED Gold, and Kahn Hall (2010) NC Silver. Kahn is sustainability-themed first-year residence hall. Its sustainable design and in-depth energy metering through the Campus Resource Monitoring System provide students the opportunity to explore how their actions affect their resource usage. The historic Apollo movie theater renovation was LEED certified in 2012. In addition:
• In the fall of 2006 a group of students brought the idea of a sustainable living theme house called SEED, Student Experiment in Ecological Design, to the administration. The first phase of renovations were conducted in the summer of 2007 and students moved into the house in fall '07. Additional renovations and retrofits are anticipated over the coming years. The house accommodates a total of eight students and is designed to spread the advantages of sustainable living into the local community.
• Oberlin College's most impressive green building, however, isn't LEED certified – it was built prior to LEED. The Adam Joseph Lewis Center (AJLC) for Environmental Studies was one of the first and most innovative green buildings on a college campus. It helped launch the green building movement of the mid-1990s and its innovative systems have since inspired green buildings in many other locations and settings. In 2010, Architect Magazine polled 150 green building experts and named the AJLC the top green building built since 1980. The Living Machine processes wastewater into reusable grey water via the natural cleansing methods that occur in a wetland—plants, bacteria, protozoa, and other aquatic microorganisms are used to clean and condition the water for reuse. It is operated by a group of about 10 students. The Living Machine provides excellent opportunities for Oberlin College students and the community to explore issues of wastewater, wetland ecology, microbiology and plant dynamics. With the installation of a solar parking pavilion adjacent to the existing photovoltaic (PV) array on the roof of the innovative AJLC, Oberlin had the largest PV array in Ohio at the time, with a total rated production of 159 kW. By using the solar energy produced by the PV array and (geothermal) ground source heat pumps, the building produces most, if not more, than the energy it uses. Oberlin College hopes to continue our legacy in ecological design into the future.
Facilities Planning and Construction (FP&C) uses the principles of LEED Silver as a starting point, but then takes the principles of good, holistic design to push beyond LEED points, because after all, a building that people don't like to be in is not a sustainable building regardless. The office employs skilled architects that can manage projects in order to create a holistic environment that is healthy and pleasing to building occupants. FP&C aims to ensure that all building users enjoy their experience in the building; this includes things that cannot be easily codified like creating a balanced atmosphere with pleasing colors, comfortable chairs, etc. Thus, because every project is different, each project is approached differently and customized for that project.

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

http://new.oberlin.edu/office/facilities-operations/services/custodial-department.dot

Building Design and Construction

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

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

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

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

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

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

In June of 2006 the Oberlin College Board of Trustees adopted a policy that all new construction and major renovations on campus have to be designed and built in accordance with the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) silver standard. The adoption of this standard will significantly reduce the use of resources on campus in the future, as the built spaces will both be built more efficiently and perform more efficiently.

http://new.oberlin.edu/office/environmental-sustainability/progress/buildings.dot

LEED

William's Field House (2009): LEED NC 2.2 Gold
Bertram and Judith Kohl Building (2010): LEED NC 2.2 Gold
Allen Memorial Art Museum (2011): LEED Gold
Apollo (2013): LEED certified
Kahn (2010): LEED NC Silver

Total floor area of eligible building space (design and construction):
199,999 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	20,547 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	52,360 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	107,060 *Square Feet*

Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

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

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

13,600 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

June 1, 2006

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

Additionally, on the College campus is the Adam Joseph Lewis Center for Environmental Studies (AJLC). The AJLC was one of the first and most innovative green buildings on a college campus. It helped launch the green building movement of the mid 1990s and its innovative systems have since inspired green buildings in many other locations and settings. In 2010, Architect Magazine polled 150 green building experts and named the AJLC the top green building built since 1980.

The Living Machine processes wastewater into reusable grey water via the natural cleansing methods that occur in a wetland—plants, bacteria, protozoa, and other aquatic microorganisms are used to clean and condition the water for reuse. It is located in the Adam Joseph Lewis Center for Environmental Studies, and it is operated by a group of about 10 students. The Living Machine provides excellent opportunities for Oberlin College students and the community to explore issues of wastewater, wetland ecology, microbiology and plant dynamics.

With the installation of a new solar parking pavilion adjacent to the existing photovoltaic (PV) array on the roof of the innovative AJLC, Oberlin had the largest PV array in Ohio at the time, with a total rated production of 159 kW. By using the solar energy produced by the PV array, the college produces most of the electricity needed for the building.

In the fall of 2006 a group of students brought the idea of a sustainable living theme house called SEED — that is, Student Experiment in Ecological Design to the administration. The first phase of renovations were conducted in the summer of 2007 and students moved into the house in fall '07. The house accommodates a total of eight students and is designed to spread the advantages of sustainable living into the local community. The SEED House is across from the Allen Art Museum at 20 and 22 E. Lorain St.

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

http://ajlc.csr.oberlin.edu/ajlc_lightbox/lightbox/design/home.php

see also:

http://ajlc.csr.oberlin.edu/ajlc_lightbox/lightbox/design/evolving.php

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

http://new.oberlin.edu/office/environmental-sustainability/policy/

Indoor Air Quality

Responsible Party

Keith Watkins
Director of Facilities
Facilities Operations

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:

2,598,513 *Square Feet*

Gross floor area of building space:

2,598,513 *Square Feet*

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

Oberlin College's Environmental Indoor Air Quality Program is designed to ensure that all "employees and students are provided a workplace and learning environment free of recognized indoor air quality hazards." Faculty, staff, and students are responsible for communicating indoor air quality complaints to the Environmental Health and Safety Manager by phone or email. The Environmental Health and Safety Officer is responsible for complaints and will provide guidance necessary for corrective acton, while ensuring that affected building occupants will be informed throughout the investigative and resolution process.

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

http://new.oberlin.edu/dotAsset/2306054.pdf

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

Rick Panfil

General Manager

Campus Dining Services/Bon Appétit Management Company

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

Around 25% is local food, purchased within 150 miles from vendors that make less than five million annually. That number continues to grow as Oberlin makes contacts with local farmers. Oberlin and BAMCO are increasing the number of third-party certified foods as well. Fair trade is 3.5% of total sales.

"---" 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:

31

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

Oberlin Local defined F2F 2013.14 .docx

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

Oberlin Local defined and supporting local economy, artisans', and nurturing town gown as much as possible within 150 miles
AG ACESS 100%
BOWMAN AND LANDES TURKEYS INC 100%
NEW CREATION FARMS , PORK, BEEF, ALL C.H. G.C.F. 100%
COUNTRYSIDE FOODS LLC 38%
CARUSO'S COFFEE F.T. LOCALLY ROASTED 100%
FRUITIQUE INC 100%
GIBSONS 100%
HAGEN GROUP INC THE TOMATOES TOLEDO DEFORTELLI BRAND 100%
JORGENSONS APIARY HONEY 100%
PREMIER PRODUCE 13%
MILLER ORCHARDS 100%
NEW AGRARIAN CENTER 100%
SCHWEBEL BAKING 100%
SEBALLOS BAKING 100%
CITY FRESH /
GREEN CITY FROWERS CLEVELAND HOLMES COUNTY 100%
VANKAMPEN FOODS 100%
CIFT - FROZEN LOCALLY GROWN PRODUCTS 100%
CHEFS GARDEN HURON 100%
GROBERS FRUIT FARM 100%
FENICKS CORN FARM 100%
VELVET VIEW YOGURT 100%

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

Yes

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases

that are local and community-based and/or third party verified:

29

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:

Oberlin Local defined F2F 2013.14 .docx

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

Oberlin Local defined and supporting local economy, artisans', and nurturing town gown as much as possible within 150 miles
AG ACESS 100%
BOWMAN AND LANDES TURKEYS INC 100%
NEW CREATION FARMS , PORK, BEEF, ALL C.H. G.C.F. 100%
COUNTRYSIDE FOODS LLC 38%
CARUSO'S COFFEE F.T. LOCALLY ROASTED 100%
FRUITIQUE INC 100%
GIBSONS 100%
HAGEN GROUP INC THE TOMATOES TOLEDO DEFORTELLI BRAND 100%
JORGENSONS APIARY HONEY 100%
PREMIER PRODUCE 13%
MILLER ORCHARDS 100%
NEW AGRARIAN CENTER 100%
SCHWEBEL BAKING 100%
SEBALLOS BAKING 100%
CITY FRESH /
GREEN CITY FROWERS CLEVELAND HOLMES COUNTY 100%
VANKAMPEN FOODS 100%
CIFT - FROZEN LOCALLY GROWN PRODUCTS 100%
CHEFS GARDEN HURON 100%
GROBERS FRUIT FARM 100%
FENICKS CORN FARM 100%
VELVET VIEW YOGURT 100%

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

http://www.oberlin.edu/cds/social/

http://www.bamco.com/sourcing/

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

Bon Appétit Management Company has a proprietary program called C.O.R. reports.which tracks purchases and are analyzed for farm to fork scores.

Circle of Responsibility

Total annual food and beverage expenditures:

2,875,000 *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	No	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	Yes	Yes
Vending services	Yes	Yes
Concessions	Yes	No

Has the institution achieved the following?:

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

Signatory of the Real Food Campus Commitment (U.S.)	Yes

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

•Supporting local agriculture companywide, since 1999
•Serving only seafood that meets Seafood Watch sustainability guidelines, since 2002
•Reducing antibiotic use in farm animals, since 2003
•Serving only rBGH-free milk, since 2003

•Offering 100% cage-free shell eggs, since 2005
•Tackling food's role in climate change, since 2007
•Upholding farmworkers' rights, since 2009
•Serving only humanely raised ground beef, since 2012
•Phasing out all pork raised with gestation crates, by 2015
*Real food challenge of 40% RF by 2020

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

http://www.oberlin.edu/cds/social/sustainability.html

Low Impact Dining

Responsible Party

Rick Panfil
General Manager
Campus Dining Services/Bon Appétit Management Company

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.

Submission Note:

We're proud to be the first food service company to commit to:

•Supporting local agriculture companywide, since 1999
•Reducing antibiotic use in farm animals, since 2003
•Serving only rBGH-free milk, since 2003
•Offering 100% cage-free shell eggs, since 2005
•Tackling food's role in climate change, since 2007
•All our ground beef comes from animals fed a vegetarian diet, never given antibiotics or artificial hormones, and from a third-party verified humane source

•Phasing out all pork raised with gestation crates, by 2015

* Voted Runner up in PETA's 2013 Most Vegan Friendly College School

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

15

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

Bon Appétit Management Company has a proproitry purchasing programs called C.O.R that tracks all purchases.

Circle of Responsibility

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"):

Campus Dining Services offers at least one vegan option for every meal. This option is a complete protein (except for some breakfasts). Some of the Oberlin Student Co-operative Association (OSCA) co-ops are completely or nearly all vegetarian.

The College has launched a Go More Meatless campaign in which dining halls increase vegetarian and vegan options one day of the week for dinner. Dascomb has increased veg options on Mondays and starting Spring Semester 2014 and Stevenson on Tuesdays. This campaign will feature vegetarian and vegan options at all stations, except for two at dinnertime.

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

•Offering vegetarian/vegan options every day
•All our milk and yogurt are from cows not treated with rBGH
•All our shell eggs are certified cage-free (and by 2015, all pre-cracked eggs will also be)
•All our ground beef comes from animals fed a vegetarian diet, never given antibiotics or artificial hormones, and from a third-party verified humane source
Tackling Food's Role in Climate Change

How we eat is affecting the planet, but a handful of simple dietary choices and practices can have the same impact as switching from driving a large SUV to a more fuel-efficient sedan. Greenhouse gases created by the food system — including production, distribution, and waste — are responsible for one-third of global emissions. At Bon Appétit, we see that as opportunity to make positive change.

Launched in 2007, our Low Carbon Diet program was the product of two years of research aimed at reducing our carbon "foodprint." In 2008, we launched our first Low Carbon Diet Day, an annual educational event about food and climate change tied to Earth Day. In collaboration with the nonprofit group Ecotrust, we also launched the Low Carbon Diet calculator at

EatLowCarbon.org

, an educational website illustrating these principles.

Our standards
•Minimize our reliance on red meat and cheese, through menu choices and careful portioning.
•Source 100% of our meats, vegetables, and non-tropical fruit from North American farms.
•Avoid air-freighted seafood (and reducing other flown-in items, including tropical fruit)

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

http://oberlin.cafebonappetit.com/hungry/

Annual dining services expenditures on food:

2,875,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

140,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

720,000 *US/Canadian $*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Meghan Riesterer
Assistant Vice President of Energy Management and Sustainability
Office of Environmental Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	364,509 *MMBtu*	512,095 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	255,157 *MMBtu*	358,467 *MMBtu*
District steam/hot water	109,352 *MMBtu*	153,628 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	2,598,513 *Gross Square Feet*	2,478,289 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	123,117 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	6,201
Cooling degree days	621

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2009	Dec. 31, 2012
Baseline Year	Jan. 1, 2005	Dec. 31, 2008

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

When past history of energy consumption data has been reviewed, 2005 offered accurate and most plentiful data compared to other years. This was the result of the beginning to the building dashboard project that continues today.

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

Building automation systems control the heating in many places on campus (e.g. Adam Joseph Lewis Center classrooms). Programable thermostats were installed in some village housing as part of Green EDGE Fund financed research.

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

Quite a few recent campus projects have included installation of LED lighting. Six outdoor parking lots were fitted with LED lights, as well as much of outdoor light posts. A recent renovation of the Office of the Dean of the Conservatory as well as in the gym used exclusively LED lighting. Phase one of the campus lighting retrofit included the installation of LEDs in DeCafe.

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

A number of buildings use lighting senors like the Adam Joseph Lewis Center and Kahn Hall. After a lighting control retrofit in Kahn, which added manual controls and daylight sensors to the existing motion sensors, electricity use in the residential areas decreased over 30%.

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

The Adam Joseph Lewis Center features passive solar heating, as well as the main lobby of the Science Center.

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

The Adam Joseph Lewis Center (AJLC), Kohl Jazz Studies Building, and Allen Memorial Art Museum all feature ground-source heat pumps.

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

The campus' central heating plant has a cogenerator.

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

The Adam Joseph Lewis Center (AJLC) was recommissioning in 2012.

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

The Campus Resource Monitoring System provides real-time monitoring of resource consumption in residence halls and some academic and office buildings. Depending on the building, electricity, water, and/or steam are monitored.

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

Campus Dining Services replaces old refrigerators, ovens, etc. with the most efficient, available technology once the old appliances are no longer able to be used.

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

Pedestrian lighting as well as lighting on the buildings are in the process of being replaced by LED lights.

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

Campus Dining Services has had lights removed from most vending machines in order to save energy. This is a great example of the energy pyramid! Conservation over efficiency -- instead of using efficient bulbs using no bulbs at all!

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

Massive energy literacy education through behavioral change awareness and campaigns have occurred between the Office of Environmental Sustainability and the Phycology Department on campus. We are teaching students, staff, and faculty to use energy is efficient ways.

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

Clean and Renewable Energy

Responsible Party

Meghan Riesterer
Assistant Vice President of Energy Management and Sustainability
Office of Environmental 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.

Submission Note:

Additionally, through joint commitments between the College and the City of Oberlin and the Oberlin Project, Oberlin has secured agreements to generate and purchase renewable energy to the tune of 89% by 2017. This year in 2015, our grid is approximately 85% renewable.

"---" *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	585.27 *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	12,325.61 *MMBtu*

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	21,737 *MMBtu*

Total energy consumption, performance year:

364,509 *MMBtu*

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

In 2014, we added a 40KWh PV soar array on the top of a Kahn Hall residence hall.

Additionally, the Adam Joseph Lewis Center and its associated parking pavilion combine to form 160 kW solar PV array. The Athletic and Physical Education Department installed a 175 W solar panel on the Savage Stadium scoreboard.

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

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

In 2012, a 2.27 MW solar array was installed on about 10 acres of Oberlin College property. This was a collaboration with the municipal utility provider for power. This ground-mounted tracking array produces approximately 12% of the College's current electricity needs.

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

Green-E certifiable Hydro RECs purchased from local municlpal utility. Oberlin College retains the RECs from the 2.27 MW solar array and sells these solar RECs for wind RECs on the open market.

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

http://www.oberlin.edu/dormenergy

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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).

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

	Area
Total campus area	614 *Acres*
Footprint of the institution's buildings	20 *Acres*
Area of undeveloped land, excluding any protected areas	80 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	341 *Acres*
Managed organically, third party certified and/or protected	173 *Acres*

A copy of the IPM plan:

The IPM plan :

The Grounds Department uses Integrated Pest Management (IPM) practices to control plant pests and diseases. We use current, comprehensive information on the life cycles of pests and diseases and their interactions with the environment. Cultural practices are employed that enhance plant health, thereby making plant natural defense mechanisms more capable of repelling competitive organisms. Pest tolerance threshold levels have been established and identified for pests and diseases. Regular monitoring is done to determine how pest levels relate to thresholds. The IPM system is used to manage pests and disease in the most economical means with the least possible hazard to people, property, and the environment. The Grounds department explores all available strategies before using pesticides. When pesticides are used, the least toxic is used. Grounds uses organic garlic extract to repel insects. We also use IPM with regards to pest and critter control with live trap and removal. We attempt to figure out why the critter is approaching or getting in, then we do exclusion to keep them out, i.e. closing entry points for squirrels or bats; closing dumpsters for raccoons, etc.

Organic fertilizer is used on academic and residential turf. The material is applied at one quarter the recommended rate. Although synthetic fertilizer has been used, low rates resulted in minimal chemical salt content in the soil. Grounds uses glyphosate broad-spectrum herbicide to maintain maintenance strips around vertical elements in the landscape.

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

The Grounds department is one of the most sustainable areas on campus. The head of Grounds attends periodic training and development sessions to ensure that Oberlin is ahead of the curve. The department has devised a low intensity turf maintenance program. Low fertility levels, no irrigation, and minimum use of machines for line trimming (weed eating), aeration, and over seeding keep fuel use to a minimum. Summer heat and drought puts the majority of turf into a month-long state of dormancy, eliminating the need to mow. Native plants are featured in several prominent locations on campus. Aggressive invasive species are removed. The conversion of turf to meadow is a fuel savings opportunity for the Grounds Department. Oberlin's Grounds Department worked with the City of Oberlin to change ordinances governing grass to allow for natural landscaping. Grounds has converted fine-cut turf to wildflower meadows at eight locations on campus totaling seven acres. Mowing efficiency has also been examined to reduce fuel usage. Bed shapes have been increased to make curvilinear lines that allow faster mowing speeds. The Grounds Department uses landscape management categories to govern the level of maintenance provided to various parts of the campus landscape to ensure proper attention is given to each part of campus, while striving to be as sustainable as possible.

The Adam Joseph Lewis Center for Environmental Studies was conceived as an integrated building-landscape system. The landscape features a variety of constructed ecosystems that simulate native Northern Ohio ecosystems and incorporate cultigens that produce food for humans. The restored wetland and forest ecosystems speak to the pre-agricultural history of the site. The George Jones Farm also includes preserved forests and restored wetlands.

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

Native plants are featured in several prominent locations, including the Science Center Native Pant Garden, Butterfly Garden, Rain Gardens at Old Barrows and South Hall, and College Entry Garden. Native plants are prioritized in areas near natural areas. The Adam Joseph Lewis Center features an extensive native landscape and wetlands. The George Jones Farm includes preserved preserved and restored ecosystems, including several acres of wetlands planted and studied for native biodiversity.

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

Plant waste from Grounds Department activities is recycled on the North Property. Branches pruned from shrubs and trees trimmings from perennial plants are collected on a brush pile. Wood chips from tree removals are dumped in another pile. The leaves that blow into inaccessible areas are vacuumed and dumped on the North Property. Periodically all these materials are ground, mixed, and turned until they become usable compost. The Grounds staff applies the compost to planting beds as mulch.

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

Grounds composts their organic waste from leave collection, pruned branches, tree trimmings, and wood chips from tree removals. This compost is used as mulch in planting beds.

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

The campus turf is maintained at a low intensity level. Grass is mowed at a high mowing height, 2.5", to shade the soil surface and enable the roots to extend deeply in the soil. The majority of the campus is not irrigated. Aeration is performed on turf areas that are damaged by

excessive foot or vehicle traffic. Varsity athletic field turf is maintained at a higher intensity level.

Water gardens are maintained as natural aquatic ecosystems. Floating plants are added to the water surface in spring to provide shade and consume nutrients in the water. The Grounds Department is conducting a project to inventory the storm drainage system on campus. Catch basins in the parking lots have been cleaned and repaired. Grounds has carried out a 3 year plan to vacuum catch basins in the landscape. At the same time the underground drain lines were flushed. New constructions like Kahn Hall and the Kohl Jazz Building have incorporated bioswales. The student-run Oberlin Storm Water Management Project is working to install additional rain gardens on campus; so far, Oberlin has installed two 100 square foot rain gardens on campus. Kahn Hall and village housing also includes porous pavement sidewalk and bike rack staging areas. Three buildings on campus have sections of green roof.

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

Grounds has devised a low intensity turf maintenance program that involves low fertility levels, no irrigation, and minimum use of machines for line trimming (weed eating), aeration, and seeding. Oberlin's Grounds Department worked with the City of Oberlin to change ordinances governing grass to allow for natural landscaping; fine-cut turf has been converted to wildflower meadows at eight locations on campus totaling seven acres. Meadowing is a fuel savings opportunity while at the same time increases biodiversity.

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

Grounds has reduced their use of salt and run several pieces of snow removal equipment on recycled vegetable oil.

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

Oberlin's Arboretum is a protected space. The Arboretum is a beautiful preserve with trails, creeks, bridges, and, of course, trees. As well as the wooded section, the Arb also has a reservoir, split into two lakes. Each season is lovely in the Arboretum: crocuses bloom in early spring, grass thickens in summer, leaves fall everywhere in fall, and the snow builds up during winter. Classes across the disciplines, from biology to rhetoric, environmental studies, and photography, use the Arboretum to collect data and have field lessons.

In 1892, Oberlin College purchased the 17-acre Ladies' Grove to develop it as a nature preserve. At the time, the grove was considered one of the only places appropriate for women to walk and enjoy nature. Alumnus Charles Martin Hall bought 77 acres of the property surrounding the grove to establish a full-fledged arboretum. Since then, the Arb has become a favorite of runners and stargazers, as well as anyone who wants to take a long walk in the woods.

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://new.oberlin.edu/office/facilities-operations/services/grounds-and-athletics-maintenance/

Biodiversity

Criteria

The institution conducts one or both of the following:

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

    And/or

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

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

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

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

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

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

The wetlands at the George Jones Farm.

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?:

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

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

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

Oberlin's Grounds Department worked with the City of Oberlin to change ordinances governing grass to allow for natural landscaping. They have converted fine cut turf to wildflower meadows at eight locations on campus totaling seven acres.

The 94 acre Oberlin arboretum is home to a large number of wildlife.

The Adam Joseph Lewis Center for Environmental Studies was conceived as an integrated building-landscape system. The landscape features a variety of constructed ecosystems that simulate native Northern Ohio ecosystems and incorporate cultigens that produce food for humans. The edible landscape tells a story of integrating food production with aesthetic considerations. The restored wetland and forest ecosystems speak to the pre-agricultural history of the site.

The George Jones Farm includes preserved forests and restored wetlands.

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

http://new.oberlin.edu/office/facilities-operations/services/grounds-and-athletics-maintenance/

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

CIT Green Initaitives.pdf

The electronics purchasing policy, directive, or guidelines :

CIT purchases ENERGY STAR® and EPEAT™ compliant computers and equipment, to the greatest extent possible. The computers, monitors, and printers we use and sell are all ENERGY STAR® compliant. The Apple and HP computers we use and sell are rated EPEAT™ Gold.

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

Computers are purchased centrally by the Center for Information Technology, which is committed to identifying and purchasing ENERGY STAR and EPEAT equipment, to the greatest extent possible.

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	0 *US/Canadian $*
EPEAT Gold	712,500 *US/Canadian $*

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

750,000 *US/Canadian $*

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

http://new.oberlin.edu/office/cit/about/green-initiatives.dot

Cleaning Products Purchasing

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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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"---" *indicates that no data was submitted for this field*

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

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

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

The department recognizes that Green Seal is a great resource when it comes to making a decision on a product. We currently use Green Seal certified products from Johnson Diversey, for our daily cleaning we use Alpha HP, for daily bathroom cleaning we use Crew, and for glass and multi-surface we use Glance. We currently use Spartan BioRenewalbes Restroom Detail Cleaner which contains 8% citric acid from a renewable resource for when the restrooms needs a little more aggressive product. Consume – contains naturally occurring digester enzymes that break down organic soils helping us to maintain our drains and eliminate odors. We use Aquaria, a Green Seal Certified (No Heavy Metals) product, to finish our hard floors; it is manufactured by Johnson Diversey. We are currently using two (2) hand soaps from Kutol, (soap in a box and Foaming soap) they are both Green Seal Certified. The paper products that we stock are manufactured by Eco Soft and they are Green Seal Certified. The tissue is 100% recycled (recovered after paper making process) with a minimum of 20% post consumer waste paper content, and the core and box are 100% recycled material. The paper towels are 100% recycled (recovered after paper making process) with a minimum of 40% post consumer waste paper content, the core and box are 100% recycled material. All vacuums on campus meet or exceed the Carpet and Rug Institute (CRI) requirements for efficiency. The college is in the process of phasing out all standard Sanitare vacuums and moving to Windsor Sensor vacuums. The Windsor vacuum is LEED qualifying with CRI SOA Silver Performance and noise levels less than 70 dBA.

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

Facilities Operations actively sources Green Seal products and trains custodial staff in their proper use.

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

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:
14,293 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
18,630 *US/Canadian $*

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

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

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

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

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

http://new.oberlin.edu/office/facilities-operations/services/custodial-department.dot

Office Paper Purchasing

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental Sustainability

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:

These numbers are from the 2014 fiscal year.

"---" *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:
OCEnvironmentalPolicyMay2004.pdf

The paper purchasing policy, directive or guidelines:

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

Office supplies are purchased through a custom Staples website that includes notices that Oberlin College prefers paper with recycled content. The Office of Environmental Sustainability and Purchasing and Auxiliary Services periodically audits departments' purchases.

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	4,422 *US/Canadian $*
30-49 percent	9,791.30 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	20,246 *US/Canadian $*
90-100 percent (or FSC Recycled label)	1,990 *US/Canadian $*

Total expenditures on office paper :

41,737.30 *US/Canadian $*

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

http://oberlin.edu/sustainability/portfolio/docs/OC_green_purchasing_policy.pdf

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

"---" *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?:

No

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

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

Oberlin College is committed to the use and purchase of environmentally and socially responsible materials and products. When determining whether a product is environmentally preferable all phases of the product's life cycle will be considered, including: raw materials acquisition, production, manufacturing, packaging, distribution, operation, maintenance, disposal, potential for reuse and ability to be recycled. Oberlin has identified 25 environmental attributes that are considered desirable when selecting products, and these include being locally manufactured or grown, and preserving/enhancing the local economy. The ethical and social impacts of purchased products will be documented by posting the supplier and subcontractor's annual corporate, social, ethical and environmental reports and other supporting documentation. When reports are not currently available the goal will be to work with suppliers to develop and implement corporate social, ethical and environmental reports. Oberlin is working to increase our support for historically underutilized businesses, minority-owned businesses, and women owned-businesses.

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

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

businesses:

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

Life Cycle Cost Analysis

Criteria

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

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

Life Cycle Cost Analysis

Guidelines for Business Partners

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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?:

All

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

OberlinEmploymentStandardsNovember2013.docx

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

Oberlin College Sweatshop-Free Apparel Code of Purchasing
Employment Standards
Updated November 2013

Oberlin College will only knowingly purchase from apparel companies whose workers and whose suppliers' workers (meaning those of all contractors and subcontractors) are present at work voluntarily, not at undue risk of physical harm, fairly compensated and not exploited in any way. Please checkmark the items with which your company complies, and use the space below each item to explain your company's policy if it is not in compliance with Oberlin College's Code. Noncompliance with one or more items does not necessarily mean Oberlin College will withhold business from your company.

_____ There shall not be any use of forced labor, whether in the form of prison labor, indentured labor, bonded labor or otherwise.

_____ No person shall be employed at an age younger than 15 (or 14 where the law of the country of manufacture allows) or younger than the age for completing compulsory education in the country of manufacture where such age is higher than 15. Companies and suppliers should work with governmental, human rights and non-governmental organizations to minimize the negative impact on any child released from employment as a result of the enforcement of this Code.

_____ Companies shall ensure that suppliers construct and maintain a safe and healthy working environment which will prevent accidents and injury to health.

_____ Employees shall receive compensation for any injuries, illnesses, or diseases which may arise in an employee as a result of her or his working for for a supplier of the company. Employers must ensure that workers are paid all compensation and benefits due to workers under local law in the case of dismissal, layoff, plant closure and other instances of termination of employment or suspension of work, regardless of whether the payment is made by the affected workers' direct employer or the apparel company.

To ensure compliance with this standard, at the time of contracting for products from a given supplier factory and on a quarterly basis thereafter during the duration of the contract, the company must require proof that the supplier factory and/or its owners have set aside and/or contributed sufficient funds to fulfill these obligations, in a manner that guarantees the availability of these funds to workers at the time when they are due.

The company must not enter into a contract for products from a given supplier factory when they know or reasonably should know that the factory and/or its owners have significant outstanding obligations to current or former employees as a result of prior dismissals, layoffs, plant closure or other instances of termination or suspension of work, unless the contract requires the supplier to satisfy its obligations to these employees as a condition of receiving payments.

Notwithstanding the foregoing, in the event that a supplier factory does not fulfill its obligations to current and/or former employees from dismissal, layoff, plant closure or other instances of termination of employment or suspension of work within thirty (30) days of effective date of the obligation, the apparel company will pay, according to principles of joint and several liability, the entire outstanding obligation within thirty (30) days.

The apparel companies shall be jointly and severally responsible for all legally mandated compensation, including but not limited to severance pay, accrued vacation and holiday pay, and unpaid wages owed to workers employed at factories that have produced apparel, even if the company is not the direct employer of the workers.

_____ The company and all its suppliers shall recognize and respect the right of employees to freedom of association/unionization. If employees engage in the process of unionization, employers shall not retaliate against any employees in any relevant manner. No threats shall be made, there shall be no indication to any employee that she or he will be punished if she or he expresses approval of the union, and/or decides to join the union. Once a union has been formed, employers at all levels shall negotiate in good faith with the union and its representatives. Members of factory management shall not hold office in factory level unions.

_____ Companies shall require their suppliers to respect the right of a worker to refuse work that he or she has reasonable justification to believe is unsafe, without suffering discrimination or loss of pay, including the right to refuse to enter or to remain inside a building that he or she has reasonable justification to believe is unsafe for occupation.

_____ Companies shall ensure supplier factories maintain a legitimate worker complaint process and mechanism that ensures that workers can raise in a timely fashion concerns about health and safety risks, safely and confidentially.

_____ Employers at supplier factories must provide wages and benefits which comply with all applicable laws and regulations, and which match or exceed the local prevailing wages and benefits in the relevant industry.

_____ Employees shall not be required to work more than the lesser of (I) 48 hours per week or (II) the limits on regular hours allowed by the law of the country of manufacture.

_____ Overtime shall not exceed 12 hours per week.

_____ Overtime shall not be, in any manner, required of any employee.

_____ Employees shall be entitled to at least one day off in every seven-day period.

_____ Payment for overtime work shall be at a rate of 1.5 times the normal salary, or such premium rate as is legally required in the country of manufacture, whichever is higher.

_____ Homework (work not done at the place of manufacture) shall not be required of or pressured upon any employee. Any instances of voluntary homework must be done in a manner safe for the employee and any persons who may be in the surrounding vicinity.

_____ The use of temporary workers should not be a permanent practice of any company or supplier. Rather, they should be used in response to unforeseen events, or yearly events – such as an increase in demanded production around the winter holidays – which last for a short period. Temporary workers are not to be used as a weapon against the employees in the case of a union struggle. They are not to be used to escape from paying benefits to its part or full-time employees.

_____ In the case of a natural disaster or other crisis that causes the disruption of production, the company and suppliers shall make every effort to resume production at the affected worksite(s) to prior levels as soon as feasible and not to move production elsewhere, as doing so would further intensify the effects of the disaster/crisis on the workers and their community.

_____ Companies that own or purchase from factories operating in Bangladesh must be party to the Accord on Fire and Building Safety in Bangladesh.

_____ In countries where law or practice offers fewer or weaker protections than these labor standards, the above mentioned standards should apply to corporate practice. Firms should refrain from any actions that would diminish the protections of these labor standards.

_____ A list of all supplier factories, including contractors and subcontractors, and their addresses and contact information is attached to this checklist.

_____ If your company has any program of third-party independent monitoring of supplier factories, please name the monitoring group and describe the program below. If possible, include a copy of a recent inspection report.

_____ _____

(Signature) (Title)

_____ _____

(Company Name) (Date)

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

The Purchasing Department works with the Sweatshop Committee to oversee the Anti-Sweatshop Purchasing Policy. The policy, which was heralded by AFL-CIO president John Sweeney as "probably the strongest anti-sweatshop agreement of any college or university in the United States" in 1999, has since been expanded beyond apparel. Over the years, Oberlin has ceased purchasing from several manufacturers determined to be in violation of the policy. For example, Oberlin College banned Coca-Cola products over concerns about the company's environmental and human rights record from 2007-2013.

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

http://oberlin.edu/purchase/purchasing

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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 :

76

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
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	9
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Oberlin College owns three electric Club Cars for campus travel. ResEd, Security, and Facilities each have a cart. Additionally, Facilities Operations replaced 3 V-8 cargo vans with Ford Transits. Due to their four-cylinder gas engines, manual transmission, lower weight and more aerodynamic design, Transits are more fuel efficient than the V-8s. In the last three years, the College has removed three gasoline club cars and one van from the fleet. Grounds lawnmowers and tractors are converted from diesel to run on straight vegetable oil after their warranty has expired.

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

Student Commute Modal Split

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

Because Oberlin's campus is relatively compact and student parking is largely in peripheral lots, unless a student lives off-campus and more than a mile away (again, a very small number), driving is not the most convenient way to get around.

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

Total percentage of students that use more sustainable commuting options:

98

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)	2
Walk, bicycle, or use other non-motorized means	96
Vanpool or carpool	2
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	---

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

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

Employee Commute Modal Split

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

The community-based social marketing (CBSM) project in conjunction with the Committee on Environmental Sustainability is researching sustainable employee commuting options.

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

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

37

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)	63
Walk, bicycle, or use other non-motorized means	34
Vanpool or carpool	2
Take a campus shuttle or public transportation	0

Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	0.50

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

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

Support for Sustainable Transportation

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

We have covered outdoor bike shelters in several locations across campus, but no indoor bike storage for commuters. All College employees receive a membership to the College gym where lockers and showers are available.

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:

Covered and uncovered bike racks are located near all Oberlin College buildings.

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:

A Complete Streets resolution has been drafted and will be presented to City Council in 2015. Oberlin already enjoys two "Complete Streets" projects (sections of roads), as well as a series of sidewalks.

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:

Wilder Student Union offers a bicycle-sharing program with 5 or so bikes. The Bike Co-op rents out 20-30 bikes each year. Furthermore, the co-op allows students to work in exchange for a free bicycle.

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

Yes

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

Bronze level Fall 2013

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

Yes

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

Oberlin operates RideLine, which provides stop-to-stop vehicle escort service to members of the college community from 9 p.m. to 2 a.m. After the collapse of the local public transit program, Oberlin College joined with the City of Oberlin and other area businesses and organizations to support the two-day a week Oberlin Connector, which provides public transit in and around Oberlin. A local shopping shuttle was initiated in spring 2013 to provide services to the local drug store, Walmart, and IGA grocery store each week. There is also a shuttle each day (except Saturday) to the Cleveland Hopkins airport, which also connects to the RTA which riders can take to get around Cleveland.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

The Northeast Ohio Areawide Coordinating Agency offers a free carpool matching service. Students arrange carpooling through a section of the Oberlin Classifieds.

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:

Oberlin partnered with Enterprise CarShare to offer three vehicles on campus for car-sharing. The car-share program is open to all students, faculty, staff, and community members.

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:

There are EV charging stations at the Adam Joseph Lewis Center. There is also one in downtown Oberlin.

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

No

A brief description of the telecommuting program:

Telecommuting options are under consideration at this time, but there is no formal program.

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

No

A brief description of the condensed work week program:

Condensed work week programs have been considered (and are currently being researched by the CBSM project), but no formal program is available at this time.

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

Yes

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

Rental properties are available for faculty and staff within walking distance of campus. The Oberlin Project is also seeking to develop these incentives.

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:

In Kahn Hall, a newer LEED Silver sustainability-themed first year dorm, students must take a sustainability-pledge including not bringing a car to campus. This is the nicest dorm on campus, which intentivizes students to consider this pledge.

Incentives have been considered, but there is no formal program currently in place for other areas of campus.

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.*

Submission Note:

Landfill tonnage for 2005 and performance year was estimated by multiplying total trash dumpster volume by number of annual pickups, and using a 60% fill ratio. Dumpster pickup schedule is set whether dumpsters are full or not. Estimated wt/cu yd used = 150 lbs.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	51.60 *Tons*	34.80 *Tons*
Materials composted	46.20 *Tons*	0.18 *Tons*
Materials reused, donated or re-sold	15 *Tons*	1 *Tons*

Materials disposed in a solid waste landfill or incinerator	1,565 *Tons*	1,685 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**
Number of residential students	2,631	2,171
Number of residential employees	25	20
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,959	2,171
Full-time equivalent of employees	965	950
Full-time equivalent of distance education students	0	115

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

	Start Date	**End Date**
Performance Year	July 1, 2010	June 30, 2011
Baseline Year	July 1, 2004	June 30, 2005

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

We will update this information and the performance year data and time period for our complete STARS submission.

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

The student-powered Resource Conservation Team (RCT) and Office of Environmental Sustainability interns conduct periodic waste audits on campus. The group pulled bags of waste destined for the landfill from various dorms across campus and laid it out on a tarp during a popular outdoor event. These awesome students sorted through the waste to display to other students and members of campus that there are some items that could be recycled instead of landfilled! Further, that food items could be composted.

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

When purchase card users are issued a card, along with their instructions, they are given a link to the College's Green Purchasing policy. This policy encourages users to think about green purchasing, which also includes minimal and/or reusable and/or recyclable packaging and the like.

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

Excess furniture is stored and reused where appropriate. The Resource Conservation Team runs a Free Store, which collects and offers surplus items. The Recycled Products Co-op, a student organization, has a mission to "provide affordable recycled office supplies to the Oberlin community at large, specifically Oberlin College students and other interested parties, thereby stimulating the larger market for recycled products manufacture and development, while at the same time creating a sustainable, at-cost product option for all economic classes of office supply users."

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

Oberlin used to print course catalogs and directories and distribute them widely. Now directories are no longer printed and a small number of course catalogs are printed for a limited number of specific purposes. The course catalog, course registration and the directory are all available online.

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

Students are given a print quota each semester and must add money to their card if they exceed that limit. Departments are only given a particular printing allocation to curb excessive printing of materials. Many departments have default settings marked to print double-sided.

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

The Resource Conservation Team runs the Little and Big Swap, which collects students' unwanted items, at the end of each semester. In 2012 for the first time, the RCT ran the Fresh Swap specifically for first year students to find items they need for their dorms (i.e. hangers, trash cans, school supplies, etc.) that they might otherwise purchase. Throughout the school year they also run the Free Store.

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

Grounds collects all yard waste to compost and reuse in flower beds.

Oberlin College has had an informal printing toner and ink cartridge recycling program in place for a few years. In 2013-2014, the Sustainable Purchasing Intern conducted research on different programs, talked with staff, and initiated a new cartridge recycling program to be rolled out across campus.

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

The CDS Recyclers and the Resource Conservation Team have performed informal audits at various events and dining halls on campus.

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:

CDS employees keep tabs on which foods sell and adjust their production accordingly.

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

In Stevenson in 2012-2014 CDS employees were asked to keep specific track of food leftovers and food temperatures. This way the College would know what foods are not being eaten and we'd be able to begin participating in food rescue (health code requires that food temperatures must be meticulously tracked in order to be deemed safe to be eaten).

Additionally, CDS practices allow for food to be served and leftovers to be cooled appropriately and re-heated for the next day. This reduces food waste since dishes that don't run out when they are first served are not thrown away, but rather reserved.

The trays at Stevenson and Lord Saunders Dining at Afrikan Heritage House have been removed to encourage mindful eating habits and to engage in more sustainable practices.

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):

We provide reusable containers to students who wish to carry out food at our largest to go facility. A three dollar deposit is required to join the program, although this is returned if students decide to return the container at the end of the semester. Students also receive a $0.25 incentive every time the reusable container is used.

Most dining facilities use compostable materials.

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):

The largest dining hall on campus, Stevenson, only serves on reusable ware. Dascomb mostly utilizes reusable ware, with the exception of compostable take-away cups and lids and coffee cups (coffee lids recyclable). To-go dining locations offer compostable plates, coffee cups, and silverware. To-go boxed sandwiches are in recyclable containers.

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:

Campus Dining Service offers a $0.25 discount when reusable mugs are used. In 2014 for the first time, coffee purchasers were charged $0.25 extra for a paper cup instead of using a reusable mug.

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

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

Waste Diversion

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

In 2014, the City of Oberlin's city service complex housing all the refuse and recycling trucks got fire and all the trucks were destroyed. For the almost the entirety of 2014, the College did not have a reliable way to get the majority of our recyclables to the recycling center since the City hauls college recyclables. It should be noted that recycling numbers will be very poor for this time period. The City acquired new refuse and recycling trucks by December 2014. The recycling trucks are hybrid hydraulic which will make waste management operations much more green. The College recycling program is expected to resume by February 2015. We anticipate the first few months will take some adjustment to the new system. Beyond that time, we think the new system for recycling (the trucks, carts, and single stream) will improve recycling numbers.

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

Materials diverted from the solid waste landfill or incinerator:

267.69 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,565 *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:

Segregated office paper pick-up for recycling. Segregated corrugated pick-up for recycling. Single-stream collection for paper, glass, plastics #1 through #7, cans and cartons in residence halls and staff/faculty offices for collection by City recycling. Dining hall food collection for composting. Waste oil from Dining Operations is converted to Bio-diesel. Some in-dorm composting initiated in 2011. Move-out sale (unwanted/used items) for community held at end of year. Unwanted electronics collected for recycling by IT Department. Student groups (Resource Conservation Team & Campus Dining Service Recyclers) dedicated to increasing composting and recyclable collection on campus.

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

Campus Dining Services is looking to donate leftover food via a Food Rescue Program. A student will take leftover food and bike it to local community centers.

On the other hand, they have been successful in donating surplus food. Donations occur at the start of all major breaks in the academic calender. We donate this surplus to:

http://secondharvestfoodbank.org

.

Fruit produced at the Adam Joseph Lewis Center is often donated to food pantries and other local events.

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

Campus Dining Service collects pre-consumer food waste for composting in various locations. They installed a compost pulper to facilitate increased volumes of composting in Stevenson, the largest dining facility on campus.

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

At the largest campus dining facility students scrape off their post-consumer food waste (in a clear bin so that they have to face their leftovers). CDS also installed a compost pulper pulp to facilitate composting this material.The OSCA dining co-ops also send pre-and-post consumer organics to be composted. New locations have been added in 2014-2015, including DeCafe, the most popular cafe on campus.

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)	No
Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	No
Motor oil	Yes
Tires	Yes

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

The Recycled Products Co-op (RPC) and the Resource Conservation Team (RCT) make notebooks out of scrap paper and reduce and reuse as many materials on campus as possible!

Construction and Demolition Waste Diversion

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

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

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

4,016.87 *Tons*

Construction and demolition materials landfilled or incinerated :

526.37 *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:

Oberlin College's Board of Trustees's green building policy lead Oberlin to purse increased construction and demolition waste diversion. The Environmental Policy commits the college to strive to salvage, store, and reuse as much construction waste as possible. Counters in the new Alumni Association office are recycled bathroom stalls and the reconstructed Adam Joseph Lewis Center wetlands features limestone excavated from the renovation of Asia House. Oberlin partners with local construction and demolition waste experts to maximize diversion.

Hazardous Waste Management

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

All wastes are identified, characterized and profiled to ensure appropriate disposal or recycling. Transportation, disposal or recycling of materials is handled by a licensed contractor. Wastes are collected and disposed regularly to prevent accumulation of materials. Departments are instructed to only purchase quantities necessary to perform work. Chemical inventory system enables users to see if desired items are already in inventory, rather than purchasing more. Substitution of less hazardous materials is encouraged.

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

Transportation, disposal or recycling of materials is handled by a licensed contractor.

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

1. June 2012 - Severance Building. Hydraulic Oil leak in elevator pit. Spill localized to pit. Cleanup generated one 55 gallon drum of oi/water mixture l for disposal. Non-Hazardous Waste.

2. September 2012 - Firelands Building. Hydraulic Oil leak in elevator pit after pit filled up with water due to water intrusion. Spill localized to pit. Cleanup generated 2700 gallons of a mostly water mixture contaminated with Hydraulic Oil. Non-Hazardous Waste.

3. April 2013 Science Center. Mercury spill from broken thermometer. Spill localized to single lab. Cleanup generated one 30 gallon drum of Mercury contaminated material and PPE. Hazardous Waste.

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

The Department of Chemistry and Biochemistry use Vertére to track laboratory chemicals. There are plans to expand the system to cover the campus.

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

Yes

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

Yes

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

The Oberlin Technology Store collects e-waste and properly recycles it. Computers are issued for a four-year cycle to reduce waste. The City of Oberlin has twice-a-year e-waste recycling collection days. The College helps with running these events and promoting them throughout the community.

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

E-waste is collected by the Center for Information Technology's Oberlin Technology Store and sent to a recycler that is recommended by the Ohio Environmental Protection Agency. The e-waste is broken down in Ohio: the recycler has a policy against exporting any part of the e-waste to another country. Hazardous materials are sent to appropriate waste treatment plants.

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

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

At the time of data collection, the number for potable water was unable to be found. This will be corrected in the future. The FTE employees for 2005 is uncertain at this time as well.

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

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

Medium to High

Total water use::

	Performance Year	**Baseline Year**
Total water use	37,336,401 *Gallons*	51,286,747 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	37,330,000 *Gallons*	51,286,747 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	2,604	2,171
Number of residential employees	25	20
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,959	2,171
Full-time equivalent of employees	965	950
Full-time equivalent of distance education students	0	115

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,670,000 *Square Feet*	2,478,289 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	514 *Acres*	514 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2004	June 30, 2005

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

Water recycled/reused on campus, performance year:

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

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

The Living Machine treats and internally recycles water in the Adam Joseph Lewis Center.

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

Oberlin's Campus Resource Monitoring System provides real-time monitoring of water use in nineteen residence halls.

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

Low-flow toilets, urinals, and shower heads have been installed in many places across campus. Additionally, efficient faucet aerators have been installed.

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

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

Plants are seldom watered. Spot watering is done only as an emergency.

Native plants are featured in several prominent locations on campus.

The Adam Joseph Lewis Center for Environmental Studies was conceived as an integrated building-landscape system. The landscape features a variety of constructed ecosystems that simulate native Northern Ohio ecosystems and incorporate cultigens that produce food for humans. The restored wetland and forest ecosystems speak to the pre-agricultural history of the site. The George Jones Farm also includes preserved forests and restored wetlands.

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

All irrigation systems have moisture sensors that automatically adjust irrigation.

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

The Community-Based Social Marketing (CBSM) research group is looking at ways to reduce shower times. Various shower timers and showerheads have been identified and will be installed for further testing to see if they are effective and which ones impacted behavior. If successful, these technologies will be spread across campus.

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

Rainwater Management

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental Sustainability

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

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

Yes

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

New construction, like Kahn Hall and the Kohl Jazz Building, have incorporated bioswales. The student-run Oberlin Storm Water Management Project has installed additional rain gardens on campus.

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:

Water gardens are maintained as natural aquatic ecosystems. Floating plants are added to the water surface in spring to provide shade and consume nutrients in the water. The Grounds Department is conducting a project to inventory the storm drainage system on campus. Catch basins in the parking lots have been cleaned and repaired. Grounds has carried out a 3 year plan to vacuum catch basins in the landscape. At the same time the underground drain lines were flushed. New constructions like Kahn Hall and the Kohl Jazz Building have incorporated bioswales.

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

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

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

The AJLC is designed to showcase alternative means of storm-water management available to businesses and cities. Water that falls on the roof, sidewalk and parking lot of the AJLC drains into the wetland and into a 9,700 gallon cistern buried to the north of the building. Cistern water can be used for irrigating the garden and fruit trees in the summer. In addition to its other functions, the wetland thus serves as a basin to temporarily impound and cleanse storm water. During drier portions of the year, rainwater stored in the cistern is pumped into the wetland so as to maintain desirable aquatic habitat.

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

A vegetated green roof was installed on part of Harkness, a co-op. Initial studies found an up to 90% storm water retention compared to the old roof for that portion.

Mudd Center also has a partial green roof.

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

Kahn Hall, Oberlin's new fist-year sustainability hall, includes a pilot porous pavement sidewalk and bike staging area.

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

A brief description of any rain gardens on campus:

The student-run Oberlin Storm Water Management Project has installed additional rain gardens on campus; so far, Oberlin has installed two 100 square foot rain gardens on campus. Kahn Hall and village housing also includes porous pavement sidewalk and bike rack staging areas. Three buildings on campus have sections of green roof.

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

Oberlin has installed retention ponds at the Adam Joseph Lewis Center and Bertram and Judith Kohl Building.

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

New constructions like Kahn Hall and the Kohl Jazz Building have incorporated bioswales.

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

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

http://oswamp.org/

Wastewater Management

Criteria

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

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

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

Planning & Administration

Coordination, Planning & Governance

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

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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 Oberlin College Office of Environmental Sustainability (OES) has two staff working full-time on sustainability covering the entire institution. As well as a half-time staff member working jointly between a project in the Environmental Studies Program and Office of Environmental Sustainability.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Environmental Sustainability Working Group hereby moves that a Committee on Environmental Sustainability (CES) be established as a standing committee of the General Faculty. The CES's principal duties will be to plan, oversee, and promote implementation of the Oberlin College Environmental Policy, as set forth by the President's Environmental Policy Advisory Committee (EPAC) in August of 2003 and approved by the Board of Trustees in March of 2004; to facilitate future environmental initiatives; and to foster an on-campus culture of environmental stewardship. The CES will also support and facilitate efforts by Oberlin College to publicize its role as a leader

in campus sustainability and environmental citizenship in general. As such, it will be charged with ensuring that the campus and outside world are educated as to the progress Oberlin is making towards a green campus. —From the Motion to the General Faculty to establish a Committee on Environmental Sustainability

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

a) six (6) members of the teaching faculty
b) the following ex officio members, or their designates:
• Assistant Vice President of Energy Management and Sustainability
• Assistant to the President for Community and Government Relations
• The Vice President of Finance
• Director of Facilities Operations
• Director of Facilities Planning and Construction
• Vice President of Development and Alumni Affairs
c) two (2) student members, appointed by the Student Senate
d) a member or designate of Oberlin City Council (non-voting)

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

http://new.oberlin.edu/office/environmental-sustainability/about/ces.dot

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 Environmental Sustainability (OES) works to facilitate the implementation of the College's comprehensive environmental policy in line with the College's strategic goal of sustainability and commitment to carbon neutrality. OES interacts with the administration, faculty, staff, and students to focus attention on ways to maximize the environmental performance of Oberlin College and develop the awareness and tools required to respond dynamically to issues affecting them. It also reaches out to the wider community and provides a connection between Oberlin and regional and national activities.

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

2.50

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

http://new.oberlin.edu/office/environmental-sustainability/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Meghan Riesterer, Assistant Vice President of Energy Management and Sustainability; Bridget Flynn, Sustainability Coordinator

A brief description of each sustainability officer position:

Assistant Vice President of Energy Management and Sustainability:
Energy Management: The Assistant Vice President leads the ongoing strategy and development of the College's energy management programs. S/he will review designs of new systems for compliance with best engineering practices, with the College's commitment to carbon neutrality, and conformance with College standards on capital projects. The Assistant Vice President assesses HVAC systems campus-wide and coordinates equipment maintenance and replacement to increase overall efficiency. S/he is responsible for developing and implementing strategies to sharply reduce energy consumption and carbon emissions.

Sustainability: The incumbent serves as a key member of the Committee on Environmental Sustainability, which promotes implementation of the Oberlin College Environmental Policy, facilitates environmental initiatives, and fosters a culture of environmental stewardship. The Assistant Vice President serves on the planning group for the Oberlin Project; a college-city partnership and model of integrated sustainability. The Assistant Vice President manages necessary resources of budgets, timelines, and staff, including the Sustainability Coordinator who is responsible for implementing programmatic and behavioral initiatives among students, faculty, and staff. The Assistant Vice President reports on greenhouse gas emissions and fulfills data collection and reporting requirements for the American College and University Presidents Climate Commitment (ACUPCC).

Sustainability Coordinator:
Responsibilities: The Coordinator will interact with the administration, faculty, staff, and students and will be instrumental in focusing attention on ways to maximize the environmental performance of Oberlin College. The Coordinator will reach out to the campus and wider community and provide a connection between Oberlin and regional and national activities. The Coordinator will serve as the administrator of the Committee on Environmental Sustainability.
Specific responsibilities include, but are not limited to, the following:
• Identify and determine the focus of existing student sustainability groups on campus. Provide direction for, and act as a liaison between student groups and office initiatives.
• Present relevant and timely information to the administration and campus community about ways to improve environmental performance.
• Oversee College sustainability website.
• Create and implement educational campaigns and activities that promote sustainability among all members of the college community.
• Develop relationships with outside parties including the City of Oberlin, local community organizations, and other educational institutions in which Oberlin could collaborate.
• Schedule meetings for the Committee on Environmental Sustainability. Prepare meeting agenda and minutes; send assignments, oversee subcommittees, and other duties as assigned by Chair.
• Collect and collate data, and aid in the preparation of submittals for various environmental ranking systems, and for reports required by the President's Climate Commitment and other sustainability initiatives. Seek out grants and award opportunities to maintain Oberlin College as a leader in sustainability.

Sustainable Energy Research Technology Fellow
- Assist in the development and management of hardware, software and data associated with "Environmental Dashboard," a novel technological system that provides community residents, faculty, students and facilities personnel with real-time feedback on energy, water, and other environmental conditions in residential and commercial buildings at the College in the in City of Oberlin. More information on the project can be found at:

www.oberlindashboard.org

. Specific responsibilities include:

Manage monitoring hardware to ensure that it remains functional. This includes "ground truthing" metering technology installed in campus buildings and in facilities within the community to ensure that they deliver and continue to deliver accurate data.

Manage data display hardware and web technologies that includes a server, a website, digital signage and "Environmental Orbs" on the Oberlin College campus and in the city.

Actively participate in and provide technical support for the expansion of the existing electricity, heat and water monitoring system at Oberlin College to include all campus buildings as well as its central heating plant.

Oversee implementation of a system to acquire data from utility meters through "smart metering" technology.

Assist facilities personnel, faculty and students in accessing and interpreting data on the environmental performance of buildings.

Assist in managing students who work on the project.

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

http://new.oberlin.edu/office/environmental-sustainability/staff_detail.dot?id=2687726

Sustainability Planning

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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	Yes	No
Research (or other scholarship)	---	No
Campus Engagement	Yes	No
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	No
Transportation	Yes	Yes
Waste	Yes	Yes
Water	---	---
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	No
Investment	Yes	No

Other	---	---

A brief description of the plan(s) to advance sustainability in Curriculum:

The Committee on Environmental Sustainability is undertaking this topic currently.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Possible strategies are laid out in the 2015 Environmental Policy.

Accountable parties, offices or departments for the Curriculum plan(s):

Committee on Environmental Sustainability, a standing General Faculty committee.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The aim of the OES is to broaden and deepen sustainability engagement on campus. Part of this is accomplished through Ecolympics, the 3-week water and electricity conservation competition coupled with myriad campus and community events. OES has many programs to advance campus engagement around sustainability.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Ecolympics is the College's annual water and electricity conservation competition that occurs in conjunction with Campus Conservation Nationals. The aim of the competition and associated community events is to engage the campus community in conservation activities and sustainability awareness and activities. Some strategies are laid out here:

https://www.naspa.org/constituent-groups/posts/21-days.-36-events.-27-dorms-and-co-ops.-13182-k

wh-of-electricity-saved.-55#

OES Hangouts are monthly opportunities to those interested in sustainability to come together to have community. This meeting can be an outlet for personal connections and networking, for formal collaboration to occur, or a chance for OES to be a resource to students. Success is measured by attendance and engagement at the event and after.

Oberlin's Community-Based Social Marketing (CBSM) Reseach team also aims to change our campus communities behaviors to more sustainable ones. Each campaign has their own associated strategies and timeframes with the ultimate goal of ~15% reduction in carbon emissions (or equivalent) by 2025. See more at:

http://new.oberlin.edu/cbsm/

The Environmental Dashboard Project endeavors to engage campus in their resource use. More on the project can be found here:

environmentaldashboard.org

The college has myriad programs aiming to build a culture that integrates sustainability across the campus experience.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Office of Environmental Sustainability
Oberlin Environmental Dashboard Project
CBSM Research Team
Residential Education
Campus Dining Services

A brief description of the plan(s) to advance Public Engagement around sustainability:

- Annual zero-waste community and culture fest
- Environmental Dashboard Project at the College and expanding into the City (local coffee shop, public library, etc.) and in the public schools via the Citywide Dashboard
- The Oberlin Project

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

The Oberlin Projects goals include: Our current goals include:
- Creating one of the first climate positive cities in America by shifting the City and College to renewable energy sources, radically improving efficiency, sharply reducing our carbon emissions, and improving our economy in the process.
- Creating new and supporting existing business ventures in energy efficiency and solar deployment, food and agriculture, and the sustainable use of local resources.
- Conserving 20,000 acres of green space and developing a robust local foods economy to meet 70% of our consumption.
- Creating an educational alliance between the College, the Oberlin schools, the Joint Vocational School, and Lorain County Community College focused on integrating sustainability into education at all levels.
- Developing a 13-acre Green Arts District at the US Green Building Council Platinum level.
- Serving as a model that can be replicated in other communities. This all includes the City's goal to achieve climate positivity by 2050.

Strategies and timeframes are listed in the Climate Action Plan. See more at

oberlinproject.org

The Oberlin Dashboard Project engages children in the city schools, local businesses, and all residents of Oberlin through digital signage displaying resource use, community voices, and more. See the Citywide Dashboard here:

http://www.oberlindashboard.org/brd.php

Accountable parties, offices or departments for the Public Engagement plan(s):

The Oberlin Project and Oberlin Environmental Dashboard, as well as the Office of Community & Government Relations

A brief description of the plan(s) to advance sustainability in Air and Climate:

See the College's Climate Action Plan and ACUPCC.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Carbon neutrality per the ACUPCC by 2025. Specific reductions see Climate Action Plan.

Accountable parties, offices or departments for the Air and Climate plan(s):

Specifically the OES, FacOps, and Facilities Planning and Construction (FP&C).

A brief description of the plan(s) to advance sustainability in Buildings:

Go beyond LEED Silver as a minimum for new buildings and major construction, as well as integrating sustainable principles into all projects from landscape design to carpet choices.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Currently, our standard is LEED Silver or equivalent or better. We are looking at ways to bolster this commitment.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities, Planning and Construction, Facilities Operations, and Office of Environmental Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

One of the many commitments of Oberlin's dining and food services is commitment to the Real Food Challenge in 2013 with a goal of 40% "real food" by 2020.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

"Real Food" as defined by the Real Food Campus Commitment as "fair, sustainable, humane, or local". Our timeline is by 2020.

Bon Apetite Management Company (BAMCO) has many company-wide goals in addition; some are listed here:

http://www.bamco.com/sourcing/

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Campus Dining Services, Bon Appetit, and the CDS Recyclers and Real Food Challenge Working Group.

A brief description of the plan(s) to advance sustainability in Energy:

Oberlin College intends to integrate advanced and renewables into our energy portfolio. The College endeavors to develop (renewable) regionalized energy zones for heating and cooling buildings on these zones, instead of relying solely of our (fossil fueled) central heating plant -- or even fuel switching to synthetic gas.

The College secured a PPA to install a 2.27 MW solar array on campus property in 2012. This array supplies ~12% of the College's current electricity needs. The College aims to incorporate renewables where makes sense for the College and adds educational value and economic sense.

Oberlin's municipal utility, OMLPS, secured contracts to ensure nearly 90% renewables to power our community by 2015.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Develop zones as rapidly as feasible to ensure carbon reductions in line with our 2025 carbon neutrality goal. Updated plans will be available in a revised and updated College Climate Action Plan out later in 2015.

Accountable parties, offices or departments for the Energy plan(s):

OES, specifically the Assistant Vice President of Energy Management and Sustainability, OMLPS, FP&C, FacOps, and Oberlin Project

A brief description of the plan(s) to advance sustainability in Grounds:

See Environmental Policy, Grounds.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

See Environmental Policy, Grounds.

Accountable parties, offices or departments for the Grounds plan(s):

Grounds Shop

A brief description of the plan(s) to advance sustainability in Purchasing:

See Environmental Policy, Purchasing, Reuse and Disposal.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

See Environmental Policy, Purchasing, Reuse and Disposal.

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing & Auxility Services Office in conjunction with the Office of Environmental Sustainability and Students for Labor Action Committee.

A brief description of the plan(s) to advance sustainability in Transportation:

See Environmental Policy, Transportation.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

To reap the many benefits of alternative transportation, the College will pursue three main strategies:

1) Reduce travel to a minimum.
2) Minimize the environmental impact of travel for activities that cannot be conducted without physically traveling to or from campus.
3) Offset the carbon that results from unavoidable travel.

Accountable parties, offices or departments for the Transportation plan(s):

OES, FacOps, Controller's Office, Oberlin Project, and all offices participating in college business travel.

A brief description of the plan(s) to advance sustainability in Waste:

Continue move-out collections: The Big Swap, Little Swap, and Fresh Swap all seek to reuse items during student move-in and move-out. Continue year-round reuse of materials: The Free Store, run by the RCT, also seeks to share and reuse materials. College storage facilities

aims to collect reusable office materials instead of discarding and re-purchasing new materials.

Collection and recycling of materials: Collect recyclables and transport them to recycling facilities as efficiently as possible.

Collection and composting of organics: Collect and compost organics (both food and yard waste) as efficiency and cost-effectively as possible.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Work with the City of Oberlin and regional partners to formalize zero waste. Along with the City of Oberlin, zero waste by 2050, if not before.

Accountable parties, offices or departments for the Waste plan(s):

Facilities Operations, Resource Conservation Team, Office of Environmental Sustainability in conjunction with the Oberlin Project, City of Oberlin, Resource Conservation Recovery Commission, and Lorain County Solid Waste Management District.

A brief description of the plan(s) to advance sustainability in Water:

Through behavior change and efficiency and utilization and creativity, reduce the water that Oberlin College uses.

The measurable objectives, strategies and timeframes included in the Water plan(s):

In Grounds: see Environmental Policy, Grounds.
In Buildings: see Environmental Policy, Building Construction and Renovation
Through conservation: see CBSM

Accountable parties, offices or departments for the Water plan(s):

Facilities Operations, all campus parties.

A brief description of the plan(s) to advance Diversity and Affordability:

Oberlin College has been a recognized leader in providing access to students regardless of race, creed or color since its founding in 1833. Oberlin meets 100% of students' demonstrated need; approximately 70 percent of students receive some form of financial aid, a far higher percentage than at most of its peer schools. Financial aid has increased 280% over the past 14 years and now accounts for more than one-quarter of the college's budget, a ranking among the highest of any college or university in the country. Financial aid packages include a moderate amount of work study and student loans with a heavy focus on grant assistance (80-85%). The Oberlin Access Initiative provides loan-free aid packages to students from the most disadvantaged families. The Diversity Task Force and

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

- Continued efforts to maintain diversity and affordability while maintaining the financial stability of Oberlin College via the 2005 Strategic Plan.
- Student plans identified by working groups in Spring 2013:

https://docs.google.com/viewer?a=v&pid=sites&srcid=b2Jlcmxpbi5lZHV8b2Jlcmxpbi1zdHVkZW50LXdvcmtp

bmctZ3JvdXBzfGd4OjEyZmRkNjQ0MDNmMzQ5OGM

- Administration's response to working groups:

https://oncampus.oberlin.edu/source/articles/2013/03/20/building-brilliant-future

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office of Equity Concerns, Diversity Taskforce, Multicultural Resource Center, and more:

https://new.oberlin.edu/student-life/diversity/

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Oberlin College's Office of Wellness (OC WELL) provides programs and services for employees that foster balance, well-being, and improve health and wellness. OCWell accomplishes this through a variety of programming from offering biometric testings to employee exercise classes to providing health and wellness resources.

Oberlin College strives to provide a safe living and working environment for students, staff, and faculty. Safety on college campuses has become an increasingly important concern nationwide. The college has a host of resources to help students make the transition to college life and the responsibilities that come with this important life change.

Oberlin's various health and wellness services assist students in achieving greater personal health, building stronger interpersonal relationships, and forging a strong sense of community. Individual help on a variety of such topics as alcohol, tobacco and other drugs, fitness, nutrition, sexualized violence and violence prevention, mental health, and stress management are available to students.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

The health and wellness programs and strategies for faculty and staff are listed here:

http://new.oberlin.edu/office/wellness/index.dot

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

OC Wellness and OC Student Wellness

A brief description of the plan(s) to advance sustainability in Investment:

The Responsible Investing Organization (RIO) works with the administration to advance the sustainability of College investment.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

The College aims to integrate more socially responsible investments into our portfolio.

See new policy here:

http://new.oberlin.edu/impact-investment/

Including: WHEREAS, the Investment Committee (the Committee) recommends the adoption of the following goals for the creation of an Impact Investment Platform (IIP): a) the IIP shall involve a collaborative, inclusive process engaging various constituencies from the entire Oberlin College community; b) the IIP's investments are expected to have a measurable positive effect on targeted social and/or environmental issues, while earning a competitive rate of return relative to assets held in the Endowment; c) the IIP's investment program should include positions expected to generate investment returns in both the short term (12 to 24 months) and the long term (36 months or more); and d) the investment horizon of the investment vehicle created for the IIP should be consistent with the duration of Oberlin College's goals for the IIP;

Accountable parties, offices or departments for the Investment plan(s):

Investment Office, Responsible Investing Organization, and VP of Finance and Assistant Vice President of Finance Offices

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:

Sustainability is commonly defined as the ability to meet the needs of the present without compromising the ability of future generations to meet their needs. Beyond some sufficient level of continuous functioning, however, sustainability represents more than just the mere ability to survive and get by, but to thrive. A more inspiring concept of sustainability is that of an assemblage of mutual interests between social equity, viable economics, and a healthy environment. The Sustainable College is one that recognizes these interconnected mutual

interests and creates productive affiliations between them.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The College's 2005 Strategic Plan included a "move toward environmental sustainability" as a key priority.

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

http://new.oberlin.edu/office/environmental-sustainability/policy

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 and Oberlin Student Cooperative Association (OSCA), as well as many other appointments to committees and working groups.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

There is a recent graduate that serves on the Board of Trustees. This person is selected by popular vote. Students are also invited to participate in Board of Trustee topical sessions.

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	---
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Establishing organizational mission, vision, and/or goals: Student representatives are on the Strategic Planning committee. Oberlin prides itself with the level of student involvement and responsiveness to student desires.

Establishing new policies, programs, or initiatives: Students and student representatives are on standing faculty committees, working groups, and task forces that create a variety of campus policies and programs from the sexual offense policy to the environmental policy.

Strategic and long-term planning: Students serve on the Strategic Planning committee.

Existing or prospective physical resources: ??

Budgeting, staffing and financial planning: Students serve on many hiring committees.

Communications processes and transparency practices: Communications office

Prioritization of programs and projects: Demands after March; rallies and demonstrations; etc.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

OCOPE (union association for administrative assistants), A&PS Staff Council and various committees (serves all administrative and professional staff), as well as UAW for unionized trades workers.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

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:

Committees, General Faculty, and General Faculty Counsel

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?:

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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

"---" *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:

Standing Committee on Equity and Diversity

The Standing Faculty Committee on Equity and Diversity provides institution-wide oversight in the form of advocacy and guidance. The committee strives to strengthen and improve the responsibility and accountability of all offices, departments, programs, policies, and initiatives to support and advance the interests and concerns, especially around issues of access, of historically underrepresented communities (including, but not limited to people of color, LGBTQ people, women, and people with disabilities) at Oberlin College and the Conservatory of Music.

Source:

http://new.oberlin.edu/student-life/diversity/mrc.dot

Office of Equity Concerns

Oberlin College is committed to creating an institutional environment free from discrimination and harassment for students and employees. Thus, discrimination and harassment based on the following categories are prohibited: race, color, sex, marital status, religion, creed, national origin, disability, age, military or veteran status, sexual orientation, family relationship to an employee of Oberlin College, and gender identity and expression.1

The Office of Equity Concerns recommends policy, practices, and programs that serve to ensure that services and quality of campus life are supportive of the mission of the college. The office provides information on college policies, practices, and grievance procedures to any member of the campus community and makes referrals to other appropriate offices and committees.

For information on resources, reporting, and grievance procedures related to sexual misconduct, including sexual harassment, sexual assault, stalking, and intimate partner violence, please see the Sexual Offense Policy. For information on reporting and grievance procedures related to discrimination and harassment, please see the Policy on Discrimination and Harassment.

Meredith Raimondo serves as the Special Assistant to the President for Equity, Diversity and Inclusion and Title IX coordinator.

1. In affirming the prohibition against discrimination and harassment on these bases, Oberlin College also affirms its compliance with applicable laws. Title VII of the Civil Rights Act of 1964 prohibits employment discrimination based on race, color, religion, sex, or national origin, and the Age Discrimination in Employment Act of 1967 prohibits employment discrimination based on age against individuals who are 40 years of age or older. Other federal laws prohibit discrimination against individuals in programs or activities that receive federal financial assistance. These laws prohibit discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990), and age (Age Discrimination Act of 1975). In addition, Chapter 4112 of the Ohio Revised Code prohibits discrimination in various contexts based on race, color, religion, sex, military status, national origin, disability, age, or ancestry. Likewise, Section 1185.02 of the Codified Ordinances of Oberlin prohibits discrimination in housing based on race, color, religion, sex, sexual orientation, ancestry, handicap, familial status, or national origin of any prospective owner, occupant or user of the housing.

Website:

http://new.oberlin.edu/office/equity-concerns/

Multicultural Resource Center (MRC)

The Multicultural Resource Center (MRC) serves as a collaborative hub for historically underrepresented communities specifically, diversity, and inclusion generally at Oberlin College. Working together with faculty, students, alumni, staff, and members of the

community, the MRC is uniquely positioned to create a vision of diversity that fosters educational excellence.

The MRC supports the academic and personal needs of historically underrepresented students, especially students of color, LGBTQQIA, differently abled, international, first generation, and lower income students. At the same time, the MRC creates opportunities for the entire campus community to engage with interdisciplinary and intersectional discourses on diversity and develop critical thinking skills that are crucial for the educational experience of all students.

The full-time equivalent of people employed in the diversity and equity office:

7

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://new.oberlin.edu/office/multicultural-resource-center/

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Multicultural Resource Center offers trainings for faculty and staff. Every two years, the Oberlin College Dialogue Center offers a social justice mediation training for students, faculty and staff by application.

The MRC also offers resources:

http://new.oberlin.edu/office/multicultural-resource-center/resources/

and supports and hosts myriad programs

http://new.oberlin.edu/office/multicultural-resource-center/programs/

and workshops

http://new.oberlin.edu/office/multicultural-resource-center/workshops/

The website URL where information about the cultural competence trainings is available:

http://new.oberlin.edu/student-life/diversity

Assessing Diversity and Equity

Responsible Party

Colin Koffel
Environmental Sustainability Fellow
Office of Environmental 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?:

Yes

A brief description of the campus climate assessment(s) :

There have been surveys that measure attitudes about diversity and equity. Oberlin is part of the CHAS consortium. This group worked with its schools to do a climate survey in 2009. Oberlin is conducting a survey of religious life issues and concerns in the spring of 2012. Oberlin also conducts a number of surveys, such as senior and enrolled student surveys, that include multiple questions about attitudes about diversity and equity on campus.

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

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?:

A brief description of the governance and public engagement assessment(s):

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

http://oberlin.edu/instres/irhome/

Support for Underrepresented Groups

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.

Submission Note:

Students in student dorms and co-ops vote each year on how to arrange bathrooms in their building. They require at least one general neutral bathroom in each building. More often than not, the majority of restrooms are general neutral. Because residents have control over this process, there is not an inventory available.

Newer non-residential buildings on campus will sometimes include general neutral restrooms, like the upgrade to the Philips Gym.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

• The Counseling Center co-sponsors a support group with the Multicultural Resource Center for LGBTQ students.
• The Multicultural Resource Center sponsors more than 300 programs each year to support students of color, first generation students, lower income students, and LGBTQ students.
• The Edmonia Lewis Center for Women and Transgender People provides support for historically underrepresented students. International students are supported by the Dean of Studies office.
• The International House provides community and programming space for international students.

• Student Academic Services provides services for historically underrepresented students especially first generation and lower income students.

• Scholars programs like POSSE, Questbridge, and Bonner provide support for historically underrepresented students.

• Mellon and Oberlin Undergraduate Research Fellowships provide support for historically underrepresented students.

• Equity Affairs policy and administrators support the entire college community related to issues of harassment and discrimination.

• The Ombudsperson supports the entire community including historically underrepresented communities.

• The Oberlin College Dialogue Center provides facilitation and mediation services for students, faculty and staff based on a social justice mediation model.

• There are programs like the Multicultural Visit Program run by Admissions to recruit historically underrepresented students.

• Living spaces like Asia House, Third World House, Afrikan Heritage House, and Baldwin Women's Collective support historically underrepresented students.

• Within the Oberlin College Cooperative System, Third World Co-op and Kosher Halal Co-op support historically underrepresented student communities.

• There are a wide range of student organizations (approximately 20) focused on the interests and concerns of historically underrepresented students such as Asian American Alliance, ABUSA, Black Musicians Guild, Students of Caribbean Ancestry, La Alianza Latina, Lambda Union, Transgender Advocacy Group, Zami, etc.

• There are curricular departments and programs like Comparative American Studies (curricular home to Ethnic Studies and LGBTQ Studies), African American Studies, and the Institute for Gender, Sexuality and Feminist Studies.

• There are also faculty working on issues of race, class, gender, sexuality, indigenaity, disability etc. in a number of other disciplines like Sociology, Politics, Classics, History, English, Theater and Dance, etc.

The website URL where more information about the support programs for underrepresented groups is available:

http://new.oberlin.edu/student-life/diversity

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

The College has an Office of Equity Concerns that is is committed to creating an institutional environment free from discrimination and harassment for students and employees. Thus, discrimination and harassment based on the following categories are prohibited: race, color, sex, marital status, religion, creed, national origin, disability, age, military or veteran status, sexual orientation, family relationship to an employee of Oberlin College, and gender identity and expression.1

The Office of Equity Concerns recommends policy, practices, and programs that serve to ensure that services and quality of campus life are supportive of the mission of the college. The office provides information on college policies, practices, and grievance procedures to any member of the campus community and makes referrals to other appropriate offices and committees.

For information on resources, reporting, and grievance procedures related to sexual misconduct, including sexual harassment, sexual assault, stalking, and intimate partner violence, please see the Sexual Offense Policy. For information on reporting and grievance procedures related to discrimination and harassment, please see the Policy on Discrimination and Harassment.

Meredith Raimondo serves as the Special Assistant to the President for Equity, Diversity and Inclusion and Title IX coordinator.

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national origin, and the Age Discrimination in Employment Act of 1967 prohibits employment discrimination based on age against individuals who are 40 years of age or older. Other federal laws prohibit discrimination against individuals in programs or activities that receive federal financial assistance. These laws prohibit discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990), and age (Age Discrimination Act of 1975). In addition, Chapter 4112 of the Ohio Revised Code prohibits discrimination in various contexts based on race, color, religion, sex, military status, national origin, disability, age, or ancestry. Likewise, Section 1185.02 of the Codified Ordinances of Oberlin prohibits discrimination in housing based on race, color, religion, sex, sexual orientation, ancestry, handicap, familial status, or national origin of any prospective owner, occupant or user of the housing.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://new.oberlin.edu/office/equity-concerns/policy-on-discrimination-and-harassment/procedure s-for-complaints-of-discrimination,-harassment.dot

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

Oberlin College participates in a number of programs designed to help build a more diverse faculty. The college's commitment to building a diverse faculty is deep and longstanding.

Programs to hire a diverse faculty: Oberlin College is a Consortium for Faculty Diversity member institution. The college routinely seeks to appoint CFD postdoctoral fellows. The college also appoints two Mellon postdoctoral fellows per year, each for a period of two years. While the Mellon postdoctoral program is not limited to faculty from underrepresented groups, searches are conducted to promote a diverse pool of applicants. Oberlin also appoints postdoctoral teaching fellows through the O-K/UM (Oberlin College-Kalamazoo College / University of Michigan) exchange, funded by the Mellon foundation.

Mentoring, financial and/or other programs for undergraduates. Oberlin College is a participating institution in the Mellon Mays Undergraduate Fellowship Program for undergraduates from underrepresented minority groups and other students who share the goals of the MMUF program. The Oberlin College Research Fellows Program is an internal program for first generation college students, low income students, and students from underrepresented minority groups. Each year, five Mellon Mays and ten Oberlin Research fellowships are awarded. Oberlin College's Posse Scholars program awards paid research fellowships for Ph.D-track students to prepare them for professional careers to increase faculty diversity in higher education. Like here:

http://www.possefoundation.org/news/detail/mellon-mays-fellowships-awarded-to-oberlin-scholars

Mentoring of doctoral students. Through the Oberlin College-Kalamazoo College / University of Michigan Exchange program, Oberlin faculty mentor doctoral students enrolled at the University of Michigan, though this program does not target doctoral students from underrepresented groups.

The College also has a Standing Faculty Committee on Equity and Diversity that provides institution-wide oversight in the form of advocacy and guidance. The committee strives to strengthen and improve the responsibility and accountability of all offices, departments, programs, policies, and initiatives to support and advance the interests and concerns, especially around issues of access, of historically underrepresented communities (including, but not limited to people of color, LGBTQQIA people, women, and people with disabilities) at Oberlin College and the Conservatory of Music.

The website URL where more information about the faculty diversity program(s) is available :

http://www.gettysburg.edu/about/offices/provost/cfd/

Affordability and Access

Responsible Party

Colin Koffel
Environmental Sustainability Fellow
Office of Environmental Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Oberlin College has been a recognized leader in providing access to students regardless of race, creed or color since its founding in 1833. Oberlin meets 100% of students' demonstrated need; approximately 70 percent of students receive some form of financial aid, a far higher percentage than at most of its peer schools. Financial aid has increased 280% over the past 14 years and now accounts for more than one-quarter of the college's budget, a ranking among the highest of any college or university in the country. Financial aid packages include a moderate amount of work study and student loans with a heavy focus on grant assistance (80-85%). The Oberlin Access Initiative provides loan-free aid packages to students from the most disadvantaged families.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Oberlin's participation in POSSE and Student Academic Services (including the Class Dean system which works actively with faculty) provide significant resources to help faculty and staff to better serve students from low-income backgrounds.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Office of Academic Services provides focused services for low-income students, first-generation students, students with disabilities, and other students typically underrepresented in higher education. The Bonner Center for Service and Learning's Bonner Scholars Program provides a community service scholarship and support to students with a high financial need.

A brief description of the institution's scholarships for low-income students:

Oberlin meets 100% of students' demonstrated need with aid packages that are predominantly grants. The Oberlin Access Initiative provides loan-free aid packages to students from the most disadvantaged families.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Website devoted to helping everyone through. Net price calculator by Nov 1 (like all institutions). Panels and info sessions. Students that might have challenges (first-gen, rural school, etc.) do additional outreach.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

We make a strong effort to reach out to students to underrepresented backgrounds in a variety of ways including working with national college access programs like Posse and QuestBridge, which are particularly unique as we offer all Posse Scholars full tuition scholarships and full no loan packages to QuestBridge Scholars. We have also created partnerships with organizations like College Horizons, 21st century scholars Atlanta, Georgia and Yes Prep in Texas. Additionally, each counselor is charged with reaching out to several community based organizations in each of their traveling territories. Generally, each counselor offers their time to lead workshops on the college admissions process and financial aid to students and families who are less familiar with the college admissions process.

Our strongest institutional policy that makes Oberlin accessible to low income students is our commitment to meet the full need of any student who is admitted to Oberlin College through a combined package of grant money, loans, and work study.

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:

Very generous outside scholarship policy (as long as merit and not need-based, it's additive on top of grant assistance). Robust work-study on and off campus (BCSL). Bonner Scholar program. Office of Undergrad Research. Institution works hard to control student borrowing (our levels have remained level for about a decade).

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---

The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Kim Wiggerly
Compensation and Benefits Manager
Office of Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:
Yes

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

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?:

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

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):

OC WELL provides programs and services for employees that foster balance, well-being, and improve health and wellness.

Oberlin also has a Counseling Center:

http://new.oberlin.edu/office/counseling-center/

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

http://www.oberlin.edu/ocwell

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Sue Meredith
Manager, Investment Operations
Investment Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Impact Investment Platform Subcommittee of the Board of Trustees Investment Committee was formed in October 2013 to provide guidance to the Investment Committee on social and environmental issues.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Members of the Impact Investment Platform Subcommittee include the Investment Committee Chair, the Chief Investment Officer, 2 members of the Board of Trustees, 1 college alumni, 1 member of the Investment Committee, 1 faculty member, and 2 students.

Examples of CIR actions during the previous three years:

The Impact Investment Platform was implemented in September 2014.

The website URL where information about the CIR is available:

http://new.oberlin.edu/office/investment/index.dot

Sustainable Investment

Responsible Party

Sue Meredith
Manager, Investment Operations
Investment Office

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

---

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

Total value of the investment pool:

777,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	1,250,000 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Initially, the IIP will focus on social and environmental opportunities in recommending investments. The IIP will seek to identify investments that, among other things, meet high-impact, solution oriented social and environmental standards and operate in a manner that reinforces a clear commitment to people, the planet, and corporate social responsibility.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

Impact Investment Platform: The Oberlin College Impact Investment Platform (IIP) shall involve a collaborative, inclusive process engaging various constituencies from the entire Oberlin College community. The IIP's investments are expected to have a measurable positive effect on targeted social and/or environmental issues, while earning a competitive rate of return relative to assets held in the Endowment. The IIP's investment program shall include positions

expected to generate investment returns in both the short term (12 to 24 months) and the long term (36 months or more). The investment horizon of the investment vehicle created for the IIP shall be consistent with the duration of Oberlin College's goals for the IIP. The IIP Subcommittee (the Subcommittee) of the Investment Committee is charged with providing guidance to the Investment Committee on high-level issues such as policy goals and target allocation. The co- chairs of the Subcommittee shall be the Chair of the Investment Committee and the Chief Investment Officer, and the Subcommittee shall include seven other members allocated as follows: the Board of Trustees (2), Oberlin College alumni (1), the Investment Committee (1), Oberlin College faculty (1), and Oberlin College students (2). The role of the Subcommittee is advisory only and all decision-making authority regarding the IIP is reserved solely to the Investment Committee as delegated by the Board.

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the policy is applied, including recent examples:

Building on its leading-edge commitment to responsible investing through the creation of the Impact Investment Platform (IIP), and dovetailing with Oberlin's leadership in such areas as sustainability and access, the Board of Trustees has recently approved an initial allocation of $5 million to seed the IIP over the next five years.

Does the institution's sustainable investment policy include negative screens?:
Yes

A brief description of the negative screens and how they have been implemented:

Furthering the Board of Trustees' commitment to making the investment process more inclusive, the Board has adopted a divestment policy providing an avenue through which students, employees, and alumni may bring forth concerns regarding endowment portfolio holdings.

After much discourse, the adopted policy states that, in accordance with the College's history of action in response to "instances of human suffering, natural calamity and injustice," the Board will consider proposals for divestment from entities that contribute to activities that "shock the conscience."

Approximate percentage of the endowment that the negative screens apply to:

100

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Oberlin College networks with its peer colleges and universities to exchange issues and ideas.

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

http://new.oberlin.edu/office/investment/investment-policy/divestment-and-impact-investment/

Investment Disclosure

Responsible Party

Sue Meredith
Manager, Investment Operations
Investment Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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:

Solar Array Utility Financing Agreement

A brief description of the innovative policy, practice, program, or outcome :

In 2012, Oberlin College installed a 2.27MW solar array on College property. This is a significant accomplishment in and of itself. The array covers about 10.5 acres of land and is the largest solar array on any liberal arts campus in the country. The array is owned by Spear Point Energy. An aspect of this project that is incredibly unique is the financing agreement and various stakeholders engaged in the project. Oberlin College wanted to reduce its greenhouse gas emissions by producing solar energy, but it had no way to move the power from where it would be produced to where it could be used. Meanwhile, the city of Oberlin's electrical utility (OMLPS), with a network of power lines and a power portfolio already heavy on renewables, was also looking to further shrink its carbon footprint. The two entities were already in contact because of shared goals, like the Oberlin Project and the Clinton Climate Initiative Climate Positive Development Program. The solar project was a great opportunity for the College and the City to work collaboratively towards mutually beneficial goals that get Oberlin closer to our carbon neutrality commitments.

The two of them formed an unusual union, and spawned a mutually-beneficial offspring: a 2.27-megawatt solar array located on the college campus, and connected by the city utility's distribution lines to the power grid.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

• met about 12 percent of the college's electricity needs
• produced about 50 percent more power than projected during hours of peak demand
• saved the utility nearly $100,000 in generation and distribution costs, translating into a slightly lower cost of power for customers
• nudged up, by nearly 3 percentage points, the proportion of the city's energy that is derived from renewable sources.

A letter of affirmation from an individual with relevant expertise:

Ohio college, utility seeing success with solar partnership _ Midwest Energy N

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	---
Research	---
Campus Engagement	---
Public Engagement	Yes

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

Other topic(s) that the innovation relates to that are not listed above:

solar, renewables

The website URL where information about the innovation is available :

http://www.midwestenergynews.com/2014/02/27/ohio-college-utility-seeing-success-with-solar-partnership/

Innovation 2

Responsible Party

Meghan Riesterer
Assistant Vice President of Energy Management and Sustainability
Office of Environmental 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:

Oberlin College Leadership & Friends of the Oberlin Project

A brief description of the innovative policy, practice, program, or outcome:

The College has formed a committee consisting of top level administrators and alumni dedicated to discovering and implementing a leadership approach to embed sustainability throughout the College as well as fusion into the larger community with the Oberlin Project. The innovative approach is to connect and embed sustainability into the social justice core of Oberlin College. The Oberlin Project is a joint effort of the City of Oberlin, Oberlin College, and private and institutional partners to improve the resilience, prosperity, and sustainability of the community. The Oberlin Project's aim is to revitalize the local economy, eliminate carbon emissions, restore local agriculture, food supply and forestry, and create a new, sustainable base for economic and community development.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Implementation of the Friends of the Oberlin Project Outline (attached) as the letter of support by one of the qualified and participating alumni.

The consultants that will set the groundwork for this project have been identified, have determined timelines, and begun to meet with campus stakeholders. They have employed two students to do a private reading project to establish systems maps of Oberlin College, evaluate peer programs and various ranking and rating systems including STARS, and investigate and research various sustainability efforts to provide a context for moving forward and ingraining sustainability more deeply into Oberlin's core mission.

A letter of affirmation from an individual with relevant expertise:

2013.12.23 FOTOP Proposal.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---

Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

social justice

The website URL where information about the innovation is available:

Innovation 3

<div align="center">

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental Sustainability

</div>

Criteria

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10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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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:

Integrating Sustainability into the Strategic Plan

A brief description of the innovative policy, practice, program, or outcome:

Oberlin College's Committee on Environmental Sustainability (CES) has been working with the consultants and relevant stakeholders conducting Oberlin's forthcoming strategic plan. The committee is working build support and ensure that sustainability gets embedded throughout the plan.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The committee was able to get a special meeting with the consultant to discuss sustainability integration. The actual planning process will occur July to July 2014-15 so measurable outcomes have not yet come to fruition.

A letter of affirmation from an individual with relevant expertise:

STARS_strategic_plan_letter.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---

Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

strategic planning

The website URL where information about the innovation is available:

http://new.oberlin.edu/strategic-plan/

Innovation 4

Responsible Party

Bridget Flynn
Sustainability Coordinator
Office of Environmental 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.
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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

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:

Green Arts District and the Gateway Project

A brief description of the innovative policy, practice, program, or outcome:

The concept behind the Green Arts District is to expand green building practices from a single, one-off building to instead be a whole city block. Green Arts District is planned to be a 13-acre development at the U.S. Green Building Council Platinum level and will serve as a driver for community economic revitalization. The district will include restoration of the Allen Memorial Art Museum (completed) and Hall Auditorium along with a new hotel and restaurant, business complex, and, possibly, a culinary school, jazz club, conference center, and center for innovation and ecological design. The major goals in the redevelopment of the district are to create local employment, income growth, and community development as well as to construct a streetscape that will serve as an exciting gateway to the downtown and to the college. In the process, we will set a new benchmark for community-scale green development.

The Gateway building to the project is a hotel and conference center that will be on the forefront of modern green building. Among other things, the planners are looking into natural refrigerants in the geothermal wells, radiant heating and cooling option to improve air quality, and sustainable landscaping with no pesticides. The ground-breaking for the Peter B. Lewis Gateway Center building is scheduled to occur in June 2014.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The measurable outcomes will primarily be associated with the construction and operation of the building, as well as the certifications and potential accolades it receives.

A letter of affirmation from an individual with relevant expertise:

Oberlin Names New Hotel and Conference Center in Honor of Peter B Lewis.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---

Buildings	Yes
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://news.oberlin.edu/articles/oberlin-names-new-hotel-and-conference-center-honor-peter-b-lewis/