Spelman College

The following information was submitted through the STARS Reporting Tool.

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Innovation 180

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

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

350,000,000 *US/Canadian $*

Total campus area:

39 *Acres*

IECC climate region:

Hot-Humid

Locale:

Large city

Gross floor area of building space:

1,272,294 *Gross Square Feet*

Conditioned floor area:

947,294 *Square Feet*

Floor area of laboratory space:

44,000 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

46,000 *Square Feet*

Floor area of residential space:

475,225 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	---
Coal	30
Geothermal	---
Hydro	5
Natural gas	45
Nuclear	19
Solar photovoltaic	1
Wind	---
Other (please specify and explain below)	---

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

Based on Georgia Power fuel mix

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	3
Fuel oil	---
Geothermal	---
Natural gas	97
Other (please specify and explain below)	---

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

Steam generated by natural gas is used to provide heat and hot water campus wide

Academics and Demographics

Criteria

n/a

Submission Note:

Spelman uses the Integrated Postsecondary Education Data System (IPEDS) simplified student/staff FTE. It is calculated by counting the number of full-time students/staff and adding one-third of part-time students/staff. Note: IPEDS- Fall student headcount is divided by .392857. Part-time staff headcount is divided by .3333.

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

24

Full-time equivalent enrollment:

2,097

Full-time equivalent of employees:

582

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,135

Total number of graduate students:

0

Number of degree-seeking students:

2,135

Number of non-credit students:

0

Number of employees:

631

Number of residential students:

0

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Jerry Wever
Assistant Professor of Anthropology,
Department of Sociology and Anthropology

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	500	0
Number of sustainability courses offered	26	0
Number of courses offered that include sustainability	20	0

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

15

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

31

Number of years covered by the data:

Three

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

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

SUSTAINABILITY FOCUSED/RELATED COURSES
The Sustainability Focused/Related courses are designed to ensure that students acquire the skills and knowledge necessary to contribute and affect positive social change through campus, community, local, national, and global stewardship that are critical for transformation to a more sustainable world. Several departments offer Sustainability Focused/Related courses.
List of Sustainability Focused/Related courses
A total of 46 Sustainability Focused/Related courses eleven courses totaling 171 credits.
Natural Sciences (17F+4R=21 total courses, total of 71 credits)
Social Sciences (6F+10R=16 total courses, total of 64 credits)
Arts and Humanities: (3F+6R=9 total courses, total of 36 credits)
Grand Total (26F+20R=46 total courses total of 171 credits)
26 Sustainability Focused courses offered
20 Sustainability Related courses offered

A) Natural Sciences (17F+4R=21 total courses, total of 71 credits)

CHE 159 – Food Chemistry (4) R
BIO 255/ES 355 – Ecology (4) F
BIO 110 – Biological Communities, Evolution and Biodiversity (4) R
ES 200 -- Introduction to Environmental Science (4) F
ES 211 -- Introduction to Environmental Health (4) F
ES 251 – Air & Atmospheric Science (4) F
ES 252 -- Introduction to Geosciences (4) F
ES 312–Water Resources and Management (4) (Forthcoming) F
BIO/ES 314 -- Environmental Biology (4) F
ES 315 – Sustainable Development (4) F
ES 325 – Global Environmental Change (4) F
ES 384 -- Industrial Ecology (4) F
ES 403 -- Environmental Science Seminar (2) F
ES 435A -- Research in Environmental Science (2) F
ES 435B -- Research in Environmental Science (2) F
ES 452A – Applications to in Environmental Science a capstone experience (2) F
ES 452B -- Applications to in Environmental Science a capstone experience (2) F
CIS/ES 437 -- Computer Simulation (4) R
CHE/ES 411--Toxicology (4) R
CHE/ES 453 -- Environmental Chemistry (3) F
MATH 470 Special Topics*: Environmental Statistics Practicum (2) F

B) Social Sciences (10R+6F=16 total courses, total of 64 credits)
ANTH 305 -- Cross-Cultural Perspectives on Gender (4) R
ANTH 322 -- Urban Anthropology (4) R
ANTR 404 -- The Anthropology of Globalization (4) F
ANTH 430 -- Special Topic* (4) F
ANTH 444 -- Food and Culture (4) R
ECON 142 -- Health – Sociological & Economic Perspectives (4) (cross-listed with SOC 242) R
ECON 369 – Urban Economics (4) R
ECO 370 -- Health Economics (4) R
ECON 385 -- Environmental Economics (4) F
PSC 320 -- Environmental Politics & Policy (4) F
PSC 340 -- Introduction to Urban Government and Policy Making (4) R
PSC 420 -- Special Topics* Current Issues in International Politics (4) F
SOC 242 -- Health: Sociological and Economic Perspectives (cross-listed with ECON 142) (4) F
SOC 321 -- Community Organizing (4) R
SOC 352 -- Urban Sociology (4) R
SOC 402-- Medical Sociology (4) R

C) Arts and Humanities Concentration: (3F+6R=9 total courses, total of 36 credits)
ADW 112 – African Diaspora and the World (4) R
ART 130 -- New Genre Arts Forms (4) R
ART 160 – Special Problems - Art Colony (4) F
PHI 240 – African American Philosophy (4) R
REL 285 --Religion, Women, and Violence in Global Perspective (4) R
PHI 295 -- Biomedical Ethics (4) F
CWS 370 -- Women & Social Resistance Movements (4) R
ENG 387 – Ethnographic Writing: Writing About Community (4) R

PHI 431A -- Ecological Aesthetics, Ethics and Praxis (4) F

*Please note that several departments offer Special Topics courses that have rotating sustainability topics (for example PSC 420 Environmental Law (4) F ; PSC 420 Environmental Justice: Race, Class and the Politics of Pollution (4) F ; PSC 420 The Politics of Global Environment (4) F were offered under PSC 420 Special Topics; ANTH430A Atlanta Beltline (4) F and ANTH 430B Earth (the seminar): Sustainability (4) F were offered under ANTH 430). So if these were counted as the separately developed courses they are, our totals would increase by at least 3: 29 Sustainability Focused courses offered, 20 Sustainability Related courses offered.

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

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

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

from:

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

pp48-9

6.2.1.1 Relevant Course Offerings

The Education and Research subcommittee of the SSC undertook a survey of existing courses using the following definitions of sustainability in the curriculum, adopted from STARS:

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

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

Either as sustainability-focused courses or as sustainability-related courses, sustainability has become understandable, practical and relevant to students' lives. The basic principles of sustainability become a relevant integrating theme throughout the curriculum, connecting the environment with the economy, sciences, and humanities.

Table 6.1 shows results of a survey of courses at Spelman College that meet the above-defined criteria is a snapshot of where we are at currently, with 17 sustainability-focused courses and 18 sustainability-related courses, a fairly good number at present for a school so small. While not all of the following courses are permanent courses as yet, they are in process of review to be so, and they have either been taught or are slated.
SPELMAN COLLEGE■CLIMATE ACTION PLAN
34| FINAL: January 11, 2013

I:\Spelman-Col.15168\48813.Cap-Steps-4-10\Docs\Reports\Final Spelman CAP 1-11-2013.docx
Table 6.1 – Results of Survey of Sustainability in the Curriculum

Dept Env
Sci

Poli
Sci

Anthro- pology

Art/ Drama

English Psychology Econ Math Bio Chem ADW* Food
Minor

TOTALS

Sustainability
Focused 4 5 5 3

17
Sustainability
Related 3 3
2 2 2 1 2 1
1 1 18
Totals 7 5 8 3 2
2 2 1 2 1 1
1 35
*African Diaspora and the World

courses were counted by catalog listing

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):

Please note that several departments offer Special Topics courses that have rotating sustainability topics (for example Environmental Law PSC 420; Environmental Justice: Race, Class and the Politics of Pollution PSC 420; The Politics of Global Environment PSC 420 were offered under PSC 420 Special Topics; ANTH430A Atlanta Beltline and ANTH 430B Earth (the seminar): Sustainability were offered under ANTH 430).
So if these were counted as the separately developed courses they are, our totals would increase by at least 5.

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

	Yes or No
Internships	No
Practicums	No

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Jerry Wever
Assistant Professor of Anthropology,
Department of Sociology and Anthropology

Criteria

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

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

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

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

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

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

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

9

Total number of graduates from degree programs:

9

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:

Not available at this time. Only one dept.

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

Not available at this time

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

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

Undergraduate Program

Responsible Party

Jerry Wever
Assistant Professor of Anthropology,
Department of Sociology and Anthropology

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 Science

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

Environmental Science and Studies Goals and Objectives
Goals
Consistent with the College's mission, the EnvironmentalScience and Studies (ESS) Program at Spelman recognizes the global changes and responses for attaining a more sustainable environment.

The Program seeks to create a learning environment in which our students can better understand these changes and be given a greater voice in planning for conservation through an interdisciplinary environmental science curriculum that is designed to enhance scientific inquiry and to strengthen scientific competence.

Through these efforts, the Program aims at preparing students for graduate studies in STEM disciplines, and provide opportunities for careers in environmental sciences, environmental health, public health, and medical schools.
Objectives

Through the course sequence in ESS, students will be able to:
Recognize major concepts in environmental sciences and demonstrate in-depth understanding of the environment.
Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
Demonstrate the knowledge and training for entering graduate or professional schools, or the job market.

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

http://www.spelman.edu/academics/majors-and-programs/environmental-science-and-studies/goals-and-objectives

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

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

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

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

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

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

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

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

Yes

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

Environmental Studies

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

Environmental Science and Studies Goals and Objectives
Goals
Consistent with the College's mission, the EnvironmentalScience and Studies (ESS) Program at Spelman recognizes the global changes and responses for attaining a more sustainable environment.

The Program seeks to create a learning environment in which our students can better understand these changes and be given a greater voice in planning for conservation through an interdisciplinary environmental science curriculum that is designed to enhance scientific inquiry and to strengthen scientific competence.

Through these efforts, the Program aims at preparing students for graduate studies in STEM disciplines, and provide opportunities for careers in environmental sciences, environmental health, public health, and medical schools.
Objectives
Through the course sequence in ESS, students will be able to:
Recognize major concepts in environmental sciences and demonstrate in-depth understanding of the environment.
Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
Demonstrate the knowledge and training for entering graduate or professional schools, or the job market.

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

http://www.spelman.edu/academics/majors-and-programs/environmental-science-and-studies/goals-and-objectives

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

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

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

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

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

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

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

Graduate Program

Criteria

Institution offers at least one:

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

And/or

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

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

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

Immersive Experience

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.

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

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Criteria

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

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

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

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

Campus as a Living Laboratory

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.

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

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

Jerry Wever
Assistant Professor of Anthropology,
Department of Sociology and Anthropology

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

8

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

200

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

5

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

28

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:

Not a complete list:

Political Science
Fatemeh Shafiei, Chair, Associate Professor, Ph.D., B.S., University of California | Spelman College, 1997

Anthropology
Jerry Wever, Assistant Professor of Anthropology, Ph.D., University of Iowa Anthropology / Caribbean, Diaspora and Atlantic Studies Program; MA, University of Iowa Anthropology; BS, Northeastern University | Spelman College, 2007 / Sustainability Education and Research Committee
Chair

Environmental Science and Studies
Terezhina Cassia de Brito Galvao, Chair and Professor, Ph.D., M.S., Purdue University | Spelman College, 2007

Na'Taki Osborne Jelks, Professor, M.S., Emory University; B.S., Spelman College | Spelman College, 2008

Alisa Holley Young, Associate Professor, Ph.D., Georgia Institute of Technology; M.S., University of Alabama at Huntsville; B.A., Talladega College

Deborah Ortiz, Associate Professor, M.S., University of California at Santa Cruz; B.S., Georgia Institute of Technology

Melanie Jefferson, Laboratory Instructor, M.S.,B.S., Clark Atlanta University | Spelman College, 2010

Felicia Jefferson, Associate Professor, Ph.D. Morehouse School of Medicine; M.S., Georgia State University, B.S. Rochester Institute of Technology | Spelman College, 2013.,

Art
Arturo Lindsay, Chair and Professor, D.A., New York University; M.F.A., University of Massachusetts; B.A., Central Connecticut State University | Spelman College, 1990

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

not available at this time

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

Not available at this time. We do have faculty involved with this research. Now that we know of this request we will try to collect this information for next time.

The website URL where information about sustainability research is available:

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

Support for Research

Responsible Party

Jerry Wever
Assistant Professor of Anthropology,
Department of Sociology and Anthropology

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:

6.2.1.3 General Education
The goal is to incorporate sustainability in at least one and preferably two required general education courses and require students to take courses introducing sustainability concepts.
Since 2009, sustainability was infused in African Diaspora and the World (ADW). Future plans include expanding the sustainability content in the ADW 111 & 112 (8 credits). We received funding from the USEPA Region 4 to assist the incorporation of sustainability into First Year Experience course (FYE -1credit). These are required of all first-years. (ADW is also required of all incoming transfer students. Both courses are taken the full year.)
6.2.2 Research in Sustainability
6.2.2.1 Research Day
We use and will continue to use Research Day to foster campus research in sustainability. In 2011, the Research Day theme was Sustainable Spelman: From Personal to Global Perspectives. Research

Day is our annual conference that is highly attended by the majority of the campus and has a high profile.
The event included special art installations that were the culmination of Art and Sustainability course.

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

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

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:

6.2.1.2 Curriculum Development Workshops
To integrate sustainability concepts into existing courses, the Teaching Research and Resource Center (TRRC) has offered many opportunities for the creation of modules that integrate sustainability concepts into existing and proposed courses. These include the following workshops:
■ Food Literacy Seminar, July 29-31, 2009
■ UNCF Food Literacy Symposium 2011, Across the Disciplines and Around the Table: Rethinking Interdisciplinary Research and Teaching using Food as a Model, June 28-29, 2011
■ Food Studies Workshop, August 2012
■ 2012 Health Disparities Collaborative: Millennial Scholars Creating Interdisciplinary Networks of Knowledge, June 25-26, 2012.
Spelman College will seek funding to conduct education for sustainability workshops to assist faculty to incorporate sustainability in teaching and research.

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

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

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:

We heavily support interdisciplinary teaching and research.
TRRC Goals
In partnership with other Spelman College centers, departments and programs, the Resource and Research Center ...
supports a Spelman College teaching and learning commons where ideas are publicly shared and developed;
supports and facilitates pedagogical and curricular innovation that evolves out of a vibrant intellectual commons;
supports and facilitates the development of students as teaching and learning partners – not deficient Others – in the commons;
supports and facilitates interdisciplinary teaching and learning as core values of the commons; and
promotes the use of technology as a tool for commons-building.
TRRC PROGRAMS

Free Thinking Women Seminar Development
Interdisciplinary Seminar Development
Summer Disciplinary, Multidisciplinary, and Interdisciplinary Workshops
Education Technology Workshops
Scholarship of Teaching and Learning (SoTL) Forums
General Education and Connected Learning Workshops
Scholarship of Teaching and Learning (SoTL) Student Internships

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

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

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

No

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

N/A

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

http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

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*.

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

Student Orientation

Responsible Party

Art Frazier
Director
Facilities Management & Services

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:

In 2011 Spelman started conducting a 4 hour sustainability orientation for new students. The program outlines the history of sustainability at Spelman, promotes resource conservation and teaches new students how to practice sustainability as a way of life.

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

Student Life

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

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

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

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

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

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

	Yes or No

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

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

Environmental Task Force - The Spelman College Environmental Task Force is a grassroots, student-run organization established to raise the awareness of the Spelman College community in terms of environmental issues, to provide a greater student voice in planning for conservation at the college, and to promote environmental education as a top priority.

ETF meets every other Monday at Spelman College,

The website URL where information about student groups is available:

http://www.spelman.edu/about-us/sustainable-spelman/green-leaders/environmental-task-force

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:

Spelman students established War Gardens in the 1940's. New gardens were created at this location in 2007. Students work with the facilities team to plant and maintain the grardens

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

http://www.spelman.edu/sustainable

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

EMPOWER

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

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

Professor Arturo Lindsey conducts a class called New Genre Artforms. Students create sculptures on campus from recycled materials

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

http://www.spelman.edu/academics/majors-and-programs/art-and-art-history

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

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

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

In 2013-14 the First-Year Experience convocation series included 4 sustainability convocations.

The website URL where information about the theme is available:

http://www.spelman.edu/academics/academic-support/spel-folio/objectives

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

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

A brief description of sustainability-focused student employment opportunities:

Sustainable Spelman Interns
Each semester Sustainable Spelman employs four students to work as Sustainable Spelman Interns to help promote our vision of Sustainability as a Way of Life to the student body. They also concduct commuter surveys, assist with the collection of data required to complete our greenhouse gas inventory and represent Spelman as speakers at various conferences

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

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

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

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

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

Outreach Materials and Publications

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.

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

Outreach Campaign

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

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

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

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).

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

Staff Professional Development

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

---

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

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

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*.

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

Inter-Campus Collaboration

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.

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

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Community Service

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.

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

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

Participation in Public Policy

Criteria

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

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

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

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

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

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

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

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Clean Air Cool Planet Calculator

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

Yes

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

1 INTRODUCTION
Bonneville Environmental Foundation has commissioned DNV■GL to carry out the validation of the project activity “Spelman College: Campus-Wide Clean Energy Efficiency Project”.
As part of the validation process, DNV■GL has also assessed and verified the project and baseline emissions reported in the VCS project description for the project activity for the period 01 July 2011 to 30 June 2013.
This verification statement describes the verification conclusions reached by DNV GL on the project and baseline emissions and resulting emission reductions reported in the in the VCS project description for the project activity for the monitoring period from 1 July 2011 to 30 June 2013.

2 SCOPE OF WORK

Verification is the periodic ex-post independent assessment by a validation/verification body (VVB) of the GHG emission reductions that have occurred as a result of the project during the monitoring period.

The scope of the verification is to verify that the calculation of the GHG emission reductions correctly support the emission reductions being claimed

The project proponents are responsible for the collection of data in accordance with the monitoring plan and the reporting of GHG emissions reductions from the project activity. It is DNV GL's responsibility to express an independent verification statement on the reported GHG emission reductions from the project activity.

The validation of the project activity included the following steps and the outcome of these steps also formed the basis of this verification statement:

1. A desk review of the VCS project description and supporting documents ;
2. Follow-up interviews (by telephone) with the project proponents;
3. The resolution of outstanding issues and the issuance of this verification statement.

DNV■GL has not performed any site inspection for this project activity.

As part of the validation of the project activity, the following supporting documents were assessed by DNV GL and these documents are also the basis for this verification statement:

• emission reduction calculation spreadsheets;
• further spreadsheets or other documents containing information on the energy use by the campus; and
• selected receipts for energy supplied to the campus (A sample of receipts was selected by the project proponent and presented to DNV GL to support the reported emission reductions).

As part of the planned further verification activities for this project activity, DNV GL may select additional samples of data and information to be verified and may also perform site inspection for this project activity. These further verification activities may reveal material misstatements in the reported emission reductions and thus may result in changes to the reported emission reductions. Nonetheless, based on the information reviewed by DNV■GL so far, DNV■GL is able to provide a reasonable level of assurance that the reported emission reductions are accurate.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	4,892 *Metric Tons of CO2 Equivalent*	6,567 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	309 *Metric Tons of CO2 Equivalent*	290 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	9,961 *Metric Tons of CO2 Equivalent*	14,377 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

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

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

NA

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

NA

A brief description of the composting and carbon storage program:

NA

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

NA

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,400	1,400
Number of residential employees	10	10
Number of in-patient hospital beds	0	0

Full-time equivalent enrollment	2,074	2,151
Full-time equivalent of employees	606	592
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2009

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

FY 2008 is the first year credible and comprehensive utility data is rediaibly available

Gross floor area of building space, performance year:

1,252,911 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	10,000 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	2,000 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	578 *Metric Tons of CO2 Equivalent*
Commuting	971 *Metric Tons of CO2 Equivalent*

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

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

NA

A copy of the most recent GHG emissions inventory:

2012 13 CAPC Spel wo RECs april 2014 vs 2wREC TAIL.xlsx

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/search/?abs=&q=Spelman%20College

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

Steam System Efficiency Program that includes assessment of Steam Traps. During 2012, 12 steam traps and 4 condensate pumps were replaced. Converting antiquated Steam Systems to more efficient Medium Temperature Hot Water. In 2010 Spelman implemented an Energy Management Policy. LEED Gold total renovation of Laura Spelman Hall. Behavior Change Campaign/Communications that include New Student Orientation, First Year Experience (FYE) Sustainability Convocations, Sustainable Spelman Website, Sustainability Pledge, Sustainable Spelman Social Media. Numerous Lighting Retrofit projects, Boiler Retrofits/Central Heating/Cooling Upgrades, Building System Retro-Commissioning & Upgrades Including Automation: Weatherization Improvements: LEED Certification/Green Buildings:
Spelman has a policy that all new construction and renovations be built to LEED Silver standards. While only two projects LEED certified, numerous smaller renovations have been completed consistent with LEED Silver standards. Additionally, the principles of LEED-EBOM have been incorporated into our Facilities Management Operations Plan.

Outdoor Air Quality

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

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

Part 2

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

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

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

No

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

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

No

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

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

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

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

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Art Frazier
Director
Facilities Management & Services

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.

"---" *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:

USGBC's LEED Rating System
The Suites - LEED Silver
Laura Spelman Hall - LEED Gold

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

1,072,971 *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)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *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 existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at each level under a 5-tier rating system for 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:

1,072,971 *Square Feet*

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

Sustainable Ops Manual.pdf

The date the guidelines or policies were formally adopted:

Aug. 15, 2008

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

The Sustainable Operations Plan was first introduced when the LEED Silver Certified Suites opened in August 2008 and has been adopted campus-wide for ALL Spelman facilities. It includes both policies and procedures.

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

All maintenance, custodial and grounds staff have been trained in the policies and procedures of the plan.

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

http://www.spelman.edu/about-us/sustainable-spelman

Building Design and Construction

Responsible Party

Art Frazier
Director
Facilities Management & Services

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:

The Suites Residence Hall
Laura Spelman Hall

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

221,729 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	201,455 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	20,274 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

Oct. 20, 2010

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

On October 16, 2010, the Spelman College Board of Trustees approved a resolution requiring all new and renovated construction to be designed to achieve the USGBC's LEED Silver Certification at a minimum. Design standards and specifications are being developed to reflect LEED requirements. The first campus building to receive LEED Silver certification, the 300-bed residence hall known as "The Suites", was completed in 2008 prior to the establishment of the policy. Currently, Spelman College is pursuing LEED Gold certification for the renovation of Laura Spelman Residence Hall, completed in 2012.

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

and policies:

The department of Facilities Management & Services manages all campus construction and ensures compliance with ALL building design and construction guidelines and policies including our LEED policy

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

http://www.spelman.edu/sustainable

Indoor Air Quality

Responsible Party

Art Frazier
Director
Facilities Management & Services

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.

Submission Note:

The College also has a Mold Management Plan

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

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

1,252,911 *Square Feet*

Gross floor area of building space:

1,252,911 *Square Feet*

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

In the context of Spelman College's Sustainable initiatives, the Indoor Air Quality practices are undertaken with the commitment to the ideals outlined in the Sustainable Spelman Vision Statement and Goals.
Spelman College seeks to maintain the best possible air quality within the confines of authorities having jurisdiction, legal, and fiscal requirements. The selection of products for use on campus shall minimize or eliminate the exposure to airborne contaminants. The College supports the concept of fragrance and pollutant free environment on campus and its programs.
Spelman's Facilities Management & Services, Environmental Health & Safety Compliance, and Public Safety teams provide training, post guidelines, inspect and maintain air delivery systems, monitor campus procedures, and address all air quality concerns. The purpose of the compliance guidelines is to communicate and effect timely resolution of air quality complaints

and concerns.

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

http://www.spelman.edu/docs/sustainability/indoor_air_quality_practices.pdf?sfvrsn=2

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

Jazzmen Patton
Dining Sustainability
Aramark Dining

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

6

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

alma inventory.pdf

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

Pages 35-42 is the sustainable produce listing for Upshaw & the Suites dining facilities

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

No

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

8

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:

starbucks Inventory.pdf

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

Following Starbucks standards we will go through about 45 pounds of sustainably sourced coffee per week!

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

Spelman college offers coffee via the Starbucks franchise. The coffee served at Starbucks is a part of the company’s global initiative known as: Coffee and Farmer Equity (C.A.F.E.) Practices. It is a comprehensive coffee-buying program that ensures coffee quality while promoting social, economic and environmental standards to ensure fair trade and organic flavor offerings.

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

We utilize a partnership with Southern Green Industries (SGI) to log and dispose of our food waste. Within Starbucks, all of our coffee grounds are collected in designated buckets, weighed, logged on waste sheets, and placed into designated receptacles for SGI to take and turn into compost or other environmentally safe use.

Total annual food and beverage expenditures:

1,700,000 *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	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	Yes
Convenience stores	No	No
Vending services	Yes	Yes
Concessions	No	Yes

Has the institution achieved the following?:

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

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

NA

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

http://www.spelman.campusdish.com/Sustainability/GreenThread.aspx

Low Impact Dining

Responsible Party

Jazzmen Patton
Dining Sustainability
Aramark Dining

Criteria

Part 1

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

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

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

  Or

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

Part 2

Institution:

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

  And

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

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

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

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

2

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

We purchase Cage Free eggs, We track inventory via a hand and electronic information system known as PRIMA. This system helps up build recipes and menus to scale based off of production and inventory on hand.

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"):

A all vegan with gluten free options create your own stir fry station. Students are able to pick ingredients and season to taste their own made-to-order meal options comprising of over 30 ingredients that are vegetables, legumes, non-meat and no dairy protein, pastas, and gluten/dairy free sauces to sauté for a delicious hot entrée option daily.

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

Each of our 13 dining stations offers both vegetarian or meatless options during every meal period including a sweet potato bar, soups, salad bar, the grill, deli, and omelet station.

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

http://spelman.campusdish.com/Commerce/Catalog/Menus.aspx?LocationId=2175

Annual dining services expenditures on food:

1,200,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

400,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

50,000 *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

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.

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

Clean and Renewable Energy

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	289.13 *MMBtu*

Total energy consumption, performance year:

68,190.21 *MMBtu*

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

NA

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

NA

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

NA

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

RENEWABLE ENERGY FOR LAURA SPELMAN HALL 35% OF TOTAL
USAGE FOR 2-YEARS

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

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

Art Frazier
Director
Facilities Management & Services

Criteria

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

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

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	49 *Acres*
Footprint of the institution's buildings	10.20 *Acres*
Area of undeveloped land, excluding any protected areas	10 *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	28.50 *Acres*
Managed organically, third party certified and/or protected	0.20 *Acres*

A copy of the IPM plan:

The IPM plan :

Environmental Stewardship Policy

Good indoor air quality contributes to a favorable work environment for building occupants and visitors providing a sense of comfort, health, and well-being. These elements combine to seek optimum performance in a comfortable working environment. Cleaning for health is more than changing products – it is a holistic approach to cleaning that encompasses cleaning products, paper products, equipment, processes, procedures, and training of staff, purchasing vendors and work loading.

Spelman College and its staff, vendors, and operators as stewards of the environment, will promote the practice of green housekeeping to prevent or reduce pollutants generated during the cleaning of the building interior, which in turn will provide a healthier environment. This stewardship includes establishing an Environmental Stewardship Committee; using integrated pest management for the interior and exterior or the building; purchasing cleaning products that meet the Green Seal Standard GS-37; adopting cleaning practices and procedures that minimize pollutants within the building; establishing a communication strategy for housekeeping/maintenance problems when they arise; adopting construction IAQ standards for future retro-fit, renovation or modifications that may occur on site; and developing an on-going use of a training module to educate housekeeping/maintenance staff on appropriate products, usage, handling and

tools for their health and safety, the health and safety of the building occupants and visitors, and preservation of the environment.

Integrated Pest Management Policy

Structural and landscape pests can pose significant problems to people, property, and the environment. Pesticides can also pose risks to people, property, and the environment. It is therefore the policy of Spelman College Facilities Management & Services to incorporate Integrated Pest Management (IPM) procedures for control of structural and landscape pests.

Pests

Pests are populations of living organisms (animals, plants or microorganisms) that interfere with use of the facility for human purposes. Strategies for managing pest populations will be influenced by the pest species and whether that species poses a threat to people, property, or the environment.

Pest Management

Approved pest management plans should be developed for the site and should include any proposed pest management measures. Pest will be managed to:
• Reduce any potential human health hazard or to protect against a significant threat to public safety.
• Prevent loss of or damage to structures or property.
• Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
• Enhance the quality of life for occupants, staff, visitors and others.

Integrated Pest Management Procedures

IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural, or biological means. IPM practitioners depend on current, comprehensive information on the pest and its environment and the best available pest control methods. Applying IPM principles prevent unacceptable levels of pest activity and damage by the most economical means and with the least possible hazard to people, property, and the environment.

The choice of using a pesticide will be based on a review of all other available options and a determination that these options are not acceptable or are not feasible. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents, and selected non-chemical pest management methods will be implemented whenever possible to provide the desired control. It is the policy of this facility to utilize IPM principles to manage pest populations adequately. The full range of alternative, including no action, will be considered.

When it is determined that a pesticide must be used in order to meet important management goals, the least hazardous material will be chosen. The application of pesticides is subject to the Federal Insecticide, Fungicide and Rodenticide Act (7United States Code 136 et seq.), company policies and procedures, Environmental Protection Agency regulations in 40 Code of Federal Regulations, Occupational Safety and Health Administration regulations, and state and local regulations.

Education

Occupants, staff, visitors and pest managers will be educated about potential pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives.

Record Keeping

Records of pesticide use shall be maintained on site to meet any state or local requirements. In addition, pest surveillance data sheets that record the number of pests or other indications of pest populations are to be maintained by the Environmental Stewardship Team to verify the need for treatments.

Notification

The facility manager takes the responsibility to notify the occupants, staff and visitors of upcoming pesticide treatments.

Pesticide Storage and Purchase

Pesticide purchases will be limited to the amount authorized for use. Pesticides will be stored and disposed of in accordance with EPA registered label directions and state and local regulations. Pesticides must be stored in appropriate, secure sites not accessible to unauthorized personnel.

Pesticide Applicators

Pesticide Applicators must be educated and trained in the principles and practices of IPM and the use of pesticides and possess the appropriate licensing required by the state or local regulations.

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

Spelman's approach to sustainable landscape management is to minimize the use of water and chemicals as much as possible.
Water use is minimized by preferring the use of plants that require minimal watering once they are established. We have also installed irrigation rain sensors to prevent irrigation systems from coming on when not needed.
Spelman is selective in the use of chemicals for fertilization.

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

Spelman has a tree care plan that is utilized to preserve our tree inventory. We work closely with an arborist whenever there is a need to work near exisiting trees. Our landscape standards call for the use of native and ecologically appropriate plants in all new landscape plantings.

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

Spelman composts all landscape waste

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

NA

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

Our most recent projects have utilizied nvironmentally preferable materials

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

Our most recent projects have reduced the area of impervious and included the installation of retention structures that exceed code requirements

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

When required, Spelman utilizes environmentally safe ice melt product.

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

Arbor Day Foundation's Tree Campus USA

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

Yes

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

http://www.spelman.edu/about-us/sustainable-spelman

Biodiversity

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

The institution conducts one or both of the following:

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

  And/or

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

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

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

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

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

No

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

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

No

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

No

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:

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

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

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

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

Part 2

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

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

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

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

No

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

Spelman College Energy Management Policy.pdf

The electronics purchasing policy, directive, or guidelines :

EQUIPMENT POLICY
Energy-Efficient Equipment Purchases - All College equipment purchases must be Energy Star-rated (or, if there is no Energy Star rating for the desired equipment, individuals are asked to purchase highly efficient equipment). Energy Star is a program helping businesses and individuals protect the environment through superior energy efficiency (for further details please see

http://www.energystar.gov

). EPA offers a proven strategy for superior energy management with tools and resources to help each step of the way. Based on the successful practices of Energy Star partners, purchasing Energy Star-rated equipment will improve the College's energy and financial performance while distinguishing our institution as an environmental leader.
Computers: All new computer and peripheral equipment purchases will carry the Energy Star rating. Suggested guidelines for energy efficiency include turning off processors or monitors when not in use, and turning off copiers and printers every evening. These steps save energy and reduce heat build-up.

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

The Purchasing Department reviews all Purchase Order requests for equipment for compliance with the policy

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

Cleaning Products Purchasing

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

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

Spelman has adopted the appropriate structure and resources to support sustainability initiatives:
Spelman created a green campus that is energized, well-equipped and supported across campus. The college optimizes all spaces, incorporates modern conveniences and promotes sustainability. Designing and implementing a welcoming, safe, supportive and sustainable campus and its infrastructure are foundational to Spelman's ability to deliver signature experiences for the Atlanta University Center.
Spelman's cleaning operations and the products used on a daily basis ensure that it provides socially responsible services and an economic impact to the Spelman family. It is committed to purchasing resources responsibly and efficiently by weaving daily green
cleaning into our daily operations. Providing daily green cleaning products helps ensure human health and provides a cleaning service that minimizes its environmental footprint. The Spelman green cleaning program provides a more healthful indoor environment for educators, workers, students and staff. The green cleaning program also reinforces mindsets and habits that lead to more responsible personal habits. The environmental commitment uses safer chemicals to protect users while minimizing environmental damage, reduces packaging and transportation impact through the use of concentrated products. The green cleaning program reduces water use and pollution potential and aligns with LEED certification criteria. The economic picture reduces the quantity of cleaning products necessary for daily cleaning; transitioning from ready-to-use (RTU) to concentrate products saves money and reduces turnover rate through demonstration of worker safety priority.
Spelman uses ec-H20 technology, which electrically converts water into a superior cleaning solution that cleans better; increases cost savings and productivity gains up to 35% by eliminating training, purchasing, storing, handling, and chemical mixing tasks and costs; improves safety by improving floor traction to reduce slip and fall incidents; and reduces
environmental impact compared with traditional cleaning chemicals and methods.

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

All purchases require approval by the Director

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

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

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:

Spelman uses ec-H20 technology, which electrically converts water into a superior cleaning solution that cleans better; increases cost savings and productivity gains up to 35% by eliminating training, purchasing, storing, handling, and chemical mixing tasks and costs; improves safety by improving floor traction to reduce slip and fall incidents; and reduces environmental impact compared with traditional cleaning chemicals and methods.

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://asumag.com/green_cleaning_award/gca-best-new-spelman-201212#ixzz2Fh5XwvkT

Office Paper Purchasing

Responsible Party

Art Frazier
Director
Facilities Management & Services

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.

"---" *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?:

No

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

The paper purchasing policy, directive or guidelines:

NA

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

NA

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

No

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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

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

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Art Frazier
Director
Facilities Management & Services

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 :

19

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	19
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

The President's car is a non-plug-in hybrid

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

http://www.spelman.edu/sustainable

Student Commute Modal Split

Responsible Party

Art Frazier
Director
Facilities Management & Services

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:

Over 2/3 of our students live on campus. The data above is for non-resident students only

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

Total percentage of students that use more sustainable commuting options:

43

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)	57
Walk, bicycle, or use other non-motorized means	4
Vanpool or carpool	15
Take a campus shuttle or public transportation	28
Use a motorcycle, scooter or moped	0

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

The Sustainable Spelman Interns conduct a commuter survey

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

http://www.spelman.edu/student-life/commuter-students

Employee Commute Modal Split

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

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

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

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

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

23

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	77
Walk, bicycle, or use other non-motorized means	2
Vanpool or carpool	10
Take a campus shuttle or public transportation	15
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

The Sustainable Spelman Interns conduct commuting surveys

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

http://www.spelman.edu/student-life/commuter-students

Support for Sustainable Transportation

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

Option A: Institution:

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

  And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

bicycle storage is provided adjacent to the Manley College Center where there are shower facilities and lockers for commuters

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

No

A brief description of the bicycle parking and storage facilities:

Bike racks are available at 4 strategic locations on our relatively small campus

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

No

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

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

No

A brief description of the bicycle sharing program:

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

No

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

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

Yes

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

A free campus shuttle connects our campus with the library, 3 other colleges and two mass transit stations

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

Yes

A brief description of the GRT program:

The College partners with Clean Air Atlanta which offers a guaranteed return trip (GRT) program to anyone who registers there carpool with the 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:

Clean Air Atlanta matches commuters with carpool/vanpool options

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:

Zip Cars are available on campus

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

No

A brief description of the electric vehicle recharging stations:

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

No

A brief description of the telecommuting program:

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

Yes

A brief description of the condensed work week program:

A condensed work week program is available for staff during the Summer when classes are not in session

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:

In partnership with the University Community Development Corporation, Mortgage Programs and down payment assistance programs are in place to encourage staff and faculty to live in the community

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

No

A brief description of other sustainable transportation initiatives and programs:

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

Waste

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

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

Waste Minimization

Responsible Party

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	110 *Tons*	1 *Tons*
Materials composted	10 *Tons*	0 *Tons*
Materials reused, donated or re-sold	1 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	380 *Tons*	517 *Tons*

Figures needed to determine "Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,400	1,400
Number of residential employees	10	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,100	2,200
Full-time equivalent of employees	606	580
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

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

baseline was adopted as FY 2009 is the 1st year that waste generation data is available for

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

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

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

At least once a year the facilities department conducts a sale of surplus furnishings

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

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

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

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

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

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:

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

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):

NA

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

reusable service ware is provided for “dine in” meals

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

NA

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

Art Frazier
Director
Facilities Management & Services

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

121 *Tons*

Materials disposed in a solid waste landfill or incinerator :

380 *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:

Spelman supports environmental awareness by encouraging recycling and regulated waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment. Many of the items we discard fall into regulated waste or recyclable categories and need to be separated. When disposing of all waste Spelman employees are encouraged to make recycling the first choice and trash cans the second choice.

In the Fall of 2014 we conducted a zero-waste, zero-power homecoming concert

The Recycling and Regulated Waste Disposal policy is available at

http://www.spelman.edu/docs/sustainability/hr802_recycle_and_waste_disposal.pdf?sfvrsn=2

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

NA

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

composting bins are located in the kitchens for pre-consumer food waste

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

composting bins are provided on a select basis for composting of event post-consumer food waste

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	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes

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

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

construction debris

Construction and Demolition Waste Diversion

Responsible Party

Art Frazier
Director
Facilities Management & Services

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:

2,011 *Tons*

Construction and demolition materials landfilled or incinerated :

0 *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:

Recycling of Construction and demolition waste is required on all projects regardless of size or certification goals. For the last LEED project 99.7% of waste was recycled

Hazardous Waste Management

Responsible Party

Art Frazier
Director
Facilities Management & Services

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 teaching labs have gone to microscale experimentation on all appropriate labs, We have taken all mercury thermometers out of the general labs and replaced them with non hazardous ones. we have networked printers as to reduce the number of cartridges neededand purchased. As far as our non regulated waste goes we now have color palettes for all building so random paint is not purchased and used around campus.

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

We contract with licensed and approved vendors to handle all of our hazardous, biological, universal and non regulated chemical waste. This vendors come at the end of each semester and at the end of the summer. We have a satelite hazardous waste room with houses all waste separately and according to hazard class and compatability until it is removed from campus.

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

We have had no hazardous materials release in the last 3 years and we attribute that to our on going training of our faculty, staff and vendors.

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

Our inventory was created by our IT department and is housed on our Lotus Notes platform. We are able to inventory our chemicals from "cradle to grave" and all Spelman staff and faculty have access to the inventory for ordering and sharing purposes.

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?:

No

A brief description of the electronic waste recycling program(s):

Student led drives for old electronics happen throughout the year and then in the spring the whole campus supports recyclemania where electronics and more are collected and recycled.

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

We only use recyclers who send us proper manifest and certificates of recycling from official sites. We have safety training throughout the year and we have BLR on line modules for certain training as well.

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

http://www.spelman.edu/docs/sustainability/hr802_recycle_and_waste_disposal.pdf?sfvrsn=2

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

Art Frazier
Director
Facilities Management & Services

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	23,886,632 *Gallons*	31,035,658 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	23,886,632 *Gallons*	31,035,658 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	1,400	1,400
Number of residential employees	10	10
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	2,074	2,151
Full-time equivalent of employees	406	402
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,252,911 *Square Feet*	1,252,911 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	15 *Acres*	15 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2008	June 30, 2009

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

First year that credible and comprehensive utility data is available

Water recycled/reused on campus, performance year:

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

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

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

WaterSignal metering is installed in the Science Center one of the buildings with the highest water use.

WaterSignal is a revolutionary technology that monitors your existing water meter with its breakthrough, wireless leak detector device

By measuring each pulse of water, WaterSignal leak sends out an immediate alert when a catastrophic water leak is detected. Don't be taken by surprise when your water bill arrives. Many leaks go undetected and can cost thousands of dollars, not to mention potential infrastructure damage.

Even the smallest leaks can lead to large and costly quantities of lost water, especially if they have existed undetected for long periods of time. Understanding the nature and causes of water leaks is the first step toward practicing effective, safe and economical water management.

WaterSignal analyzes water usage over time to determine the presence of underground leaks, fixture leaks, faucet leaks, toilet leaks, pool leaks, under slab leaks and poor irrigation practices. We also provide our customers with monthly water analysis reports.

Our custom dashboard provides you with up to the hour information on all your existing meters, including irrigation. You are able to view your water by the month, week, day and the hour. For example, the 3am hour typically represents the time of day of the lowest usage. If higher usage is shown during the 2, 3, 4am hours, typically there is a leak.

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

A campus wide assessment of all plumbing fixtures was conducted in January 2014. In December 2014 we are replacing all shower heads with 1.8 gpm heads and installing aerators on all faucets. Replacement of all toilets is planned for the Summer of 2015. Projection reduction of over 7,400,000 gallons

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):

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

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

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

Rainwater Management

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.

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

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

Art Frazier
Director
Facilities Management & Services

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.

Submission Note:

Responsibility for all non-curricular sustainability initiatives is included in the responsibilities of the Director of Facilities Management & Services

"---" *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 Sustainable Spelman Committee meets monthly. This Committee authored the Spelman College Climate Action Plan that was published in January 2013.

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:

MISSION The Spelman College Community seeks to understand and conserve our natural resources in a manner that will have local and global benefits. We Intend to achieve this by curricular change, increased social responsibility and greater environmental awareness.

The mission of the College's sustainability initiative is to extend our reach and engage the Spelman community in authentic conversations that will increase awareness, knowledge and action on campus.

"Spelman has a choice to change the world. But before we can change the world, we have to change ourselves… Understanding our own environmental impact and seeking to reduce it is a choice that all of us can make every day."

"The sustainability theme continues to be important as we continue our work as signatories to the American College and University Presidents' Climate Commitment. Our Sustainability Task Force, led by Art Frazier and Dr. Fatemeh Shafiei, is doing great work, and we will continue that effort this year as we look to reduce our carbon footprint and increase our stewardship of our natural resources such as clean water and clean air with the development of our Climate Action Plan."

-- Dr. Beverly Daniel Tatum, President, Spelman College

Sustainable Spelman Vision
"Consistent with Spelman's historical mission of promoting ethical leadership and positive social change, we are committed to achieving climate neutrality by reducing our ecological footprint and practicing sustainability as a way of life."

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

Spelman College Senior Leadership
Beverly Daniel Tatum, Ph.D. President
Johnnella Butler, Ed.D. Provost
Delores Barton Vice President of Media and Information Technology
Danny Flanigan Vice President for Business and Financial Affairs
Darnita Killian, Ed. D. C'79 Vice President for Student Affairs
Tamaria Kai Davis C'2001 Secretary of the College

Sustainable Leadership Team
Fatemeh Shafiei, Ph.D. Associate Professor and Chair/Department of Political Science, Sustainable Spelman Co-Chair
Arthur Frazier III, AIA Director of Facilities Management and Services, Sustainable Spelman Co-Chair
Jacqueline James Director of Procurement Services, Operations Committee Chair
Shelese Lane Director of Corporate and Foundation Relations, Planning, Administration and Engagement Committee Chair
Jerry Wever, Ph.D. Assistant Professor of Anthropology/Education and Research Committee Chair

Students
Ridwaana Allen C'2012 Sustainable Spelman Committee Member
Jainaba Fye C'2014 Green for All Ambassador; Sustainable Spelman Intern
Frances Roberts-Gregory C'2013 Sustainable Spelman Intern
Kandyce Perry C'2013 Green for All Ambassador; Sustainable Spelman Intern
Ruth Wangia C'2015 Sustainable Spelman Intern

Faculty
T. Cassia De Brito Galvao, PhD Professor of Environmental Science and Studies

Victor Madu Ibeanusi, PhD Chair and Professor, Environmental Science Studies
Na'Taki Osborne Jelks C’95 Instructor, Environmental Science and Studies
Arturo Lindsay, Ph.D. Professor of Art
Akua McDaniel, Ph.D. C’69 Associate Professor of Art
Carmen Sidbury, Ph.D. Associate Provost for Research

Staff
Montez Bell Computer Support Technician
Don Blackston Assistant Director of Facilities Management and Services
Asella Braxton Assistant Director of Budgets and Financial Planning
Angelo Carr Help Desk Manager
Brenda Dalton Director of Student Health Services
Robert Hamilton Computer Graphics Lab Assistant
Kelvin Harris Aramark Dining Services Manager
Saché Jones C’2012 Aramark Dining Services Manager Sustainability Intern
Sonya Mason Admissions Counselor
Renita Mathis Director Interactive Communications
Sheres McKenzie Environmental Health and Safety Compliance Officer
Asha Robinson Program Coordinator, Gordon-Zeto Center for Global Education
Elizabeth Rountree Bonner Office Community Service Coordinator

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

http://www.spelman.edu/sustainability

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

No

A brief description of each sustainability office:

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

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

Does the institution have at least one sustainability officer?:

No

Name and title of each sustainability officer:

A brief description of each sustainability officer position:

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

Sustainability Planning

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.

Submission Note:

Climate Action plan is available at
http://rs.acupcc.org/site_media/uploads/cap/1083-cap.pdf

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

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)	Yes	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	No
Transportation	Yes	No
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	No	No
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

Category 1 – Education and Research:
■ Co-Curricular Education
» An introduction to sustainability is included in new student orientation
» The student Environmental Task Force has a mission to promote a greater sense of sustainability, environmental responsibility and consciousness on campus, in the AUC and beyond, and provides environmental education to students.
» A close collaboration with the USEPA provides students many opportunities to help organize and attend Spelman College-hosted USEPA conferences.
■ Curriculum
» Sustainability Learning Outcomes are being implemented throughout the College curriculum
» Sustainability module is being developed for all first-year students in a course called First Year Experience
» The Environmental Studies Program has a number of Sustainability-Focused Courses
» The Social Sciences have multiple Interdisciplinary Sustainability-Focused Courses
» Sustainability-Related Courses exist campus wide
■ Research
» A number of departments are engaged in Sustainability Research.
» The theme of Spelman College's Research Day in 2011 was Sustainable Spelman.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

Carmen Sidbury, Ph.D. Associate Provost for Research
Fatemeh Shafiei, Ph.D. Associate Professor and Chair/Department of Political Science, Sustainable Spelman Co-Chair

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

We use and will continue to use Research Day to foster campus research in sustainability. In 2011, the Research Day theme was Sustainable Spelman: From Personal to Global Perspectives. Research Day is our annual conference that is highly attended by the majority of the campus and has a high profile.
The event included special art installations that were the culmination of Art and Sustainability course.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

Carmen Sidbury, Ph.D. Associate Provost for Research
Fatemeh Shafiei, Ph.D. Associate Professor and Chair/Department of Political Science, Sustainable Spelman Co-Chair

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Accountable parties, offices or departments for the Buildings plan(s):

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Accountable parties, offices or departments for the Energy plan(s):

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

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:

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:

Spelman's Strengthening the Core Strategic Plan for 2015 starts with a greener community by achieving the following GOALS:
Global Perspective, by working to achieve a “greener” Spelman, we are currently involved in a number of initiatives to create a more environmentally sustainable campus. Spelman College is committed to establish Spelman as a model academic institution in this regard, and our leadership will affect lives positive social change;
Operational Excellence, which will create an optimal experience for all campus visitors;

Accountability, evident in greater cross-institutional cooperation, improved efficiency, and consistently excellent service;
Leadership Opportunities, including professional development and training, for continued growth and development;
Service and Community Engagement beyond our gates.

The website URL where information about the institution’s sustainability planning is available:

http://www.spelman.edu/about-us/strategic-plan-goals

Governance

Responsible Party

Art Frazier
Director
Facilities Management & Services

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:

The student body elects a representative to serve on the Spelman College Board of Trustees. The student body elects representatives to serve on the Spelman Student Government Association

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:

The Board includes one Student Trustee. The student body elects a representative to serve on the Spelman College Board of Trustees.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

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:

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	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal 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:

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The Faculty Council elects a representative to serve on the Spelman College Board of Trustees.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

http://www.spelman.edu/about-us/president's-office/board-of-trustees

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

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

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

Assessing Diversity and Equity

Responsible Party

Art Frazier
Director
Facilities Management & Services

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

Submission Note:

Spelman is a minority serving institution and the majority of our students, faculty & staff are minorities

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

Has the institution assessed student diversity and educational equity?:

No

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

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.

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

Support for Future Faculty Diversity

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.

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

Affordability and Access

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

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

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

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?:

Yes

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?:

Does the institution offer a socially responsible investment option for retirement plans?:

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.

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

Wellness Program

Responsible Party

Art Frazier
Director
Facilities Management & Services

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

Submission Note:

http://www.spelman.edu/career-center/human-resources/benefits-at-a-glance
,

"---" *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):

Benefits At A Glance
SpelCare our comprehensive benefits program captures the true purpose of our benefits program, which is Spelman cares about its employees. At Spelman College, you're not just an employee- you and your family are members of the Spelman community, and Spelman cares about its community. All of our benefits are a valuable part of our employees' total compensation. Domestic partner coverage is available on most plans. All benefits are offered in accordance with benefit plan documents and policy guidelines. The

College's Employee Assistance Program is administered by Magellan Behavioral Health.

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

http://www.magellanassist.com/

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

Art Frazier
Director
Facilities Management & Services

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses *selected for* exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
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