



Colby College

The following information was submitted through the [STARS Reporting Tool](#).

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Baccalaureate

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The data in this submission includes the entire campus of Colby College located in Waterville, ME

Operational Characteristics

Criteria

n/a

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

Endowment size:

662,400,000 US/Canadian \$

Total campus area:

714 Acres

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

1,550,152 Gross Square Feet

Conditioned floor area:

1,550,152 Square Feet

Floor area of laboratory space:

35,151 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

461,813 Square Feet

Electricity use by source::

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

Biomass	10
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	90
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	90
Coal	---
Electricity	---
Fuel oil	10
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

In October 2014, Colby will switch from fuel oil to natural gas for the remaining 10% of its campus heating load.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

33

Full-time equivalent enrollment:

1,820

Full-time equivalent of employees:

721

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,820

Total number of graduate students:

0

Number of degree-seeking students:

1,820

Number of non-credit students:

0

Number of employees:

721

Number of residential students:

1,720

Number of residential employees:

13

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	705	0
Number of sustainability courses offered	45	0
Number of courses offered that include sustainability	106	0

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

22

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

33

Number of years covered by the data:

Two

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

[Colby College Sustainability Courses 2013-2014.pdf](#)

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

All sustainability related courses were taken directly from the Colby College 2013-2014 Course Catalogue linked below.

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

http://www.colby.edu/academics_cs/catalogue/2013_2014/content/index.cfm

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

To complete the course inventory, a spreadsheet of courses taught in the past two academic years was obtained from the registrar's database. Course descriptions in the course catalog were reviewed to identify courses that potentially have sustainability content. Courses still being provided from our previous submission were included. For others, the descriptions of the courses were reviewed based on the definition of sustainability provided below. These are the definitions we used for the inventory: Sustainability is the ability to meet society's current needs without compromising the environmental health and needs of future generations. It is a prudent approach to

resource use that recognizes the interconnectedness of social, economic, and environmental systems and earth's finite capacity to satisfy human needs and desires. Sustainability-focused courses explore obstacles to maintaining the integrity of the earth's social, economic, and environmental systems as the central topic of the course and look for interdisciplinary solutions to meet these challenges. Sustainability-related courses may explore topics other than sustainability as the central focus, but integrate and emphasize a sustainability concept or issue as a distinct unit or subunit within the course.

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

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

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

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

	Yes or No
Internships	No
Practicums	Yes
Independent study	No
Special topics	No
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

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Our number of graduates counts each major and minor separately, so several students are counted more than once since many have majors and minors.

"---" 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:

588

Total number of graduates from degree programs:

798

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:

Administrative Science, African-American Studies, American Studies, Anthropology, Biology, Chemistry, East Asian Studies, Economics, Education, English, Environmental Studies, Geology, Global Studies, Government, History, Latin American Studies, Mathematics, Jewish Studies, Philosophy, Religious Studies, Science Technology and Society, Sociology, Womens, Gender and Sexuality Studies

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

All of these departments contain and/or require classes that are either sustainability focused or sustainability related. The sustainability learning outcomes for one class, as an example, International Environmental Policy, are: Develop an understanding of how nations and international organizations have governed the use of natural resources including water, land, forests, and the global climate over the past century; Explore complementarities and tradeoffs among local and community-based approaches to environmental governance and global and/or state-based approaches to environmental governance; Articulate the environmental justice implications of global, national, and local resource management regimes; Hone analytical and writing skills through readings and assignments assessing the effectiveness of current and proposed policies to resolve major environmental problems.

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

http://www.colby.edu/academics_cs/catalogue/2013_2014/content/index.cfm

Undergraduate Program

Responsible Party

Russell Cole

Environmental Studies Program Director
Environmental Studies

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies: Policy Concentration

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

The interdisciplinary environmental policy major provides an extensive introduction to the study of domestic and international environmental policy. Students combine a foundation course in environmental studies with courses in environmental economics, domestic environmental policy and law, international environmental policy and politics, and courses in environmental science. Diverse electives allow students to explore topics from introductory geographic information systems (GIS) to endangered species policy to environmental and human health. Students complete the Environmental Policy Practicum capstone seminar in the senior year.

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

<http://www.colby.edu/environmentalstudies/>

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

Environmental Studies: Science Concentration

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

The interdisciplinary environmental science major also begins with the foundation course in environmental studies and is followed by core courses in environmental economics, biology and ecology, chemistry or physics, geology or GIS, and mathematics. Students select a focus area to explore in depth.

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

<http://www.colby.edu/environmentalstudies/>

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

Environmental Studies: Interdisciplinary Computation

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

The major in environmental studies–interdisciplinary computation provides an introduction to environmental studies as a discipline as well as training in computational techniques used in environmental policy and science.

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

<http://www.colby.edu/environmentalstudies/>

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

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

Yes

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

Environmental Studies Minor

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

The environmental studies minor is designed to introduce students to environmental issues and their ramifications in the context of the social and natural sciences.

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

<http://www.colby.edu/environmentalstudies/>

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

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

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

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

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

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

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

Graduate Program

Criteria

Institution offers at least one:

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

And/or

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Russell Cole

Environmental Studies Program Director
Environmental Studies

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

One example is the Ecological Field Study in Belize is a field course that emphasizes the biological diversity and ecological relationships between the flora and fauna of selected tropical ecosystems in Belize. Students conduct qualitative and quantitative field investigations to study coral reef and tropical rain-forest ecology and the environmental challenges. They learn to identify indigenous flora and vertebrate fauna, and explore the culture and environmental ethic of Kekchi and Mayan Indian villages. Lectures, films, and discussions of assigned readings during the first week are followed by a 20-day field trip.

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

<http://www.colby.edu/biology/BI358j/>

Sustainability Literacy Assessment

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

80.20

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

[Environmental Literacy Survey 11.10.14.pdf](#)

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

See uploaded document.

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

Using sustainability surveys from other higher education institutions, the Sustainability Coordinator, current students, and professors developed our first environmental literacy survey in the summer of 2014 specific to Sustainability at Colby.

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

We marketed the survey heavily during first-year orientation, and then throughout the rest of the school year by offering prizes and by having professors require their students to take the survey.

We used the LEED EBOM methodology to calculate a representative sample of the entire Colby population. Using their formula, $(\text{total population} * 752) / (\text{total population} + 752)$, we found that a statistically representative sample of Colby's 1863 students would be 536.

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

The results from the survey are currently only from the incoming first year class to the College. The Office of Sustainability will conduct the same quiz for the graduating senior class in the spring. A few surprising results include: (1) 44% of the incoming class signaled that sustainability was very or somewhat important in their decision to attend Colby; (2) only half of the responders were able to identify the appropriate definition of carbon neutrality; and (3) although 90% of first years often or almost always recycle, only 56% were able to properly identify recyclable items.

All interesting information, and extremely useful in identifying areas of need for communication efforts.

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

Incentives for Developing Courses

Responsible Party

Kevin Bright

Sustainability Coordinator

Office of Sustainability

Criteria

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

The College has incorporated air and climate into student work through ecology classes and senior capstones, which focus on climate and air quality at the college. One example is an independent study on greenhouse gas emissions, which helped lead to the creation of the College's first greenhouse gas inventory. Another example is the field trip to our biomass plant, where students learn about air emissions standards and stack filtration systems. Additionally, many classes learn about plant growth, abundance, and diversity over time.

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

The College has incorporated buildings into student work in several ways, one of which is energy monitoring in the Green Dorm. Residents of the Green Dorm monitored their energy consumption and worked together to help reduce it. Another example are case studies on campus LEED certified buildings and a LEED for Green Associate course.

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

There is a broad range of student work leading to positive outcomes related to Dining Services and Food. Aside from having an organic farm on campus, there are several activism groups working with Dining Services, involving food waste, trayless dining, sustainable fish, composting, and cooking lessons.

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

There is a long history of student work leading to positive outcomes related to energy. For example, several student theses helped lead to the construction of a biomass plant. Additionally, students have been involved with a dorm energy challenge and a reduction in fuel consumption from our fleet. A third example is a GIS class that analyzed the ideal placement of solar panels on Colby's campus.

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

An example of student work related to grounds is the creation of a tree tour across campus. Students were also instrumental in the development of our campus IPM plan. Another example of student work leading to positive outcomes in Colby's grounds is a class study on biodiversity around the artificial ponds on campus.

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

Our EcoRep program is the best example of student work in the College's purchasing habits. Student EcoReps have ongoing projects to alter our purchasing practices towards more environmentally sustainable options.

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

Some examples of student work leading to positive outcomes in the area of transportation are: a group of students who conducted independent studies looking at the fuel consumption and sustainability of our fleet, which was instrumental in helping us acquire our first electric vehicle and accounting for transportation in our greenhouse gas inventory.

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

Clubs and departments across campus have conducted several waste audits and have helped us improve our recycling and composting.

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

Student work has led to several positive outcomes related to water, including the following examples. Students have studied the lead levels in our water fountains, have looked at water consumption across campus, and have studied phosphorus and nitrogen levels in the Arboretum stream. One highlight of student work leading to positive changes with the school's water is the "Take Back the Tap" campaign, which led to a ban of bottled water on campus. Another example is students who studied the water quality of Johnson Pond and artificial wetlands on campus.

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

One shining example of coordination, planning and governance relates to the Environmental Advisory Group, a collection of administrators, faculty and students who collaborate on campus environmental issues. This past year students of the Environmental Advisory Group were instrumental in recycling changes at the Campus Center, assisting with Campus Events during Earth Week, and pushing to start a Sustainability Action Plan process.

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

Several classes in the Education and Women's, Gender, and Sexuality Studies Departments have researched diversity at Colby among students, faculty and staff, such as equal pay among faculty, and our admissions policies with regards to underrepresented groups.

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

A few examples of student work leading to positive outcomes in the area of health, wellbeing, and work are: an Environmental Studies professor who focuses on environmental health and pesticides in her classes and has her students study health and wellbeing at the College. Additionally, students learn about Green Building Standards and LEED, which prioritizes air quality and human health.

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

There is a student club on campus called CARE, Colby Alliance for Renewable Energy, working on divestment of fossil fuel companies at Colby. Although they have not yet accomplished their primary goal, they have had meetings with the Administration and Trustees and have started an ongoing conversation on campus regarding sustainable investing. CARE has helped move us towards greater transparency with regards to the College investments.

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

One of the methods student engage in public engagement is the Environmental Studies senior capstone, which has a civic engagement component at the local, national, and/or international levels. Every ES major is required to take the senior capstone course. There are [STARS Reporting Tool](#) | [AASHE](#)

several other classes and programs on campus that involve student work related to public engagement such as the Goldfarb Center.

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

A few other examples of student work leading to positive outcomes include: Colby students and professors who conduct research on the Belgrade Lakes through our multidisciplinary National Science Foundation grant. This research has influenced local and regional lakefront stewardship practices, and provided the community with critical data regarding the health of the Belgrade Lakes.

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

<http://www.colby.edu/green/>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Russell Cole

Environmental Studies Program Director
Environmental Studies

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:

50

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

173

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

25

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

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

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

Anthropology: Mary Elizabeth Mills, Catherine Besteman, Chandra Bhimull, Maple Razsa, David Strohl

Biology: Herb Wilson, Catherine Bevier, Judy Stone, Cathy Collins, Frank Fekete, Ron Peck

Chemistry: Whitney King, Jeff Katz, Tom Shattuck

Economics: Michael Donihue, Patrice Franko, Sahan Dissanayake, Daniel LaFave, Tim Hubbard, Andreas Waldkirch, Nathan Chan

Education: Adam Howard, Mark Tappan, Lyn Brown

English: Anindyo Roy, Michael Burk, Tilar Mazzeo

Environmental Studies: Russ Cole, Philip Nyhus, Gail Carlson, Denise Bruesewitz, Loren McClenachan, Travis Reynolds

Geology: Bruce Rueger, Robert Gastaldo, Robert Nelson, Walter Sullivan, Tashia Dunn

Government: Laura Seay

History: James Webb, Paul Josephson, Daniel Tortora

Latin American Studies: Ben Fallaw

Mathematics: Jan Holly, James Scott, Liam O'Brien

Philosophy: Keith Peterson

Science, Technology and Society: James Fleming, Leonard Reich

Sociology: Mathew Archibald

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

We used the American Association of University Professors' (AAUP) logic to tally the total number of faculty members engaged in sustainability research. The number 173 reflects full-time faculty members, including faculty members on paid-sabbatical, but excluding faculty on unpaid leave and librarians, athletic coaches, and administrators with nominal faculty status whose primary role is not course instruction. These 173 faculty members are required to conduct research. To complete the inventory of those people engaged in sustainability research, we went through that list of 173 faculty members with Russ Cole, the Oak Professor of Biological Sciences.

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

For a summary of the sustainability research accomplishments by the faculty of the Environmental Studies department, visit the website below. Here is one professor's accomplishments: Professor Denise Bruesewitz is interested in how human activities alter aquatic ecosystem function. Specifically, she studies nitrogen, phosphorus, and carbon cycling in aquatic ecosystems with the goal of understanding how ecosystem function and ecosystem services change in response to human activities. Her ongoing projects include understanding how restored oyster reefs in New York City mitigate nutrient pollution, how lakes across the globe process carbon, and determining how rivers and estuaries in south Texas respond to drought and storms. At Colby, she will build upon ongoing research in the Belgrade Lakes, as well as local streams and rivers, with a focus on carbon and nutrient cycling in these aquatic systems.

The website URL where information about sustainability research is available:

<http://www.colby.edu/environmentalstudies/research/faculty-and-student-research/>

STARS Reporting Tool | AASHE

Support for Research

Responsible Party

Russell Cole

Environmental Studies Program Director
Environmental Studies

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:

Several academic departments including Environmental Studies, and administrative offices including the Office of Sustainability encourage and pay students to conduct research through coursework and extracurricular activities. One example includes the EcoRep program, run by the Office of Sustainability, which includes sustainability research relating the College's greenhouse gas inventory, purchasing habits, waste diversion rates and energy consumption.

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

<http://www.colby.edu/environmentalstudies/research/student-research/>

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:

Although the institution does not explicitly encourage faculty to research sustainability, they encourage research in each professor's fields, which includes sustainability and environmental studies.

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

<http://www.colby.edu/environmentalstudies/research/student-research/>

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

Yes

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

A core value of the College, shared by all of our faculty, is for interdisciplinary learning and research, reflected in our undergraduate research symposium, and our curriculum.

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

<http://www.colby.edu/clas/>

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

Yes

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

We have a librarian in our science library who is dedicated to helping students with sustainability research, among other things, and has created several guides on our website. Additionally, a librarian was instrumental in the development of the RESCUE (Recycle Everything, Save Colby's Usable Excess) sale which collects reusable goods at the end of each school year and sells them to incoming students in the fall.

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

<http://libguides.colby.edu/sustainability>

Responsible Party

Susan Cole

Assistant Director for Scholarly Resources and Services, Sciences Librarian
Libraries

Criteria

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

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

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

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

4

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

0

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

Colby has a digital commons website that was created to house all of Colby's student research, as well as the research supported by faculty. At times the uploading of particular faculty or student research can be delayed for a variety of reasons - quality, funding, the publishing of scholarly work, but those concerns notwithstanding, the website houses Colby's research. Honors theses are deposited there as well as capstone reports and several other studies.

While Colby does not have a formal policy requiring open access to research, it is an option for all faculty, and the large majority of all student work is posted to the website.

A copy of the open access policy:

The open access policy:

N/A

The website URL where the open access repository is available:

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

<http://digitalcommons.colby.edu/>

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

Colby's Digital Commons is our way of supporting open access to research. DigitalCommons@Colby presents the intellectual, creative and scholarly culture of the Colby College Community. It is a collection of outstanding student work, faculty scholarship, college records, campus history, and the unique materials of the Libraries' Special Collections. DigitalCommons@Colby is administered by the Colby College Libraries and serves as a permanent digital archive for these materials.

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

<http://digitalcommons.colby.edu/>

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

1,863

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

EcoReps

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

1,863

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

EcoReps are student environmental leaders in each residence hall working with Campus Life, Community Advisors, and the Student Government Association to raise environmental awareness through the residential life program. They helped lead a Dorm Energy Challenge, a waste audit, and a RecycleMania competition.

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

Interested students submit an application and then go through an interview process and are selected based on their adherence to the job criteria.

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

Each EcoRep must attend an introduction to sustainability at Colby lecture and have frequent discussions about green initiatives at Colby. We are also in the process of developing a "Sustainability Snapshot" of Colby to teach incoming student educators.

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

The Office of Sustainability has the funds to hire 15 EcoReps and to facilitate several student outreach campaigns.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<http://www.colby.edu/green/how-to-get-involved/ecoreps/>

Student Orientation

Responsible Party

Kevin Bright

Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

100

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

The Office of Sustainability runs several events during orientation to introduce entering students to sustainability. One of which is the model green dorm, which shows students how to be sustainable in their dorm rooms and in their lives at Colby. Another is a lecture during orientation, which further introduces to sustainability initiatives, programming, and opportunities at Colby. We are also in the process of disseminating our first EcoLiteracy Survey for first-years during orientation week or soon thereafter.

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

<http://www.colby.edu/green/>

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

The Environmental Coalition or “Enviro Co” seeks to educate the Colby and Waterville communities about recycling, water quality, maple sugaring, forest management, and other environmental issues. It has been an influential club throughout the years, instituting a number of changes that make the campus more sustainable. It holds weekly meetings and sponsors events throughout the year. Its Unplugged events, co-sponsored by Colby’s EcoRep program, are particularly popular among students. During these events acoustic and a cappella groups perform and locally produced snacks are served, showing that conserving electricity and eating sustainably can be fun. Enviro Co also regularly sets up information tables to raise awareness of different sustainability initiatives on campus. The Environmental Coalition was in charge of the Take Back the Tap movement both on campus and in the Waterville community, greatly reducing bottled water use and educating people about water quality. In the past, the Environmental Coalition helped push for trayless dining, food composting, fair-trade coffee, and using To-Go mugs in the dining halls. These are now integrated practices of Dining Services.

The website URL where information about student groups is available:

<https://www.facebook.com/pages/EnviroCo/226256630763980>

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:

Colby College has a ½ acre garden located on campus on Runnals Hill. The garden is supervised by the Associate Director of Dining Services; technical assistance is provided by a faculty member from the Biology department. The garden is staffed on a volunteer basis by the Colby Organic Farmers and Gardeners Association, which is the student gardening club on campus, and by three paid student interns during the summer. As part of the interns’ responsibility, they are required to visit both conventional and organic farms and distributors in the area to learn about everything that goes into supplying produce to institutional users. Ten percent of the produce harvested from the garden goes to local food pantries while the rest is used in Colby’s dining halls.

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

<http://web.colby.edu/cofga/>

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

Colby College has an iBike program that had been run by students since 2008. After signing a waiver, students, faculty and staff may borrow a bike, free of charge for up to 24 hrs. at a time; a fee is assessed for late returns. Each bike comes with a helmet and lock. The mission of iBike is to make sustainable transportation, exercise, and areas off campus more available to students and faculty.

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

http://www.colby.edu/campus_cs/clubs/ibike/

A brief description of the sustainable investment or finance initiatives:

N/A

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:

The Environmental Studies Department hosts a series of lunch and evening colloquia throughout the year. The list of colloquia is published at the beginning of the fall and spring semesters and posted in several buildings on campus. The colloquia are also promoted via the daily electronic announcements. These talks, given by people from many different disciplines and from many different places, cover numerous sustainability topics, including sustainable forestry, ecotourism, climate change, environmental justice, water quality, and tips on how to promote sustainability and become a leader in sustainable practices. There is generally at least one talk each week.

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

<http://www.colby.edu/environmentalstudies/podcast/>

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

One example of a cultural arts event related to sustainability happens every year during Earth Week. The Office of Sustainability and EnviroCo set up an environmental art exhibit in the student center.

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

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

Colby College has been a member of the Leave No Trace partnership since 2009. The Colby Outing Club is a student run program that schedules hikes, kayaking trips, and other outdoor activities. It also provides students with equipment for a broad range of activities, including camping, hiking, backpacking, ice/rock climbing, cross country skiing, canoeing, kayaking, snow shoeing, etc. The officers of this club are offered an optional LNT certificate course. Ten students were involved last year. These students apply many of these principles during the club's scheduled trips. The Colby Outdoor Orientation Trips (COOT) program is offered to all first year students entering Colby in either the fall or spring semester. The students are divided into groups, each of which goes on a different trip. The majority of the trips involve backpacking or camping in established campgrounds in Maine. Each group is assigned three COOT leaders who are chosen from the student body using an application and interview process. These 140 or so leaders are required to go through a two day Leave No Trace (LNT) training program and are provided with durable LNT note cards designed to be attached to a backpack with a carabineer for easy reference. The goal of the COOT program is to build strong bonds between incoming freshmen while instilling them with the principles necessary to interact with the outdoors in a respectful and sustainable manner.

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

http://www.colby.edu/campus_cs/clubs/coc/

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

The Green Cluster is a three-course cluster on environmental ethics, activism, and biological science. See Biology 131 (lab B is designated for this cluster), English 126, and Environmental Studies 126 for course descriptions. Satisfies the First-year writing (W1), Literature, Natural Science with lab, and Social Science distribution requirements.

The website URL where information about the theme is available:

<http://web.colby.edu/integrated-studies/the-green-cluster/>

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

One way students can learn sustainable life skills is by attending events organized by EcoReps and the Office of Sustainability.

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

<http://www.colby.edu/green/how-to-get-involved/ecoreps/>

A brief description of sustainability-focused student employment opportunities:

Aside from hiring students as EcoReps, the Sustainability Office currently hires a student summer assistant and research assistant.

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

<http://www.colby.edu/green/how-to-get-involved/ecoreps/>

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

In past years, there has been a green graduation pledge.

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

<http://www.colby.edu/green/how-to-get-involved/>

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

RESCUE (Recycle Everything, Save Colby's Usable Excess) started in 2001-02 to capture clothing, household items, furniture, appliances, and other items that departing students leave behind. Now clothing and furniture are donated to local nonprofits and other items are cleaned and stored for sale the following fall, taking literally tons of material out of the waste stream for reuse. In 2003 RESCUE was named a "best management practice" by the EPA.

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

<http://www.colby.edu/green/how-to-get-involved/>

Outreach Materials and Publications

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Green Colby is a website where all of Colby’s sustainability initiatives, guides, news, and events are posted, along with some additional resources. It is prominently displayed as a tab on Colby’s home page.

The website URL for the central sustainability website:

<http://www.colby.edu/green/>

A brief description of the sustainability newsletter:

The sustainability coordinator sends out a monthly newsletter to the Colby community.

The website URL for the sustainability newsletter:

<http://www.colby.edu/green/how-to-get-involved/ecoreps/ecorep-green-tips/>

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

The Office of Sustainability has Facebook, Twitter, and Instagram accounts to post about events and other initiatives on campus.

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

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

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

Colby College has held a student research symposium every spring since 2000. Students give presentations, and display posters about the research they have done. This is a cross-departmental symposium, giving the students an audience that includes people outside of their area of discipline. Many of the hundreds of students involved present sustainability research. The abstracts of all of the research projects are published in a booklet that is distributed at the symposium.

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

<http://www.colby.edu/clas/>

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

Colby College has signage in all of its LEED certified buildings. The most common sign is the “what’s green about this space” sign found throughout these buildings. Others are visual displays including touch screens that allow visitors to pinpoint several of the sustainable features of the building and learn more about them.

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

<http://www.colby.edu/green/buildings/>

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

Colby College’s Dana dining hall has signage about sustainable food systems. There are signs in the serving area encouraging students to participate in Meatless Monday to reduce the demand for meat, which requires large amounts of land to produce. The menu signs identify local and organic food being served and list what farms this food came from. Each table has a napkin dispenser with a fact about food and waste in the United States, including how far food typically travels before it is eaten. In addition, Dining Services has uploaded a brochure on the Green Colby website about all of their sustainability initiatives, including details on composting, recycling, sustainable

seafood, local and organic food, fair-trade coffee, biodiesel from used fryolator oil, green chemicals, and waste reduction and prevention.

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

http://www.colby.edu/campus_cs/dining_services/dining_halls/upload/Colby-Sustainability-Brochure-2013-14.pdf

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

N/A

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

A brief description of the sustainability walking map or tour:

N/A

The website URL of the sustainability walking map or tour:

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

Colby has a green commuter guide on the Green Colby website that gives commuters tips on how to get to and from campus. Colby provides a number of transportation services. The listed services include a ride board, a bike share program, buses, rentable fuel-efficient cars, and a taxi service to get into and around Waterville. These items offer options to faculty, staff & especially students reducing the need for access to a car.

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

<http://www.colby.edu/green/resources/guides-and-best-practices/>

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

Campus Life offers Bike Mechanic training to students and staff.

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

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

Colby College has a green living guide on the Green Colby website that gives members of the Colby community tips on how to live more sustainably. Tips include information on waste reduction, efficient driving techniques, energy reduction, sustainable laundry, and

sustainable dining.

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

<http://www.colby.edu/green/resources/guides-and-best-practices/>

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

In the last academic year, there was a sustainability article written monthly by an EcoRep and we are planning to make the program more regular this year, with regular weekly articles written by the Environmental Advisory Group, the Office of Sustainability, EnviroCo, EcoReps, Colby Alliance for Renewable Energy, and the Colby Farmers and Gardeners Association.

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

<http://www.thecolbyecho.com/topics/sustainability>

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

The Green Purchasing guide is a guide for students to help them when selecting and purchasing items to bring to school. It emphasizes reducing and reusing foremost and then gives a series of tips on how to make the least environmental impact when purchasing various products.

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

<http://www.colby.edu/green/resources/guides-and-best-practices/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Dorm Energy Challenge

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

Throughout the month of April 2014, the Sustainability Office ran its first annual Dorm Electricity Challenge. Residence Halls competed against one another to reduce their electric consumption as much as possible. The winning dorm is commemorated in our main library.

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

We saved 2100 kWh throughout the month, a 4% decrease compared to our baseline.

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

<https://www.facebook.com/events/573653436063834/>

The name of the campaign (2nd campaign):

Green Office Certification Program

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

Someone in every department and/or office on campus is encouraged to complete a "Green Office Certification" in which they learn about the environmental impacts of their office and work to make improvements.

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

Employees who take part in the Green Office Certification not only lower the environmental impacts in their offices, but they learn how to live more sustainable in general.

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

<http://www.colby.edu/green/resources/staff-involvement/>

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

There are several other sustainability-related outreach campaigns at Colby including Recyclemania, monthly Green Tips, Earth Week, and Food Day.

Employee Educators Program

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

716

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

Green Office Certification

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

716

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

Any employee who is interested in implementing the program in his or her office is eligible to join the program.

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

Each interested employee has a meeting with the Sustainability Coordinator and discuss the program and any potential issues.

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

The Office of Sustainability has the funds to support this program.

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

<http://www.colby.edu/green/resources/staff-involvement/>

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

James Sloat

Assistant Dean of Faculty for Academic Development
Deans Office

Criteria

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

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

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

100

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

The College's commitment to sustainability is stressed as one of the characteristic attributes of Colby during new employee orientation--noting in particular Colby's carbon neutrality achievement and LEED certifications.

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

Staff Professional Development

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Colby's Office of Sustainability offers two LEED Associate trainings every year, available to students, faculty and staff. Additionally, the Office of Sustainability offers a green office certification, which allows interested faculty and staff to conduct an environmental sustainability audit in their offices.

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

9.82

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

<http://www.colby.edu/green/2014/07/16/colby-students-earn-leed-for-green-associate-credential/>

Public Engagement

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

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

Community Partnerships

Responsible Party

Kevin Bright
 Sustainability Coordinator
 Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

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

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

Yes

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

The College supports a number of sustainability partnerships. One example is run through the Colby Volunteer Center which is operated through the College's Goldfarb Center. The CVC sends students each year to volunteer with the community's Barrels Market, a Co-Op originally organized and founded with the assistance of the College. This is a continuous commitment based on need from the market and more information can be found here:

<http://www.colby.edu/volunteercenter/wellness-2/barrels/>

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

Yes

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

Colby faculty, staff and students collaborate in a number of ways with local sustainability partnerships. One example of this collaboration includes their work with Sustain Mid-Maine, a coalition to raise awareness about climate change and sustainability. Students have contributed to greenhouse gas inventories, energy audits, a community climate action plan, community gardens, GIS analyses, and an organic dairy feasibility study. One student co-wrote a \$170,000 grant to support community energy conservation. Through internships, courses, and independent study projects, students work with climate change experts, government officials, concerned citizens, and other decision makers. Each year the College communicates with the SMMC to determine methods to collaborate, whether it be a particular project, or otherwise.

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

Yes

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

One of the best examples of a transformative sustainability partnership with the local community involves the College's work in the Belgrade Lakes region. A consortium including several faculty members and more than a dozen student researchers each year is working to understand the impact of landscape and lake-ecosystem changes in the Belgrade Lakes region. The region provides a unique laboratory to understand the complex dynamics of environmental, biogeochemical, and socioeconomic systems. The project is supported by the National Science Foundation through a Maine EPSCoR grant that was secured by the College. The findings of the study are shared with the community in a number of ways such as outreach, town meetings, and public presentations.

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

Several Professors and students study environmental issues in foreign countries such as Travis Reynolds, who studies Church Forests in Ethiopia.

The website URL where information about sustainability partnerships is available:

<http://www.colby.edu/volunteercenter/>

Inter-Campus Collaboration

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

One of the eminent sustainability partnerships that Colby is a part of is the Green Campus Consortium of Maine, whose mission is to develop an effective, state-wide network of colleges, universities and partners working to improve environmental sustainability on campuses throughout Maine through communication and education.

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

Colby has signed the Governor's Carbon Challenge and the American College and University Presidents Climate Commitment, and it has formed partnerships with the National Wildlife Federation Ecology Program, Maine Green Power Connection, the Institution Recycling Network, Clean Air-Cool Planet Climate Initiative, EPA New England College and University Integrated Strategy, Green Campus Consortium of Maine, and Zipcar.

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

Conferences and lectures organized by the Environmental Studies department are open to members of other colleges and universities

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

<http://greencampusconsortiumofmaine.wordpress.com/>

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 Applicable** for the following reason:

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Alice Elliott

Associate Director of the Goldfarb Center

Goldfarb Center

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

1,600

Total number of students :

1,820

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

Yes

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

32,729

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

No

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

N/A

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

No

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

N/A

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

<http://www.colby.edu/goldfarb/>

Community Stakeholder Engagement

Responsible Party

Jed Wartman

Associate Dean of Students and Director of Campus Life
Campus Life

Criteria

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

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

And

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

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

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

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

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

No

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

NA

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

NA

List of identified community stakeholders:

NA

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

NA

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

NA

Participation in Public Policy

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Colby as an institution has engaged in public policy advocacy in several instances. One example from this past year is the College, along with other Maine schools, advocated against a proposed electric rate change that would disincentivize renewable energy installations throughout Maine.

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

Our environmental studies senior seminars are other good examples of how the College engages in public policy advocacy in the state of Maine. In 2013, Environmental Science students created an annual report on the ecology of the Belgrade Lakes and presented their recommendations and findings at a community meeting. Environmental Policy students investigate the benefits and potential of developing local seafood systems in Maine and presented their findings and recommendations to relevant stakeholders.

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

N/A

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

<http://www.colby.edu/environmentalstudies/curriculum/capstone-research-courses/>

Responsible Party

Barbara Shutt

Director of Colby Bookstore
Bookstore

Criteria

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

Submission Note:

Colby is a member of the Fair Labor Association (FLA). Colby has been following the information on the Workers Rights Consortium's (WRC) proposed Designated Suppliers Program (DSP) for several years with interest, but has not yet signed any agreement to participate in it.

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

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

No

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

Yes

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

No

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

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

Performance for Part 3 of this credit is assessed using EUJ-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	Yes
Waste generated in operations	Yes

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

Yes

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

To measure greenhouse gas emissions, Colby uses the Cool Air-Clean Planet (CA-CP) Campus Carbon Calculator, which is recommended by the American College and University Presidents' Climate Commitment (ACUPCC) because it was designed specifically for college and university campuses.

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:

Colby also engaged a consultant in 2012-13 to conduct an independent analysis of the College's greenhouse gas emissions. Using its carbon tracker model, Competitive Energy Services of Portland, Maine, performed separate calculations of Colby's emissions and the results were within one percent of those generated by the CA-CP calculator.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	5,010 <i>Metric Tons of CO2 Equivalent</i>	13,020.21 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	263.60 <i>Metric Tons of CO2 Equivalent</i>	274.10 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	7,897.30 <i>Metric Tons of CO2 Equivalent</i>	7,488.20 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	190 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	16,415 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

The College composts all dining hall waste at a local composting facility. Using the CA-CP calculator, its greenhouse gas offset generation is included in the performance year above.

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

NA

A brief description of the composting and carbon storage program:

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

Purchasing offsets provides funding that can be used by landfill operators, energy providers, agricultural organizations, and others to invest in projects that reduce carbon emissions. Sales of offsets can provide important financial support to make these projects viable. Colby spends about \$30,000 a year on carbon credits. This investment is made possible in part through the savings accrued by the College when it converted from heating oil to biomass as its primary heat source. Carbon credits purchased for the 2012-13 fiscal year were selected on the basis of a competitive marketing survey conducted in March 2013. All the projects selected this year were located in the United States. Three of the four projects are located in New England and one is located in Maine. The selected projects all use methane-recapture and conversion techniques to achieve carbon emissions reductions. These purchases reflect the current dominance of methane recapture projects in the carbon offset market (roughly 90 percent of current sales). It is the continued interest of the College to purchase carbon offsets locally and from third-party certified projects. In 2014, a landfill methane reduction project was used to account for the College's remaining emissions outlined above.

Included in this are also the total MTCDE reduction from REC purchases during FY13-14. These total 7,897 MTCDE reduction, as the College purchases RECs for its electricity supply from 100% wind power.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,720	1,664
Number of residential employees	13	13
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,820	1,764
Full-time equivalent of employees	721	640
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, 1999	June 30, 2000

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

We are using the year 2000 as a common baseline throughout this STARS submission as this was the year the College created its Environmental Advisory Group (EAG) which kickstarted many campus-wide sustainability initiatives.

Gross floor area of building space, performance year:

1,550,212 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	35,151 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	0 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	2,316.60 <i>Metric Tons of CO2 Equivalent</i>
Commuting	1,331.80 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	520.20 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	426.30 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	261.90 <i>Metric Tons of CO2 Equivalent</i>

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

Our Scope 3 greenhouse gas emissions includes all of our campus emissions associated with the transport and treatment of our sewer water, transmission and distribution losses from electricity, solid waste, all College-funded travel, and commuter travel as outlined above.
[STARS Reporting Tool](#) | [AASHE](#)

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://www.colby.edu/green/greenhouse-gas-emissions/greenhouse-gas-calculator/>

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

Carbon neutrality has required a multi-pronged approach. The College: Installed a co-generation turbine in 1999, producing about 10 percent of Colby's electrical consumption as a by-product of generating heat and hot water for the campus; Began purchasing all of its electricity from renewable sources in 2003, replacing roughly one-third of "business as usual" emissions; New construction and major renovation projects for occupied buildings are designed to LEED standards. Colby currently has eleven LEED certified projects with three others registered; Converted central heating plant fuel source from exclusively #6 oil to mostly wood-chip biomass, reducing emissions by roughly another third; Reduced emissions through increasing recycling efforts, contracting with local landfill that uses methane recapture, and completing many energy efficiency projects designed to reduce electricity consumption and improve efficiency of heat and hot water. (These projects include renovations, HVAC upgrades, lighting upgrades, composting, purchasing more fuel-efficient vehicles, and incorporating building temperature setbacks); Installed geothermal heating and cooling systems in two major construction projects.

Outdoor Air Quality

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

Our Physical Plant Department has a no idling policy for its entire fleet. We also have signage at all loading docks to prevent contractors and shippers from idling. Lastly, when replacing vehicles in our fleet, we select new models with higher fuel efficiency and fewer emissions.

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

Yes

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

In compliance with EPA and Maine DEP regulations, Colby regularly monitors and applies for licenses for all of our air emissions from each of our nine major stationary sources.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>25.60 Tons</i>
Sulfur oxides (SOx)	<i>8.70 Tons</i>
Carbon monoxide (CO)	<i>7.20 Tons</i>
Particulate matter (PM)	<i>2.20 Tons</i>
Ozone (O3)	<i>---</i>
Lead (Pb)	<i>0.00 Tons</i>
Hazardous air pollutants (HAPs)	<i>0.08 Tons</i>
Ozone-depleting compounds (ODCs)	<i>12.30 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>0.20 Tons</i>

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

In 2011 Colby opened a biomass plant which has state-of-the-art emission reduction technologies (such as an electro-static precipitator), which supplies 90% of the College's steam and 10% of our electricity. We also have an initiative to replace all of our remaining oil usage at the steam plant with natural gas, which is cleaner burning than oil.

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

<http://www.colby.edu/green/greenhouse-gas-emissions/>

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

Gordon Cheesman

Associate Director of Physical Plant
Physical Plant Department

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

2) Certified Living under the Living Building Challenge (LBC)

And/or

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

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

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

"---" 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:

Colby uses LEED for all new major construction or commercial interior projects on campus and has a goal of reaching at least a silver rating.

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

224,622 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)	<i>44,336 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>67,749 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>112,537 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

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

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

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

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

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

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

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

July 1, 2014

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

In 2014, our campus adopted a set of comprehensive Green Building Standards that includes requirements for LEED certification at a minimum Silver Rating as well as process-focused requirements regarding energy modeling, life cycle costing, an integrated design process and building energy metering. As of 2014, Colby has 12 LEED buildings, including Pierce (LEED Gold), Perkins-Wilson (LEED Gold), the Schair-Swenson-Watson Alumni Center (LEED Silver), Cotter Union/Bookstore (LEED Silver), the Davis Science Center (LEED Gold), Treworgy (Gold), Drummond (LEED Gold), Piper (LEED Gold), Goddard-Hodgkins (LEED Gold), Pierce (LEED Gold), the Colby Museum of Art (LEED Gold), and the Diamond Building (LEED certified).

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

Colby has 7 LEED accredited professionals - six within PPD plus the Sustainability Coordinator.

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.colby.edu/green/buildings/>

Indoor Air Quality

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

0 Square Feet

Gross floor area of building space:

1,509,797 Square Feet

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

Colby does not have a proactive indoor air quality management program, but Wade Behnke, the Environmental, Health, and Safety Director, does react immediately and comprehensively to any complaints or issues brought to his attention. We also regularly change the filters to all ventilation systems on campus.

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

http://www.colby.edu/campus_cs/safety/services.cfm

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

Joseph Klaus

Associate Director of Dining Services
Dining Services

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

"---" 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:

20

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

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

<http://www.colby.edu/diningservices/wp-content/uploads/sites/119/2014/06/Colby-Sustainability-B>

[rochure-2014-15.pdf](#)

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

No

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

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

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

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

Dining Services regularly evaluates its food and beverage purchasing and if there are local products available, they are willing to spend a 15-20% premium. About 16.5% of all food purchases are local (grown & processed within 250 miles) and 3.5% (including all coffee & tea purchases) are certified Fair Trade. Colby's Dining Services, run by Sodexo, began sustainability efforts in 2000. Whenever possible and reasonable, Dining Services tries to purchase locally grown and produced foods, including over 3,000 lbs. of fresh organic produce from Colby's half-acre student-run garden. The short growing season in Maine is a challenge, as the local farms can't support the volume of fresh produce needed, particularly in the winter months. Colby has made sustainable fish and seafood purchases since 2003 and uses a Seafood Watch Guide to plan menus and direct purchases.

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

Every few years the Associate Director of Dining Services, Joe Klaus, collects purchase reports from all of his distributors to determine the percentage of local food purchases compared to total food expenditures.

Total annual food and beverage expenditures:

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

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

Has the institution achieved the following?:

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

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

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

http://www.colby.edu/campus_cs/dining_services/dining_halls/upload/Colby-Sustainability-Brochure-2013-14.pdf

Low Impact Dining

Responsible Party

Joseph Klaus

Associate Director of Dining Services
Dining Services

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

33

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

Every few years the Associate Director of Dining Services, Joe Klaus, collects purchase reports from all of his distributors to determine the percentage of animal products purchases compared to total food expenditures.

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”):

Colby students are offered the Meatless Monday option with increased non-meat menu items at each dining hall on a rotating basis throughout the month each Monday. Dining Services also has nutritional icons to make it easier for students to make healthy choices, which identify items that are mindful, gluten free, local, organic, vegan, or vegetarian. Additionally, each dining hall has vegetarian and complete-protein options available, and the chefs are accommodating to special requests. Furthermore, one of the student dining halls, Foss, offers a primarily vegetarian and vegan menu and does not serve any red meat.

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

Aside from participating in the Meatless Monday program, Dining Services will work with student EcoReps to evaluate and perhaps decrease any harmful impacts associated with animal-derived food purchases.

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

http://www.colby.edu/campus_cs/dining_services/dining_halls/upload/Colby-Sustainability-Brochure-2013-14.pdf

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	223,281.04 <i>MMBtu</i>	218,929 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	48,054 <i>MMBtu</i>	39,979 <i>MMBtu</i>
District steam/hot water	175,227 <i>MMBtu</i>	178,951 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,550,212 <i>Gross Square Feet</i>	1,328,879 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	35,151 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	7,839
Cooling degree days	284

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.01

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 1999	June 30, 2000

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

We are using the year 2000 as a common baseline throughout this STARS submission as this was the year the College created its Environmental Advisory Group (EAG) which kickstarted many campus-wide sustainability initiatives.

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

The College employs a building temperature setback program over winter and January break.

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

The College uses LEDs in a number of interior and exterior spaces.

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

In renovated classrooms, corridors, and storage spaces, the College uses vacancy and occupancy sensors. The College is making plans to evaluate more opportunities to integrate occupancy and vacancy sensors on campus.

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

N/A

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

The College uses geothermal heat pumps as the primary heating and cooling sources in the SSW and Davis buildings.

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

Colby installed a co-generation turbine in 1999, producing about 10 percent of Colby's electrical demand as a by-product of generating heat and hot water for the campus.

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

Over the winter of 2014, the College is piloting its first energy audit to ASHRAE Level II Standards. The intent is to build off the success of this program and expand to other energy-intensive campus facilities.

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

Most of the campus buildings are tied into the campus-wide building automation system. As part of the BAS, any energy meters are tied in and reported on a real-time basis.

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

See above regarding the College's energy auditing plans.

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

Colby will continue to manage its landscaping and grounds in a manner consistent with best practices to minimize environmental impact. The Integrated Pest Management (IPM) system, in place since 1995 and rewritten in 2009, minimizes the use and toxicity of chemical application. Leaves and grass clippings are centrally collected and composted. Brush and limbs are chipped and reused on campus. Building and landscape design will continue to be done to manage storm water runoff; Colby will strive to use only native or naturalized plants as landscaping is updated or added to campus. View our Integrated Pest Management Plan to learn more.

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

The Office of Sustainability is working with Administrative Financial Services to remove all lighting from vending machines. Most vending machines on campus are outfitted with vending misers. Roughly half of the vending machines are lit with LEDs.

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

See above regarding the College's energy auditing plans.

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

<http://www.colby.edu/green/buildings/>

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	3,492 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	130,941 <i>MMBtu</i>
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 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	48,054 <i>MMBtu</i>

Total energy consumption, performance year:

223,281.04 *MMBtu*

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

Colby installed a co-generation turbine in 1999, producing about 10 percent of Colby's electrical demand as a by-product of generating heat and hot water for the campus.

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

The biomass plant replaces approximately 1 million gallons of heating fuel with about 22 thousand tons of locally sourced wood chips and forest waste annually. The plant produces steam used for heat, hot water, cooking, and cogeneration of electricity.

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

N/A

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

The College purchases Green-E Renewable Energy Credits that are 100% wind for all campus electricity needs.

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

<http://www.colby.edu/green/greenhouse-gas-emissions/carbon-neutrality/>

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

Dale DeBlois

Environmental Program Manager
Physical Plant Department

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>714 Acres</i>
Footprint of the institution's buildings	<i>13.25 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>0 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>700.25 Acres</i>

A copy of the IPM plan:

The IPM plan :

Colby's Physical Plant Department (PPD) has maintained a sustainable IPM (Integrated Pest Management) since 2009, which is inclusive of the campus and arboretum. However, the entire 714 acre campus, less the acreage of the built environment, is a state wildlife management area and thus protected. This includes the 128 acre Perkins Arboretum and the 34 acre Colby-Marston Preserve, which was given to Colby by The Nature Conservancy for its high biodiversity value and also is labeled a National Natural Landmark by the National Park Service.

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

Aside from using IPM on the entire campus, we use native and naturalized species, which require little to no irrigation or pesticides.

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

Colby prioritizes the use of native plant species in landscaping. The College also employs a scouting provision in its IPM plan in order to identify and remove invasive species - particularly those prominent in the Arboretum and natural areas.

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

Colby collects grass clippings and leaves, composts them onsite, then uses them for fertilizer in community gardens.

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

N/A

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

Colby now only uses native and naturalized species across our campus. As described above, compost for the community garden comes from landscaping waste collected from campus. Finally, any trees that are cut down, are chipped, and used on campus walking trails.

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

Colby is a rural campus and we strive to leave the integrity of the natural hydrology of the campus unaltered. We also understand our proximity to local waterways, and have instituted a robust stormwater management program that aims to clean any stormwater from campus before entering nearby waterways.

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

Colby uses "Magic Salt", an environmentally friendly alternative to rock salt, to melt ice from walkways and roadways when necessary. Colby uses a melting agent as a last option for snow and ice removal.

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

The entire 714 acre campus, less the acreage of the built environment, is a state wildlife management area. This includes the 128 acre Perkins Arboretum and the 34 acre Colby-Marston Preserve, which was given to Colby by The Nature Conservancy for its high biodiversity value and also is labeled a National Natural Landmark by the National Park Service.

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

No

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

[http://www.colby.edu/green/buildings/operations/STARS Reporting Tool](http://www.colby.edu/green/buildings/operations/STARS%20Reporting%20Tool) | AASHE

Responsible Party

Russell Cole

Environmental Studies Program Director
Environmental Studies

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.

Submission Note:

<http://www.colby.edu/green/wp-content/uploads/sites/34/2014/07/IPM-Plan.pdf>

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

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

Yes

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

The entire 714 acre campus is a state wildlife management area. This includes the 128 acre Perkins Arboretum and the 34 acre Colby-Marston Preserve, which was given to Colby by The Nature Conservancy for its high biodiversity value and also is labeled a National Natural Landmark by the National Park Service.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with

habitats on institution-owned or –managed land?:

Yes

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

Yes

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

Several classes and professors assess and monitor endangered and vulnerable species and environmentally sensitive areas. One example was in September 2011, when a Colby biology professor conducted a site report of the Perkins Arboretum using GIS analysis, and on site sampling and analysis of the topography, soil, woody plants, land use, and future prospects. Another example is the scouting provision in the IPM plan to find and remove invasive species. A third example is the regular reporting we are required to give to The Nature Conservancy for the Colby-Marston Preserve.

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

To view the report of the Perkins Arboretum from 2011, see the website below. A few findings of the report were that the average soil depth is 20-50 cm, with an organic layer of 6-10 cm deep, and that invasive species have the potential to dramatically alter the site. Another environmentally sensitive area Colby owns is the Colby Marston Preserve, which is a classic kettlehole bog.

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

Ecology and biology classes frequently use the Arboretum to conduct assessments of and to monitor environmentally sensitive areas. Additionally, among several other plans and programs to protect our natural areas, there are paid students in charge of removing invasive species. A third example is students who conduct independent studies and honors theses to identify and implement programs to protect sensitive areas.

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

http://www.colby.edu/environmentalstudies/wp-content/uploads/sites/45/2013/10/Perkins_Site_Report.pdf

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

Raymond Phillips

Director of Information Technology Services
Information Technology 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?:

Yes

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

The electronics purchasing policy, directive, or guidelines :

Colby College commits to purchasing EPEAT (electronic product environmental assessment tool) rated computers and monitors for all campus workstations that have general operating and performance requirements. In 2012, 99% of Colby's computer purchases complied with EPEAT standards. Moving forward, ITS will review its computer and monitor purchases on an annual basis in order to ensure the College's purchases continue to comply with EPEAT's strict environmental standards.

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

followed:

ITS reviews their policies and purchases on an annual basis.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	2,857.99 US/Canadian \$
EPEAT Gold	610,388.84 US/Canadian \$

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

613,246.83 US/Canadian \$

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

http://www.colby.edu/administration_cs/its/info/upload/Computer-Purchase-Advice-2014.pdf

Cleaning Products Purchasing

Responsible Party

Don Zavadil

Assistant Director of Custodial and Grounds
Physical Plant Department

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:

The College purchases Green Seal Certified cleaning and janitorial products whenever possible. For some products, such as disinfectants, Green Seal products are not available.

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

Colby is committed to sustainability and uses green cleaning products to support those goals. This policy is followed and supported by the custodial supervisor and purchasing department.

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

Yes

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

31,000 US/Canadian \$

Total expenditures on cleaning and janitorial products:

66,000 US/Canadian \$

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

Yes

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

In order to reduce exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particle contaminants, which adversely impact air quality, health, building finishes, building systems, the environment and reduce deposition of contaminants in the building, Colby College has Green Housekeeping policies and guidelines. The College has a Green Cleaning Program that addresses the following: Training & Implementation, Performance Level Standards, and Housekeeping Policies. The Policy demonstrates the commitment of Colby College Custodial Services to utilizing environmentally sound housekeeping procedures and policies.

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 following products have been approved for use based upon meeting the Product Performance Level Standards of Green Seal Standard GS-37 or California Code of Regulations, Title 17, Section 94509: G-Force All-Purpose & Glass Cleaner, Look Non-Ammoniated Glass cleaner, Morning Mist, Raindance Neutral Cleaner.

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

<http://www.colby.edu/green/wp-content/uploads/sites/34/2014/07/Green-Cleaning-INformation.Science-Center.pdf>

Office Paper Purchasing

Responsible Party

Kelly Pinney-Michaud

Assistant Director of Administrative Financial Services
Administrative Financial 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?:

Yes

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

The paper purchasing policy, directive or guidelines:

The College purchases only 100% post consumer content paper, specifically Boise ASPEN 100. This paper is FSC certified and 100% FDL (Fiber Diverter from Landfills).

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

The Assistant of Administrative Financial Services, Kelly Pinney-Michaud purchases all of the College's paper and only buys Aspen 100 paper.

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

Yes

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

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	0 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	38,538 <i>US/Canadian \$</i>

Total expenditures on office paper :

38,538 *US/Canadian \$*

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

http://www.colby.edu/administration_cs/financialservices/afs/purchasing/green-purchasing.cfm

Inclusive and Local Purchasing

Responsible Party

Kelly Pinney-Michaud

Assistant Director of Administrative Financial Services
Administrative Financial Services

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

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

When evaluating preferred vendors, Colby first identifies and solicits local vendors in order to procure local products and support local businesses. As a result of this evaluation process, about 30% of the College's purchases are from local businesses.

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

Yes

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

30

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

http://www.colby.edu/administration_cs/financialservices/afs/purchasing/green-purchasing.cfm

Life Cycle Cost Analysis

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

When making design recommendations to the College, the design team will use life-cycle costing (LCC) in order to evaluate the full cost of ownership of the design alternatives. The LCC analysis will quantify the 20 year impacts of greenhouse gases, energy costs, and maintenance implications of design options. The scope of LCC will vary from project, but will typically focus on envelope, HVAC, water, electrical or other building systems. This policy and practice is outlined in the College's Green Building Standards document.

Across other operations, LCCA is used, but not mandated by policy. Recently the College has used LCCA to evaluate using hand dryers instead of paper towels, or water filtration systems instead of bottled water, but this process has not been formalized across all divisions.

The website URL where information about the institution's LCCA policies and practices is available:

<http://www.colby.edu/green/wp-content/uploads/sites/120/2014/07/Colby-College-Green-Building-Standards.pdf>

Guidelines for Business Partners

Responsible Party

Kelly Pinney-Michaud

Assistant Director of Administrative Financial Services
Administrative Financial Services

Criteria

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

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

And/or

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

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

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

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

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

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

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

All

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

None

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

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

The Assistant Director of Administrative Financial Services, Kelly Pinney-Michaud, works with preferred vendors on a case-by-case basis to ensure they have more sustainable products and services for the College. Additionally, all of Colby's vendors are required to follow OSHA guidelines and reporting. Environmental or sustainability initiative discussions have occurred with 12 out of the 13 preferred vendors in order to lessen the environmental impact of the College's products and services.

In regards to wages, and other requirements of contractors, the College does not have an official policy governing their employee wage and working condition standards. All of the College's preferred vendors have long-standing relationships with the school and meet these requirements, but this is not a formal policy and we do not require reporting in these areas.

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

The Assistant Director of Administrative Financial Services, Kelly Pinney-Michaud, continually works with each of the College's vendors to ensure they have sustainable products and services. For example, our office supply company now has a "green" product comparison in its online catalog, and our car rental company now has hybrids in its fleet.

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

http://www.colby.edu/administration_cs/financialservices/afs/ap/upload/Contract-4999and-below-2.pdf

Transportation

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

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

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

Responsible Party

Don Zavadil

Assistant Director of Custodial and Grounds
Physical Plant Department

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 :

34

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
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:

With each new vehicle Physical Plant purchase, the Department ensures each new vehicle has better fuel economy and produces less greenhouse gas emissions than its predecessor. This policy includes the evaluation of alternatively fueled vehicles. Third-party websites are used to compare vehicle models, fuel efficiency, and emissions.

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

<http://www.colby.edu/news/2014/02/06/plug-in-hybrid-joins-ppd-fleet/>

Student Commute Modal Split

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

95.20

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)	1.40
Walk, bicycle, or use other non-motorized means	94.70
Vanpool or carpool	0.50
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

A student commuter survey was disseminated to the off-campus student population in order to determine their commuting habits. Colby College is a residential campus and provides housing for 1,720 of its 1,820 students. Further, its academic buildings are located on interior quads of the campus, easily navigable from dormitories by walking or bike. As the survey requests that we determine how students travel to and from campus, the residential student population was assumed to be a sustainable mode of transportation because the College

provides on campus housing for most of the student population. Based on the results of the off campus survey, the results were tabulated and these are reflected above and are inclusive of the residential student population living on campus.

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

Employee Commute Modal Split

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

19.68

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)	71.39
Walk, bicycle, or use other non-motorized means	10.28
Vanpool or carpool	7.73
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0.32
Telecommute for 50 percent or more of their regular work hours	1.40

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

Using LEED EB methodology, the Office of Sustainability calculated a random and representative sampling of faculty and staff at the College. A survey was disseminated in October 2014, in order to account for weather variations appropriately, and the survey was repeatedly released to the population until a large enough portion of the representative sample responded. The survey requested responders to share their commuting habits for the week previous, outlining their commuting method both to and from work. Results were analyzed and are summarized above.

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

Support for Sustainable Transportation

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

"---" 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:

Our facilities for bicycle commuters include bike racks outside every building, and lockers and showers in the athletic center. Two of our buildings, Diamond and SSW have showers as well.

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

Yes

A brief description of the bicycle parking and storage facilities:

There are bike racks outside most non-residential buildings and there are also bicycle storage rooms inside almost every dormitory.

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

Yes

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

There are pedestrian paths all over campus and sidewalks on all of our streets. While there are no formal lanes for bikes, bikes are allowed on walking paths across campus. In many areas where there are stairs, there are paved sections to allow bikes and skateboards to move freely around campus.

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

Yes

A brief description of the bicycle sharing program:

Colby has an iBike bicycle sharing program. Bikes are available for students and staff to use for up to 24 hrs. at a time free of charge. Each bike comes with a helmet and a lock. Loans are handled through the information desk at the student center. Bikes are kept right outside the student center.

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):

Our mass transit program is the "jitney," which provides rides during portions of every day of the week.

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

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

Colby has an electronic ride board for students and Colby community members who want to share transportation resources. It is posted in the Digest of General Announcements, which is sent to all Colby community members via email daily.

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:

Colby hosts a ZipCar program. For \$35/year, students, faculty, staff can join ZipCar. Cars can be rented for \$7/hr. or \$60/day for up to 180 miles/day & includes taxes & insurance. Cars are in the Roberts parking lot. Students ages 18-20 can rent a Colby ZipCar if they live on Campus. Members over age 21 can rent cars from ZipCar locations all around the country.

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

Yes

A brief description of the electric vehicle recharging stations:

There are currently three 220 volt electric vehicle recharging stations on campus. Two are located in employee parking lots for anyone to use, and one is located by the Physical Plant Department for its plug-in hybrid maintenance vehicle.

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

Yes

A brief description of the telecommuting program:

Colby has a limited number of employees that telecommute. Certain employees may receive authorization of their supervisor to telecommute depending on their responsibilities, department, and customer requirements.

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:

Colby has a limited number of employees that work non-traditional workweeks. Employees may work a condensed workweek with authorization of their supervisor, depending on their responsibilities, department, and customer requirements.

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

No

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

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

Yes

A brief description of other sustainable transportation initiatives and programs:

We have several preferred parking spots for alternatively fueled vehicles that are associated with the campus LEED projects.

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

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	405.50 Tons	12 Tons
Materials composted	123.70 Tons	84.30 Tons
Materials reused, donated or re-sold	10 Tons	5 Tons
Materials disposed in a solid waste landfill or incinerator	566 Tons	1,469 Tons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,720	1,664
Number of residential employees	13	13
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,820	1,764
Full-time equivalent of employees	721	640
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, 2004	June 30, 2005

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

We are using the year 2000 as a common baseline throughout this STARS submission as this was the year the College created its Environmental Advisory Group (EAG) which kickstarted many campus-wide sustainability initiatives. However, 2005 is the first year Colby began recording the amount of materials recycled, so we used 2005 as a baseline year throughout this question.

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

In November 2013 and October 2014, two students conducted a Waste Audit of trash and recyclables from three residence halls. Their objective: to determine how effective students are at recycling. Their goal: to improve Colby's recycling rate.

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

The Assistant Director of Administrative Financial Services, Kelly Pinney-Michaud, works with each vendor on a case by case basis to increase the environmental sustainability, including the prevention of waste, of our products and services.

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

in 2014, the Office of Sustainability and the Environmental Coalition ran its first Freecycle event, during which students, faculty, and staff could donate their unwanted office supplies and clothing. Others would take any items they need and the rest is donated to local homeless shelters. Additionally, surplus furniture & office items are saved for a Colby “yard sale” for employees each July.

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

Colby no longer prints and distributes the college directory, course catalog, or course schedules. The Student Handbook, Annual Report of the President, The Annual Report of Contributions and course registration and course evaluations are also now online. Additionally, Colby's faculty is encouraged to use Moodle, an online course management system, which allows students to view course handouts and readings online.

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

Although black and white printing is free for students, students have to pay for any color printing. Double-sided printing is the default for all College printers on campus.

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

RESCUE (Recycle Everything, Save Colby's Usable Excess) started in 2001-02 to capture clothing, household items, furniture, appliances, and other items that departing students leave behind. Now clothing and furniture are donated to local nonprofits and other items are cleaned and stored for sale the following fall, taking literally tons of material out of the waste stream for reuse. In 2003 RESCUE was named a “best management practice” by the EPA.

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

All leaves collected through campus landscaping is composted and used on our community garden. All woodchips from tree-cutting on campus is used on the many trails we have in the Arboretum and walking trails.

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

The Office of Sustainability and the EcoReps conduct a "Weigh the Waste" food audit every month in each of our three dining halls to measure the waste generated throughout the meal and to educate students on how to reduce it.

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:

N/A

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

Our monthly Weigh the Waste events are designed to track and reduce food waste in the campus dining halls. Furthermore, all of Colby's dining halls are tray less to reduce 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):

Colby's Dining Services gives out free reusable coffee mugs to all students and uses either compostable or plant-based products whenever possible for non-reusable products.

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):

All service-ware in campus dining halls are washed and reused.

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:

For our to-go food operations, a discount is given to students who use reusable mugs.

A brief description of other dining services waste minimization programs and initiatives:

N/A

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.colby.edu/green/wp-content/uploads/sites/34/2014/07/Waste-Audit-Fall-2013.pdf>

Waste Diversion

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Materials diverted from the solid waste landfill or incinerator:

405.50 Tons

Materials disposed in a solid waste landfill or incinerator :

566 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:

Colby's waste diversion efforts includes recycling of redeemable bottles, paper, plastics, metals, glass, batteries, light bulbs, ink cartridges, shoes, and used technological items. We also have a RESCUE program, Recycle Everything, Save Colby's Usable Excess, for students unwanted furniture and other goods after moving out, and a semi-annual Freecycle event for office goods and furniture.

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

Dining Services donates excess food from the dining halls and catering events and there are also boxes for students to donate food around RESCUE time

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

All pre-consumer food waste generated during prep is collected from kitchens and dish rooms of all campus dining facilities daily. Food waste is collected in 5-gallon buckets with special screw-on lids and is trucked to the Physical Plant Department where is it consolidated in a campus composting bin.

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

Similarly, all post-consumer food waste generated after meals is collected from kitchens and dish rooms of all campus dining facilities daily. Food waste is collected in 5-gallon buckets with special screw-on lids and is trucked to the Physical Plant Department where it is consolidated in a campus composting bin.

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

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

Pallets	Yes
Motor oil	Yes
Tires	Yes

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

Construction and Demolition Waste Diversion

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

391.23 Tons

Construction and demolition materials landfilled or incinerated :

142.92 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:

Colby pursues LEED certification for all capital projects with appropriate scope. As part of the certification effort, the College targets exceeding a 75% construction waste diversion rate goal for each project. Additionally, the College passes sustainability goals along to smaller or limited scope projects that do not pursue LEED certification, but still generate construction waste.

Hazardous Waste Management

Responsible Party

Wade Behnke

Director

Environmental, Health, and Safety

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:

Colby adheres to all Maine Department of Environmental Protection regulations, which are stricter than Federal standards. Colby is classified as a large quantity hazardous waste generator, mostly from our photography and science labs.

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

Colby adheres to the State of ME environmental regulations for the disposal of hazardous, universal & chemical waste. The State of ME environmental regulations are significantly more stringent than federal regulations for these items. We are also implementing a silver recovery unit in our photo labs, our chemistry department has unique policies to minimize its waste, our biomedical waste is disposed of by a certified third-party company, and our radioactive waste is minimized and stored until it is harmless and no longer radioactive.

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

There have not been any significant hazardous material release incidents in the past three years.

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

There are no institutional level inventory systems to facilitate the reuse or distribution of laboratory chemicals, but the chemistry department does have its own system in place.

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):

All Colby computers that are being replaced are offered to local schools for their use. All items not wanted by the schools are donated to the local SKILLS program. If the SKILLS program can't reuse them, then they dispose of it at an eWaste facility and charge Colby.

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

Colby adheres to State of ME regulations regarding any disposal of electronic waste. For information on these regulations, go to:

<http://www.maine.gov/dep/rwm/recycle/tvcomputerguidelines.htm>

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

<http://www.maine.gov/dep/waste/hazardouswaste/documents/hwhandbook.pdf>

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

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	34,663,231.20 Gallons	40,210,236 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	34,663,231.20 Gallons	40,210,236 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
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Number of residential students	1,720	1,721
Number of residential employees	13	13
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,820	1,821
Full-time equivalent of employees	721	640
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,550,212 <i>Square Feet</i>	1,371,951 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	620.52 <i>Acres</i>	621.86 <i>Acres</i>

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, 2004	June 30, 2005

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

We are using the year 2005 as a baseline in this credit because that is the earliest water data we have available.

Water recycled/reused on campus, performance year:

0 *Gallons*

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

0 Gallons

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

N/A

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

In the few areas where our grounds are irrigated, the system is controlled by rain sensors. This sensor measures the amount of water that falls, and any difference between the rainfall and the needs of the landscaping are met by the irrigation system.

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

Throughout all of our updated buildings we use low-flow shower heads, toilets, and faucets. We are beginning a wholesale replacement of all showerheads to low flow models, and are creating a plan to address toilets and faucets.

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

All laundry machines on campus are Energy Star certified.

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

We use native and naturalized species in all campus plantings.

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

In the few places where our grounds are irrigated, the irrigation system is controlled by rain sensors.

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

Each new construction or commercial interiors project on campus pursues LEED certification. As part of the certification process, projects typically realize a 35% water reduction in comparison to UPC 2006 code compliant water fixtures and fittings. These same guidelines are applied to any projects that are smaller in scale and don't pursue LEED certification. As much as possible, water efficient fixtures and fittings are incorporated into any building modification project.

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

<http://www.colby.edu/green/buildings/existing-buildings/>

Rainwater Management

Responsible Party

Dale DeBlois

Environmental Program Manager
Physical Plant Department

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

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

Yes

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

As a part of Colby's Low Impact Development practices, we have eight water runoff locations designed to treat rainwater and stormwater through low impact strategies. These runoff locations are meant to remove any salt, sands, chemicals, and other sediments before the water is released. Dale DeBlois, the Environmental Program Manager at Colby, checks each of the eight runoff locations twice a year to monitor their operation and perform maintenance as required. On average, each system is cleaned out for precipitated salts, sands, and

other sediments every five to ten years, or as required. One of our major runoff treatment areas is behind the Colby Green, which contains three large ponds - more than enough to accommodate the current campus and any planned updates to our campus as outlined in our campus master plan.

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

Yes

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

Our Low Impact Development practices also apply to ongoing campus operations. In addition to our eight storm water runoff locations as described above, we have vegetated swales, stone swales, and planting barriers to manage stormwater runoff around Johnson Pond.

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

Because we only use native and naturalized species in any new landscaping projects, irrigating--and therefore rainwater harvesting--is largely unnecessary.

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

0 Gallons

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

Our rainwater filtering systems are the same as those used for our Low Impact Development practices, as described above.

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

N/A

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

N/A

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

N/A

A brief description of any rain gardens on campus:

Colby has buffer zones and rain gardens at Johnson pond with native and naturalized species in order to filter the water, remove sediment and prevent pollutants from entering Johnson Pond. This system was designed to filter stormwater run-off in order to protect ecosystem

diversity at the Pond.

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

Our storm water detention system, including our eight runoff ponds, are described in our Low Impact Development practices above.

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

There are several erosion control barriers around Johnson Pond lined with vegetation and stones designed to filter stormwater runoff.

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

Our rainwater management strategies are the same as those highlighted in our Low Impact Development practices above.

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

<http://www.colby.edu/green/buildings/operations/>

Wastewater Management

Responsible Party

Dale DeBlois

Environmental Program Manager
Physical Plant Department

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*.

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

Total wastewater discharged:

104,028,896 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

To treat all natural wastewater on campus, we have eight water runoff locations designed to treat rainwater and stormwater through low impact strategies. These runoff locations are meant to remove any salt, sands, chemicals, and other sediments before the water is released to the Mesalonskee River. Dale DeBlois, the Environmental Program Manager at Colby, checks each of the eight runoff locations twice a year to monitor their operation and perform maintenance as required. On average, each system is cleaned out for precipitated salts, sands, and other sediments every five to ten years, or as required. One of our major runoff treatment areas is behind the Colby Green, which contains three large ponds - more than enough to accommodate the current campus and any planned updates to our campus as outlined in our campus master plan.

The website URL where information about the institution's wastewater management practices is available:

<http://www.colby.edu/green/buildings/grounds/>

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

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Just in the Spring of 2014, there were several examples of accomplishments led by the Office of Sustainability. It helped coordinate a successful Earth Week, led a RecycleMainia event, helped students and staff members earn LEED accreditation, encouraged physical plant to add a plug-in hybrid to its fleet, and led a waste audit.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Environmental Advisory Group (EAG) was formed in 2000 to advise the President and College community on issues related to the environmental stewardship of the campus and region. The EAG hopes to raise awareness about ongoing environmental initiatives, promote environmental consciousness, show on- and off-campus audiences that Colby is actively addressing environmental concerns, and demonstrate that EAG is a dynamic organization.

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

Doug Terp (Administrative Vice President), Kevin Bright (Sustainability Coordinator), Russ Cole (Professor of Biological Sciences), Jan Holly (Professor of Mathematics and Statistics), Phillip Nyhus (Professor of Environmental Studies), Pat Whitney (Director of Physical Plant), Dale DeBlois (Environmental Program Manager), Casey Ballin (Student), Kathryn Coe (Student), Erin Love (Student), John Macdonald (Student)

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

<http://www.colby.edu/green/how-to-get-involved/environmental-advisory-group/>

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

Yes

A brief description of each sustainability office:

The Sustainability Coordinator directs the Office of Sustainability and helps integrate College operations with academic programs, student and faculty research, civic engagement initiatives, and community outreach. Sustainability and resource conservation are core values and strategic priorities at Colby, and the coordinator works closely with administrators, faculty, students, and staff to identify, develop, implement, and promote collaborative strategies that advance these core values and strategic priorities.

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

2

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

<http://www.colby.edu/green/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kevin Bright, Sustainability Coordinator

A brief description of each sustainability officer position:

Primary responsibilities of the Sustainability Coordinator include fostering a culture of sustainability among students, faculty, and staff; identifying and prioritizing areas for institutional sustainability initiatives; planning and developing long- and short-range sustainability programs; engaging with institutional leaders to foster sustainability broadly across campus departments and offices; networking with peer institutions to maintain current working knowledge of sustainability best practices on college campuses; and, representing Colby at regional and national sustainability meetings.

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

[STARS Reporting Tool | AASHE](#)

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	No	No
Grounds	No	No
Purchasing	No	No
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	No	Yes
Health, Wellbeing and Work	No	No
Investment	No	No

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

Colby recently formed a strategic partnership with Bigelow Laboratory for Ocean Sciences and added a marine conservation track in environmental studies. Additional opportunities exist to expand environmental studies offerings, and additional resources also are needed to foster richer interactions between environmental studies and traditionally strong science programs. The College also provides and continues to evaluate ways to provide specific Sustainability programming during the fall, January and, Spring semesters.

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

The College went through a Strategic Planning Process, where sustainability was recognized as an official priority of the Institution in 2000. Since then, the College has been implementing the Strategic Plan into the Curriculum in a number of ways. One example is to reinforce the depth and quality of the Environmental Studies Program and the Environmental Science concentrations in Biology, Chemistry, and Geology, and, as an integral part of this effort, commit the College to the development of a sustainable campus greening initiative.

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

Russ Cole and the Dean of Faculty

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

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

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

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

One of the primary plans to advance campus engagement around sustainability was the recent hiring of a Sustainability Coordinator. In the past year, a number of engagement programs have been developed including a peer to peer sustainability education program among students, a Green Office Certification program, and improved recycling processes.

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

The Engagement Plan is in the process of being implemented. The main focus of the plan is to find ways to engage the larger campus community in sustainability activities through action and conversation. The Environmental Literacy assessment is one method the Office of Sustainability is going to track progress within the student population.

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

Kevin Bright, Russ Cole, and the Environmental Advisory Group

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

The two major methods of Public Engagement around sustainability at Colby are through academic coursework and the Office of Sustainability. One primary example of engagement through coursework is the Environmental Studies Senior Capstone course where students focus on local, regional, national, and international sustainability engagement issues. Through the Office of Sustainability, a number of staff engage with local environmental groups in order to promote sustainability at a local and regional level.

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

Academically, the objectives and strategies for Public Engagement are included in the College's Strategic Plan. As the Office of Sustainability was formed last year, the Public Engagement plan is still being developed.

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

Kevin Bright, Russ Cole, EAG

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

Environmental sustainability is one of Colby's seven core values. As part of Colby's institutional commitment to reducing its environmental impact the College has committed to reducing emissions of carbon dioxide and other gasses that contribute to climate change. In April 2013, the College declared carbon neutrality. The College's formal Air and Climate plans are captured in its Climate Action Plan created in 2010.

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

The major goal the College set to advance sustainability in Air and Climate was to reach Carbon Neutrality by 2015, which the College achieved in 2013. This goal is outlined in the College's Climate Action Plan which was published in 2010.

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

Physical Plant Department, Office of Sustainability, and the Environmental Advisory Group

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

The College formally integrated a comprehensive set of Green Building Standards for all future construction and commercial interior projects. These Standards set goals for efficiency, as well as outline various requirements for energy modeling, life cycle costing, and LEED certification. As part of the design process, Colby College seeks to ensure that the design of projects is in keeping with our sustainability goals.

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

See Above

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

Physical Plant Department, Office of Sustainability, and the Environmental Advisory Group

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

By beginning sustainability efforts in 2000, Colby College's Dining Services, run by Sodexo, is now on the cutting edge of the top food trends, many of which speak directly to sustainability in food service. As evidenced by the Top 10 trends list for 2011 published by the National Restaurant Association, Colby is already there. However, this year, Dining Services and the Office of Sustainability will work to evaluate purchases and identify areas where the College can make more sustainable choices.

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

See

<http://www.colby.edu/green/wp-content/uploads/sites/34/2014/07/Dining-Services-Sustainability-B>

[rochure-2013-141.pdf](#)

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

Dining Services

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

The College continuously identifies ways to mitigate energy consumption and inherent emissions. The most recent example is from 2011, when the College opened its biomass heating plant that provides heating and hot water for approximately 80% of the campus load. Starting in 2014, the College is looking into ways to generate more electricity on campus, including solar photovoltaics.

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

A formal energy management plan is under development in 2014-2015.

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

Physical Plant Department, Office of Sustainability, and the Environmental Advisory Group

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

The College seeks to plan and manage the growth of the campus in ways that complement the Strategic Plan while incorporating contemporary values and the principles of campus greening.

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

The College is still in the process of implementing its Campus Master Plan, that identifies methods and means to construct and maintain grounds in an environmentally-friendly manner.

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

Physical Plant Department, Office of Sustainability, and the Environmental Advisory Group

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

Colby College is a carbon-neutral campus. Colby has leveraged this achievement to encourage campus preferred Contractors to review the College's on-going energy and resource reduction priorities and to strive to implement efforts to further those priorities. These are outlined on this website:

<http://www.colby.edu/green/buildings/operations/>

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

When evaluating preferred vendors, Colby first identifies and solicits local vendors in order to procure local products and support local businesses. As a result of this evaluation process, about 30% of the College's purchases are from local businesses.

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

Administrative Financial Services

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

With each new vehicle the Physical Plant Department purchases, it improves the fuel economy and greenhouse gas emissions. The Office of Sustainability is also administering a commuter survey to evaluate and improve upon the ways students, faculty, and staff travel to the College.

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

See Above

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

Office of Sustainability, Physical Plant Department

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

The Office of Sustainability, in partnership with the Physical Plant Department and Dining Services is working to improve recycling and composting and to reduce waste.

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

Through a combination of waste audits, participation in RecycleMania, and greenhouse gas accounting, the College continues to measure and identify ways to reduce their waste contributions.

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

Office of Sustainability, Physical Plant Department, Dining Services

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

We only use native and naturalized species throughout our grounds. Additionally, in accordance with our Green Building and LEED standards, we are installing water saving fixtures in order to continue to reduce consumption.

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

NA; however, these will be included in the College's energy management plan.

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

Office of Sustainability, Physical Plant Department

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

Admissions and Financial Aid is trying to increase the diversity of our applicant pool and to make the College more affordable to a wider range of students.

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

The College continually measures and reports on the Diversity of the applicant pool and student body.

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

Admissions and Financial Aid

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

The College provides free access to the greater Colby community to its athletic facilities.

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

N/A

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

Human Resources

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

NA

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

N/A

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

Board of Trustees

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

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

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

The institution's definition of sustainability:

Sustainability is defined as the ability to meet society's current needs without compromising the environmental health and needs of future generations. It is a prudent approach to resource use that recognizes the interconnections of social, economic, and environmental systems and earth's finite capacity to satisfy human needs and desires.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The Strategic Plan aims to increase the size and scope of the Environmental Studies Department and to improve the greening of the campus grounds. In regards to expansion, the College's Green Building Standards provide a process in order to identify, evaluate and implement sound green building strategies. With the new President, the College will undergo an update to its Master Plan.

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

http://www.colby.edu/news_events/2013/

Responsible Party

Jed Wartman

Associate Dean of Students and Director of Campus Life
Campus Life

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:

Any interested student can run to become a member of the student government or can apply to join campus committees. Additionally anyone can attend student government meetings and has access to an assigned representative.

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 two presidents of student government as well as several other student representatives chosen by the Administration are invited to join the Trustee Committee.

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:

The students in the Trustee Committee have a say in each of the above area. Examples include the enhancement of the Multicultural Literacy classes for first-year students and the hiring of different staff members.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

No

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

All staff members can articulate their concerns and desires to their supervisors. There are also several unofficial committees that staff members can volunteer for and be a part of.

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	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

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

N/A

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty are represented in college governance at virtually every level.

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:

Members of the faculty serve on Trustee committees. Depending on the committee, they are either appointed or elected by faculty vote.

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	No
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:

Faculty are represented on Trustee committees in these areas. Additionally, elected faculty committees contribute to governance. Faculty are also represented on advisory committees in these areas. Faculty also vote on various policy issues in the monthly faculty meeting.

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

http://www.colby.edu/administration_cs/#college

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Cora Clukey

Director of Equal Opportunity
Equal Employment Opportunity Office

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Among Colby's diversity and equity committees, office, and officers are two college-wide committees that address diversity: the Committee on Multicultural Affairs and the Committee on Race & Racism. The committees frequently work together and have been meeting jointly for over two years. Additionally, Dr. Tashia Bradley is our director of the Pugh Center and Dean of Multicultural Affairs available to all students, faculty, and staff. We also have a Director of Equal Employment Opportunity, Cora Clukey, who focuses on increasing the diversity of the College's staff and faculty applicant pool and increasing the cultural competence of current staff and faculty.

The full-time equivalent of people employed in the diversity and equity office:

3

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.colby.edu/diversity/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

Dr. Bradley and the Pugh Center hold a range of workshops related to cultural competence among students, faculty and staff, such as the monthly Diversity, Dialogue, and Dinner Series. Additionally, Cora Clukey, the Director of Equal Employment Opportunity, leads harassment prevention trainings and she, along with HR Staff, offer the following trainings for supervisors: Safety and Wellness, What Every Supervisor Needs to Know About Harassment, Performance Appraisals, Effective Interviewing & Hiring Techniques, Managing Sensitive Issues, and Budgets and Reporting.

The website URL where information about the cultural competence trainings is available:

http://www.colby.edu/administration_cs/student-affairs/deanofstudents/multicultural/

Assessing Diversity and Equity

Responsible Party

Cora Clukey

Director of Equal Opportunity
Equal Employment Opportunity Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

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

Yes

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

Cora Clukey, the Director of Equal Employment Opportunity, assesses and reports on the diversity of applicants and current employees every year. Among our campus climate assessments are the ones completed by several student groups and workers who have assessed campus climate through methods such as surveys to gather information on the experiences of students on campus, including underrepresented groups. They have also organized several focus groups.

Has the institution assessed student diversity and educational equity?:

Yes

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

Cora Clukey, the Director of Equal Employment Opportunity, assesses and reports on the diversity of applicants each year. It is one of the College's priorities to provide a rich and diverse community. As shown in the College's Diversity Report, the College continues to focus on creating a diverse student body as 22% of the 2017 graduating class are students of color.

Has the institution assessed employee diversity and employment equity?:

Yes

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

Cora Clukey, the Director of Equal Employment Opportunity, assesses and reports on the diversity of applicants and current employees every year. There is also an online survey that provides demographic data of the applicant pool so that if they need to evaluate a search with regards to race, ethnicity, and gender, they can. The office also requests that all departments for faculty or staff hires provide a diversity search plan in order to identify and implement methods to attract a diverse applicant pool. One example to recruit a diverse applicant pool is to leverage select on-line job list websites including, but not limited to the following:

DiverseJobs.net

,

HispanicOutlook.com

, and

StudentAffairs.com

.

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

Yes

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

In terms of governance and public engagement, the College makes and reports on a number of efforts to ensure the access and participation in governance is a diverse group. Each year the College reports on the diversity of its board and alumni network in order to ensure there is equity and diversity in the future planning of the College. As it is the College's mission for equal opportunity and diversity in areas such as recruitment, employee education and development, this is an area of continued focus.

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

http://www.colby.edu/administration_cs/eo/upload/Diversity-Report-2012-13.pdf

Support for Underrepresented Groups

Responsible Party

Jed Wartman

Associate Dean of Students and Director of Campus Life
Campus Life

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

"Below are descriptions of three of Colby's many programs to support underrepresented groups:

Colby Achievement Program in Sciences (CAPS) was initiated in the 2010-2011 school year to help retain underrepresented students in the sciences through coursework and laboratory research that begins in the summer before their first year. Funded in part through a \$1 million grant from the Howard Hughes Medical Institute, students receive a stipend for their summer research work and can get funding for research work in the next three summers at Colby or in another research lab.

Colby Research Scholars Program (CRS) is an academic support and career development program for students who are typically underrepresented in the sciences. Coordinated with the CAPS program, CAPS students move on into the CRS program.

Posse Program – Colby is a Posse Foundation partner institution of higher education. The Posse Program is a leadership development and support program for students from underrepresented groups. The Posse Foundation identifies, recruits and selects public high school students with promise for success as leaders and scholars. The partner institutions provide full 4-year scholarships and mentoring for these students after they complete 8-months of leadership cross-cultural training, and preparation for college-level academics. Ten to twelve high school students are selected each year to form a Posse at Colby. Additionally, we have a mentoring program for international [STARS Reporting Tool](#) | [AASHE](#)

students, first generation college students, and students of color."

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.colby.edu/caps/>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Colby recognizes that because of the unique ways in which hate/bias behavior affect the community that care of the community is also important. The Bias Incident Prevention Response (BIPR) team has been created to address the needs of the campus community. The team will assume an educational role in fostering a climate of inclusion, civility, and mutual respect.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.colby.edu/administration_cs/student-affairs/whatistheresponseteam.cfm

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Jed Wartman

Associate Dean of Students and Director of Campus Life
Campus Life

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Colby has several programs to help increase the diversity of higher education faculty such as our Alumni of Color Network, our CAPS program, and our POSSE Program. As the College does not offer Master's or Doctoral Degrees, the programs are currently focused on assisting students from underserved communities adapt to College and find opportunities after College. Sometimes, this effort leads to students seeking professorships, but not always. The Alumni of Color Network provides opportunities for student-alumni interaction and one on one support for students in their current and future endeavors. The CAPS program provides incoming students from underrepresented groups hands-on research experiences in biology, chemistry, environmental science, and other natural science disciplines. Our POSSE program identifies, recruits, and selects student leaders from public high schools to form multicultural teams called "Posses." Posses are groups of 10 to 12 students from diverse cultural and economic backgrounds who support each other and ensure that each member succeeds and graduates from college. Posses also work to increase interaction among diverse campus groups. The Posse teams undergo an intensive eight-month training program to prepare for college-level academics, to learn to work as a team, to develop leadership skills, and to help promote cross-cultural communication. POSSE students also have a POSSE mentor once they arrive on campus and are required to meet regularly as a group and individually with that mentor.

The website URL where more information about the faculty diversity program(s) is available :

http://www.colby.edu/administration_cs/student-affairs/deanofstudents/multicultural/pugh-center-programs.cfm

Affordability and Access

Responsible Party

Jed Wartman

Associate Dean of Students and Director of Campus Life
Campus Life

Criteria

Part 1

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

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

Part 2

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

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Colby fully meets the demonstrated financial need of all admitted students completely in the form of grants, which do not have to be repaid. Financial assistance is met through a combination of different sources depending on students' needs, such as, Federal Pell Grants, Federal Work Study Grants, and the largest source of grant funding, Colby institutional grants. Deep rooted commitment to financial aid and access, 40% of students are aided in some capacity.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Based on the diversity of each incoming class, the Administration organizes and gives workshops and classes for prepare the staff and faculty to better serve a diverse student body.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Low-income, International, and first-generation college students have receptions during orientation, are paired with student mentors, and have the Pugh Center to prepare them for higher education.

A brief description of the institution's scholarships for low-income students:

Colby's financial aid is need-based, but we additionally have the Ralph Bunche scholarship for students of color.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Colby has a growing set of resources and programming for all parents including lectures on move-in day and parents' weekend, and a section of the website devoted to parents.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Colby has an ongoing partnership with the POSSE Foundation, which recruits low-income and minority students.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Colby also has a diverse range of work-studies and also can fund campus events for low-income students.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

"The College awards \$25 million in grant assistance annually. Grants do not have to be repaid and are available from a variety of sources including federal and state governments, other outside agencies, and the College's own funds. Eligible aid recipients are automatically considered for grants.

Federal Grants including Pell Grants and Federal Supplemental Educational Opportunity Grants (FSEOG) are offered to students who submit completed financial aid applications to the College and demonstrate federal grant eligibility."

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

There are hundreds of student job opportunities available, and we can often match student interest with specific openings across campus. Even if you don't receive financial aid, you can earn up to \$1,850 per year by working on campus. If you do receive aid we expect that you'll work 10 to 12 hours each week and use your earnings to cover personal expenses.

Does the institution have policies and programs in place to support non-traditional students?:

No

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	10
The graduation/success rate for low-income students	89
The percentage of student financial need met, on average	100
The percentage of students graduating with no interest-bearing student loan debt	67.50

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

41

The website URL where information about the institution's affordability and access programs is available:

<http://www.colby.edu/admission/finaid/colby-aid/>

Health, Wellbeing & Work

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

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

Employee Compensation

Responsible Party

Mark Crosby

Director of Human Resources, Safety & Risk Management
Human Resources

Criteria

Part 1

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

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

Part 2

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

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

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

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

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

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

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

Number of employees:

723

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

723

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

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:

Colby provides a comprehensive salary and benefits program in order to attract and retain a highly qualified and diverse workforce. The College uses a number of surveys in order to determine appropriate compensation standards for its workforce, including analyses from the College and University Professional Association for Human Resources (CUPA), the State of Maine, and telephone surveys when necessary. The collection of these efforts ensures that employees are receiving compensation at sustainable levels, comparable to our peer institutions, and well above Maine state salary points.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

723

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

Colby provides a comprehensive salary and benefits program in order to attract and retain a highly qualified and diverse workforce. All of Colby's full-time salary levels far exceed the 2014 individual Federal Poverty Guideline of \$11,670. The College uses this individualized standard as a candidate's family situation varies from candidate to candidate. In all circumstances wages are determined based off surveys from our peer institutions, and Maine state salary points. By employing this process, we ensure that our wages are comparable to our peers, and well above Maine state salary points for similar positions in order to ensure a highly qualified and diverse workforce.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

See Above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

See Above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

See Above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest paid temporary faculty are Jan Plan visiting faculty who make about \$5000 for the month of January. As one-course /one month faculty they don't receive benefits, but their salary is the equivalent of a \$60,000 annual salary.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest academic student hourly wage for the 2014-2015 school year is \$8.30 and since students can only work 12 hours a week to allow time to participate in school events, there are no benefits. Students who work at least 125 hours are eligible for a raise every academic year.

The local legal minimum hourly wage for regular employees:

7.20 US/Canadian \$

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

No

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

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

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

Mark Crosby

Director of Human Resources, Safety & Risk Management
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Colby has a full service EAP program for all employees and their household families. The Wellness Working Group (WWG) is charged with helping to connect Colby faculty and staff with College and community wellness opportunities and programs and raise awareness of wellness among College employees.

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

http://www.colby.edu/administration_cs/humanresources/wellness/index.cfm

Workplace Health and Safety

Responsible Party

Mark Crosby

Director of Human Resources, Safety & Risk Management
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	16	5
Full-time equivalent of employees	723	643

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the workplace health and safety baseline was adopted:

2005 is the earliest available data we have for workplace health and safety.

A brief description of the institution's workplace health and safety initiatives:

Our workplace health and safety initiatives includes: fleet safety training, blood borne pathogen protection program, confined space entry program, LOTO expanded training, lab safety program and training, injury reduction program, ergonomic assessment and action plan, emergency programs.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.colby.edu/campus_cs/safety/

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

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.

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

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 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

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

Investment Disclosure

Responsible Party

Douglas Terp

Vice President for Administration and Treasurer
Academic and Administrative Vice President's Office

Criteria

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

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

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

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Carbon Neutrality

A brief description of the innovative policy, practice, program, or outcome :

After a decade of work to measure, prevent, and reduce carbon emissions, Colby College announced April 4, 2013 that it had achieved carbon neutrality. The accomplishment makes Colby one of the first colleges in the country to do so, and it comes two years before the target date that the College had set for itself.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A number of campus initiatives contributed to this effort including: Colby's move to 100-percent renewable electricity sources in 2003, pursuing LEED certification in all new construction projects, retrofitting energy-intensive components of existing buildings and other fixtures with more efficient ones, using sustainably harvested wood biomass instead of oil as its primary fuel for heat and hot water beginning in 2012, using cogeneration to produce 10% of our electricity from the biomass plant, and purchasing carbon offsets through projects across New England.

A letter of affirmation from an individual with relevant expertise:

[Carbon Neutrality Signed Letter of Affirmation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No

Energy	Yes
Grounds	No
Purchasing	No
Transportation	Yes
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<http://www.colby.edu/green/greenhouse-gas-emissions/carbon-neutrality/>

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Green Building Standards

A brief description of the innovative policy, practice, program, or outcome:

The College formally integrated a comprehensive set of Green Building Standards for all future construction and commercial interior projects. These Standards set goals for efficiency, as well as outline various requirements for energy modeling, life cycle costing, and LEED certification. As part of the design process, Colby College seeks to ensure that the design of projects is aligned with our sustainability goals. Additionally, during January Colby’s Sustainability Office offered a LEED for Green Associate course for interested students, faculty, and staff. The course covered introductory information about the United States Green Building Council (USGBC), explored the Leadership in Energy and Environmental Design (LEED) rating systems, and investigated the benefits of green building using Colby projects as examples.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The College has already implemented the Green Building Standards in our current new construction and commercial interior projects. Additionally, two of the students who took the course and already passed the exam are working on green building projects for the College.

A letter of affirmation from an individual with relevant expertise:

[Green Building Standards Signed Letter of Affirmation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	Yes

Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.colby.edu/green/wp-content/uploads/sites/120/2014/07/Colby-College-Green-Building-Standards.pdf>

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

Title or keywords related to the innovative policy, practice, program, or outcome:

The RESCUE Sale

A brief description of the innovative policy, practice, program, or outcome:

RESCUE (Recycle Everything, Save Colby's Usable Excess) started in 2001-02 to capture clothing, household items, furniture, appliances, and other items that departing students leave behind. Now clothing and furniture are donated to local nonprofits and other items are cleaned and stored for sale the following fall, which allows students to purchase gently used items from their peers instead of purchasing new ones.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The RESCUE Sale has diverted tens of thousands of pounds from the waste stream by ensuring students' unwanted dorm items are used until the end of their product lives. It has also raised awareness about the benefit of donating and purchasing used goods among the Colby and Waterville Communities.

A letter of affirmation from an individual with relevant expertise:

[RESCUE Signed Letter of Affirmation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	No
Buildings	Yes
Dining Services	No
Energy	No

Grounds	No
Purchasing	Yes
Transportation	No
Waste	Yes
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

<http://www.colby.edu/green/how-to-get-involved/>

Responsible Party

Kevin Bright
Sustainability Coordinator
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
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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.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Partnership with Bigelow Laboratory for Ocean Sciences

A brief description of the innovative policy, practice, program, or outcome:

Bigelow Laboratory for Ocean Sciences, in East Boothbay, Maine, offers a semester-in-residence program for Colby College students interested in gaining an in-depth understanding of oceanography and hands-on research experience through immersion in a professional laboratory environment. Available in fall only, the intensive research experience is focused on ocean science within a changing global climate, and covers topics such as microbial oceanography, marine biogeochemistry, the ocean’s role in the global carbon cycle, molecular approaches to biological oceanography, and pelagic ecology; implications for public policy are explored within each of these topics. There are also programs available at Bigelow over JanPlan and the Summer.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Bigelow’s community of scientists conduct basic research on the biological, chemical, and physical processes of the oceans, and is internationally recognized for its unique blend of cross-disciplinary research. All classes and lab activities in the semester program are delivered by world-renowned Bigelow Senior Research Scientists and Research Scientists, who have extensive undergraduate teaching and mentoring experience. Small class sizes and an emphasis on research in the lab and field ensure that students receive individual attention and plenty of hands-on research experience, which gives these students an advantage in their lives after Colby.

A letter of affirmation from an individual with relevant expertise:

[Bigelow Laboratories Signed Letter of Affirmation.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No
Buildings	No

Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.colby.edu/academics_cs/ocs/colby-at-bigelow-labs.cfm