Connecticut College

The following information was submitted through the STARS Reporting Tool.

Date Submitted: Feb. 26, 2014

STARS Version: 1.2
Table of Contents

Education & Research 3
  Co-Curricular Education 3
  Curriculum 26
  Research 39

Operations 45
  Buildings 45
  Climate 51
  Dining Services 57
  Energy 69
  Grounds 81
  Purchasing 88
  Transportation 97
  Waste 117
  Water 132

Planning, Administration & Engagement 141
  Coordination and Planning 141
  Diversity and Affordability 151
  Human Resources 167
  Investment 179
  Public Engagement 186

Innovation 198
  Innovation 198

Supplemental 203
  Supplemental Data 203

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.
Education & Research

Co-Curricular Education

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sustainability Educators Program</td>
</tr>
<tr>
<td>Student Sustainability Outreach Campaign</td>
</tr>
<tr>
<td>Sustainability in New Student Orientation</td>
</tr>
<tr>
<td>Sustainability Outreach and Publications</td>
</tr>
<tr>
<td>Student Group</td>
</tr>
<tr>
<td>Organic Garden</td>
</tr>
<tr>
<td>Model Room in a Residence Hall</td>
</tr>
<tr>
<td>Themed Housing</td>
</tr>
<tr>
<td>Sustainable Enterprise</td>
</tr>
<tr>
<td>Sustainability Events</td>
</tr>
<tr>
<td>Outdoors Program</td>
</tr>
<tr>
<td>Themed Semester or Year</td>
</tr>
</tbody>
</table>
Student Sustainability Educators Program

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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,
• Provides formal training to the educators in how to conduct outreach, and
• Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by Co-Curricular Education Tier Two Credit 1, are not eligible for this credit unless the group meets the criteria outlined above.

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

Total number of degree-seeking students enrolled at the institution:
1,903

Program name (1st program):
Sustainability Reps Program (SRP)

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
1,896

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
The SRP was created for students interested in learning more about sustainability who might not have been very involved with sustainability efforts before coming to Connecticut College. Students involved in the SRP learn about how current challenges facing our global community have environmental, societal and economic impacts and how to interact with their peers about these challenges.

SRP is facilitated by a student Program Manager and four student Area Leaders, with the Sustainability Officer providing ongoing guidance and training.
Some examples of monthly themes that the SRP has and intends to promote are waste minimization, sustainable food systems, social equity, etc.

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

All Reps must complete a short written application and participate in an interview facilitated by two of the Program leaders (Manager, Area Leaders, Sustainability Officer). After the application deadline closes, the SRP Leaders decide who will be accepted into the Program.

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

The SRP Leaders receive a one-day training from the Sustainability Officer each semester that covers challenges related to sustainability, how to be an effective communicator/facilitator, how to use positive reinforcement to support behavior change and how to effectively use Community Based Social Marketing.

The Reps also participate in a one day training that covers similar themes from the Leadership Training, however this training is co-facilitated by the Student Leaders and the Sustainability Officer.

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

The staff of the program are mostly well-trained student leaders, with a Program Manager facilitating the entire program and four Area Leaders who facilitate the program within the four major living areas on campus. The College's Sustainability Officer also works closely with the Leadership Team during training and overall functioning of the Program.

**The website URL for 1st Program:**

http://www.conncoll.edu/cost

**Program name (2nd program):**

---

**Number of students to whom peer-to-peer sustainability outreach and education is offered (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 staff and/or other financial support the institution provides to the program (2nd program):

---

The website URL for 2nd program:

---

Program name (3rd program):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (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 staff and/or other financial support the institution provides to the program (3rd program):

---

The website URL for 3rd program:

---

Program name (All other programs):

---

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

---

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

The website URL for all other programs:
Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

Zero-Waste Campaign

A brief description of the campaign(s):

The Sustainability Reps Program (SRP) facilitates an annual Zero-Waste Challenge through which campus community members are asked to carry around a one gallon sized zip-lock bag in which they will put all the trash they personally generate for that week. The SRP will be providing the materials as well as all the information needed to successfully complete the challenge. People will be asked to clip the bag on the outside of their backpack, briefcase, bag, or person, or to at least carry it around with them for the entire week. People may recycle and compost as much as they like. The only things that should ultimately end up in the bag are things that cannot be re-used.
recycled or composted in any way - things that will go to the land fill (or in our case, the incinerator). Personal hygiene products and food should not be placed in the zip-lock bag.

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

The SRP counts the number of participants each year to track if they are reaching more people each semester. Also, as time goes on, they will be comparing the diversions rates on campus after each Zero-Waste Campaign to see if there are noticeable reductions. Tends will be examined for temporary and permanent changes.

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

---
Sustainability in New Student Orientation

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

The Office of Sustainability give a presentation about the College's sustainability efforts and how students can get involved to the entire incoming freshmen class. This presentation is the first interaction that students have with sustainability on campus and is often the thing that gets them involved with sustainability their freshman year.

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

---
Sustainability Outreach and Publications

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

Our new Sustainability Website is still in its early development stages, but consists of information about our student sustainability programs, our Student Sustainability Grants Program, our Sustainability Steering Committee, sustainability internships that are available and be created, and the student organizations that exist on campus that are related to sustainability.

Over the summer, our Summer Sustainability Fellow will be working with the Sustainability Coordinator to build out the content and information available on the website.
The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
http://www.conncoll.edu/sustainability

Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
---

The website URL for the sustainability newsletter:
---

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
No

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

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

Does the institution have building signage that highlights green building features?:
No

A brief description of building signage that highlights green building features:
A student has recently designed sustainability signage that will be used all around campus to highlight sustainability features. These will be installed over the summer of 2012.

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

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
A student has recently designed sustainability signage and a brochure that depicts the College's current commitment to promoting sustainable food systems through our food purchases.

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

---

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
A student has recently designed sustainability signage that will be used all around campus to highlight sustainability features. These will be installed over the summer of 2012.

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
---

Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
A pair of senior art majors recently completed a web-based, walking map that highlights all of the sustainability projects happening on campus.

The website URL of the sustainability walking map or tour:
---

Does the institution have a guide for commuters about how to use alternative methods of transportation?:
No

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

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

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
No
A brief description of the guide for green living and incorporating sustainability into the residential experience:

---

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

---

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?: Yes

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

The Student Government Association published a weekly newsletter called, "On the Can," which they post in the bathroom stalls of all residence halls. The Office of Sustainability provides content for a weekly "Sustainability Corner" section of this publication.

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:

---

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):

No

A brief description of this material:

---

The website URL for this material:

---

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

---

A brief description of this material:

---

The website URL for this material:

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

---

A brief description of this material:

---

The website URL for this material:

---

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

---

A brief description of this material:

---

The website URL for this material:

---

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

---

A brief description of this material:

---

The website URL for this material:

---

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

---

A brief description of this material:

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

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---
**Student Group**

**Responsible Party**

Josh Stoffel  
Manager of Sustainability  
Dean of the Faculty

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

**Does the institution have an active student group focused on sustainability?:**

Yes

**The name and a brief description of each student group:**

Sustainability Reps Program (SRP)  
The SRP was created for students interested in learning more about sustainability who might not have been very involved with sustainability efforts before coming to Connecticut College. Students involved in the SRP learn about how current challenges facing our global community have environmental, societal and economic impacts and how to interact with their peers about these challenges.

Composting Program  
The Composting Program was established to collect food scraps that are generated on campus and process them into nutrient-rich compost in our two Earth Tubs. All of the compost created on campus is used in the Sprout Organic Garden or provided to staff and faculty for their personal gardens.

Forest Justice  
Connecticut College Forest Justice, founded in the spring of 2008, aims to promote the conservation of our global forest ecosystems through raising awareness about deforestation issues and the significant role that forests can play in mitigating climate change, as well as reducing the use of tree products on campus.

Oceana  
Oceana is the first college chapter of Oceana, the international organization. The group advocates for ocean health and the responsible use of marine resources by hosting beach cleanups and collaborative restoration projects with local non-profit groups, film screenings, and other speaker events to raise awareness of marine issues.

Sprout  
Sprout is the College's sustainable gardening initiative, educating the Connecticut College community about sustainable agriculture, promoting the purchase of locally and organically grown foods, supplying sustainably/organically grown foods to the dining halls, and providing a means to learn about sustainable agriculture firsthand by working in the on-campus garden.

Renewable Energy Club  
The Renewable Energy Club was formed in the spring of 2001 during the efforts to persuade the College to purchase some of its electricity from clean, renewable sources. Today the group works on educating the campus about energy efficiency and conservation, as well as continuing the drive to switch the entire campus electric load to renewable energy.
Spokespeople
Spokespeople is a student-run bicycle collective based on the credo that bicycling is a sane, inexpensive, and sustainable alternative to the reliance on motor vehicles promotes cleaner air, land, and water and helps you stay active. Come on - grab those handlebars!

List up to 4 notable recent activities or accomplishments of student group(s):

1) Establishment of an organic garden on campus
2) Establishment of a composting program on campus
3) Establishment of a bike sharing program on campus
4) Establishment of a Sustainability Fund that allows students to support campus projects related to sustainability.

List other student groups that address sustainability:
---

The website URL where information about student group(s) is available:
http://www.conncoll.edu/sustainability
Organic Garden

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:
Sprout is the College's sustainable gardening initiative, educating the Connecticut College community about sustainable agriculture, promoting the purchase of locally and organically grown foods, supplying sustainably/organically grown foods to the dining halls, and providing a means to learn about sustainable agriculture firsthand by working in the on-campus garden.

The website URL where information about the garden is available:
http://oak.conncoll.edu/~sprout/
Model Room in a Residence Hall

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:
Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):
Connecticut College establish an Earth House in 1994. Earth House allows students to live in a small residential community in which all of the occupants commit to integrating sustainability throughout their lives. Earth House also strives to act as a model of sustainability for the College. First-year students are not permitted to live in Earth House due to the time commitment involved.

The website URL where information about the themed housing is available:
---

The total number of residents in themed housing:
7
Sustainable Enterprise

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:
Yes

A brief description of the enterprise:

It is Coffee Grounds. A mostly student-run cafe that buys their goods from local vendors.

The website URL where information about the sustainable enterprise is available:
---
### Sustainability Events

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh Stoffel</td>
</tr>
<tr>
<td>Manager of Sustainability</td>
</tr>
<tr>
<td>Dean of the Faculty</td>
</tr>
</tbody>
</table>

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

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:
Yes

A brief description of the event(s):
Our Convocation event this academic year was completely dedicated to the College's commitment to sustainability, as it was celebrating the opening of our Office of Sustainability.

The website URL where information about the event(s) are available:
---
Outdoors Program

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:
Yes

A brief description of the program:
Connecticut College has an Outing Club, which is student-run.

The website URL where information about the program is available:
---
Themed Semester or Year

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

- Sustainability Course Identification
- Sustainability-Focused Courses
- Sustainability-Related Courses
- Sustainability Courses by Department
- Sustainability Learning Outcomes
- Undergraduate Program in Sustainability
- Graduate Program in Sustainability
- Sustainability Immersive Experience
- Sustainability Literacy Assessment
- Incentives for Developing Sustainability Courses
Sustainability Course Identification

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:
At Connecticut College, sustainability is defined as working to balance the need and value of social equity, environmental stewardship and economic well-being at local and global scales.

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**
Yes

**A brief description of the methodology the institution followed to complete the inventory:**
Through a survey that went out to all faculty on campus, the Office of Sustainability has identified courses that have a focus on holistic sustainability.

**Does the institution make its sustainability course inventory publicly available online?:**
Yes

**The website URL where the sustainability course inventory is posted:**
http://www.conncoll.edu/sustainability/office-of-sustainability/
Sustainability-Focused Courses

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-focused courses offered:

44

The total number of courses offered:

430

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

---

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

---

A copy of the sustainability course inventory:

Course Survey Data_Evaluated 2.xlsx
Sustainability-Related Courses

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

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

The number of sustainability-related courses offered:

72

The total number of courses offered:

430

Number of years covered by the data:

One

A list of sustainability-related courses offered:

---

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

---

A copy of the sustainability course inventory:

Course Survey Data_Evaluated 2.xlsx
Responsibility Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

The number of departments that offer at least one sustainability-related or -focused course:
24

The total number of departments that offer courses:
35

A list of departments that offer sustainability courses:

---

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

---

A copy of the sustainability course inventory:

Course Survey Data_Evaluated 2.xlsx
Sustainability Learning Outcomes

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, “programs” include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Undergraduate Program in Sustainability

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Graduate Program in Sustainability

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

Submission Note:
Connecticut College does not offer graduate degrees.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Immersive Experience

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

• it concentrates on sustainability, including its social, economic, and environmental dimensions or
• it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Literacy Assessment

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

Has the institution conducted a sustainability literacy assessment?:
Yes

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:
Yes

A copy of the questions included in the sustainability literacy assessment:

---

A copy of the questions included in the sustainability literacy assessment:

---

A brief description of how the assessment was developed:

The assessment was developed by our Curriculum and Sustainability Implementation Team, which is a sub-group of our Sustainability Committee on campus. Once we had a draft of the assessment, we had a number of students, faculty and staff test the assessment and provide us with suggested changes before rolling it out to the entire campus population.

A brief description of how the assessment was administered:

Electronically - via email.
A brief summary of results from the assessment:

We found that many people at Connecticut College understand that sustainability is not just about the environment. We also found that after the environment, less people understand how economics connects to sustainability and even fewer people understand how social equity connects to sustainability.

Using this data, the Office of Sustainability will be focusing more of our upcoming events and projects that clearly articulate how economics and social equity connect to the concept of holistic sustainability.

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

http://qacademics.qualtrics.com/SE/?SID=SV_6LkO1XeUmdNjBgV
Incentives for Developing Sustainability Courses

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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 aims to increase student learning of sustainability.

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

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

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

Does the institution have a program that meets the criteria outlined above?:

Yes

A brief description of the program(s): 

The College currently has a professional and curriculum development program for 18 faculty to incorporate environmental justice into their curriculum. The environmentally focused professors are supported to include equity and justice into their courses and the faculty focused on social equity are supported to incorporate environmental considerations into their courses. This effort is being supported by a grant recently received by the College. After the completion of the grant, the College plans to develop an ongoing workshop that supports faculty from all departments to incorporate the central tenets of sustainability into any classes of interest.

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

Faculty received a minor stipend for each year they participate. Additionally, 18 faculty were sent on three separate trips around the world (6 faculty per trip) to enhance the professional development they were received through the campus-based portion of the program.

The website URL where information about the program is available:

---
Research

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Research Identification</td>
</tr>
<tr>
<td>Faculty Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Departments Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Sustainability Research Incentives</td>
</tr>
<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Submission Note:

We are in the process of developing a definition of sustainability research.

We are in the process of identifying our sustainability research activities and initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Faculty Engaged in Sustainability Research

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:

We are in the process of collecting this information.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Departments Engaged in Sustainability Research

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

Submission Note:

We are in the process of collecting this information.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Research Incentives

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

Submission Note:
We are in the process of developing programs to support students, faculty and staff to engage in research related to sustainability.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

During the tenure review process, a faculty member's research efforts are examined as one of three main parts of their review (the others are teaching and service). While all types of research are considered by the College during tenure review, positive recognition is given to faculty who participate in interdisciplinary, transdisciplinary, and multidisciplinary research.

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

---
## Operations

### 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Total building space that meets "Eligible Buildings Criteria":

570,032 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

45,441 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:

0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:

---

An electronic copy of the guidelines or policies:
Sustainable Building Policy.doc

The date(s) the policies or guidelines were adopted:
---

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:
---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:
---
Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

New building space that meets "Eligible Buildings Criteria":
50,000 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
35,000 Square Feet

New building space that is LEED Certified:
0 Square Feet

New building space that is LEED Silver certified:
15,000 Square Feet

New building space that is LEED Gold certified:
0 Square Feet
New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
---

An electronic copy of the guidelines or policies:
Sustainable Building Policy.doc

The date(s) the policies or guidelines were adopted:
---

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:
---

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:
---
Indoor Air Quality

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
</tr>
<tr>
<td>Air Travel Emissions</td>
</tr>
<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:
http://www.presidentsclimatecommitment.org/signatories

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
No

Does the inventory include emissions from commuting?:
No

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a second Scope 3 emissions source not covered above?:
---

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
---

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
---

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Air Travel Emissions

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Local Offsets Program

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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

<table>
<thead>
<tr>
<th>Food and Beverage Purchasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trayless Dining</td>
</tr>
<tr>
<td>Vegan Dining</td>
</tr>
<tr>
<td>Trans-Fats</td>
</tr>
<tr>
<td>Guidelines for Franchisees</td>
</tr>
<tr>
<td>Pre-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Post Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Food Donation</td>
</tr>
<tr>
<td>Recycled Content Napkins</td>
</tr>
<tr>
<td>Reusable Container Discounts</td>
</tr>
<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>

Campus Sustainability Data Collector | AASHE
Food and Beverage Purchasing

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

8

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

Dining services purchases locally grown food for our local salad bar from farms in New England. The college's organic garden also sells grown produce to the dining hall. Sustainable food purchased is defined as having at least 2 or more of the following qualifications: Ecologically responsible (Food should be produced under sustainable conditions that minimize contribution to any degradation to the Earth or human health), Local (food that is cultivated and/or produced no more than 100 miles from the college campus, exclusively from independently owned farms that support families and local communities), Fair (Food purchased should come from environments where workers are treated fairly and with respect), and Humane (referring to all animal products - meat, eggs, seafood, dairy).

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

---
Trayless Dining

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:
The trayless dining system was initiated in Spring of 2008. Instead of trays, actual dishes are used and washed for reuse.

List the year the program was started:
Jan. 26, 2008

The overall percentage of meals served on campus that are trayless:
99.90

The percentage of meal plan meals served on campus that are trayless:
99.90

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
85

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:

Freeman House has a vegan dining hall on its first floor. It serves food options that do not contain animal products.

The website URL where information about the program, policy, or practice is available:
---
Trans-Fats

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

Dining services has banned all trans-fats from the dining halls.

The website URL where information about the program, policy, or practice is available:

---
Guidelines for Franchisees

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?: Yes

A brief description of the guidelines for franchisees:

We have one franchised food service business operating on campus and it is expected to operate under the same guidelines of our Dining Services.

The website URL where information about the guidelines is available:

---
Pre-Consumer Food Waste Composting

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

Also, all food scraps (both pre- and post-consumer) are sent to a local piggery, diverting all food scraps from the trash.

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

Does the institution have a pre-consumer food waste composting program?:

Yes

A brief description of the pre-consumer food waste composting program:

The Composting Program on campus, run by students, picks up pre-consumer food waste everyday from our dining halls to add to our Earth Bins.

The overall percentage of meals for which pre-consumer scraps are composted:

---

The percentage of meal plan meals for which pre-consumer scraps are composted:

---

The percentage of retail facility meals for which pre-consumer scraps are composted:

---

The percentage of conference meals for which pre-consumer scraps are composted:

---

The website URL where information about the composting program is available:

http://www.conncoll.edu/sustainability/composting-program.htm
PostConsumer Food Waste Composting

Responsible Party
Zoe Lynch
Sustainability Intern
Sustainability

Submission Note:
Also, all food scraps (both pre- and post-consumer) are sent to a local piggery, diverting all food scraps from the trash.

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

Does the institution have a postconsumer food waste composting program?:
Yes

A brief description of the postconsumer food waste composting program:
The Composting Program on campus, run by students, picks up post-consumer food waste everyday from our dining halls to add to our Earth Bins.

The percentage of overall meals for which postconsumer composting is available:
25

The percentage of meal plan meals for which postconsumer composting is available:
---

The percentage of retail facilities for which postconsumer composting is available:
---

The percentage of conference meals for which postconsumer composting is available:
---

The website URL where information about the composting program is available:
http://www.conncoll.edu/sustainability/composting-program.htm
Food Donation

Responsible Party

Zoe Lynch
Sustainability Intern
Sustainability

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:
Two days a week, a sustainability intern takes extra food made in our dining halls to a local community meals center in New London, CT. This is a collaboration between the Sustainability Office, the Office for Volunteer and Community Services, and Dining Services

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
Our napkins are 100% recycled green seal product.

The website URL where information about the purchasing is available:
---
Reusable Container Discounts

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

We are currently considering this sort of discount on campus.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Reusable To-Go Containers

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
<tr>
<td>Timers for Temperature Control</td>
</tr>
<tr>
<td>LED Lighting</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
</tr>
<tr>
<td>Energy Management System</td>
</tr>
<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
### Building Energy Consumption

**Responsible Party**

Josh Stoffel  
Manager of Sustainability  
Dean of the Faculty

---

**Criteria**

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBTu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

**Submission Note:**

Some of the data shared in this section are estimates based on inconsistent data on file.

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

---

**Total building energy consumption, 2005:**  
57,281 MMBtu

**Building space, 2005:**  
1,345,000 Gross Square Feet

**Total building energy consumption, performance year:**  
50,252 MMBtu

**Building space, performance year:**  
1,400,000 Gross Square Feet
List the start and end dates of the energy consumption performance year:

July 2012 - June 2013
Clean and Renewable Energy

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBTU

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:
0 MMBtu

Option 2: Non-electric renewable energy generated:
0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:
0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
0 MMBtu

Total energy consumed during the performance year:
50,259 MMBtu

A brief description of on-site renewable electricity generating devices:
Connecticut College currently owns and operates a 10kw solar photovoltaic system that has been offline this year for repairs.

A brief description of on-site renewable non-electric energy devices:
Connecticut College current owns and operates a geothermal system consisting of 44,500 foot deep wells that heat and cool our Science Center will have data on that system next year.

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

---

A brief description of cogeneration technologies deployed:

---

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

---
Timers for Temperature Control

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

The College is working to expand the amount of building space that is remotely controlled for temperature.

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:

Yes

A brief description of the technology used:

Most of the College's larger spaces on campus are remotely controlled for temperature, so that the spaces can have reduced heat/air conditioning when not in use.

The percentage of building space (square footage) with timers for temperature control:

25

The website URL where information about the practice is available:

---
Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

A brief description of the technology used:
The College uses a variety of technologies to control lights throughout campus (mostly motion and light sensors and a few manual timers).

The percentage of building space with lighting sensors:
25

The website URL where information about the institution's use of the technology is available:
---
LED Lighting

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:
Yes

A brief description of the technology used:
The College continues to expand the use of LED technology across campus, where applicable.

The percentage of building space with LED lighting:
10

The percentage of parking deck space with LED lighting:
0

The percentage of outdoor space that uses LED lighting:
5

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):
70

The website URL where information about the institution's use of the technology is available:
---
Vending Machine Sensors

Responsible Party

Josh Stoffel  
Manager of Sustainability  
Dean of the Faculty

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

Has the institution installed vending machine motion sensors for at least one vending machine?:

Yes

A brief description of the technology used:

The College installed vending misers on over half of our vending machines approximately 5 years ago. We are currently considering the best way to update and expand this technology.

The percentage of vending machines with sensors:

---

The website URL where information about the institution's use of the technology is available:

---
Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

A brief description of the management system:
The College uses a Siemens system for energy management.

The percentage of building space monitored with a centralized energy management system:
90

A description of what systems are shut down during unoccupied periods:
Large event spaces are shut down daily when not in use and residence halls are shut down during vacations.

The website URL where information about the institution's use of the technology is available:
---
Energy Metering

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

Students working with the Office of Sustainability are currently working on a proposal to increase the number of buildings that are metered for electrical consumption.

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

The College meters all energy consumption for a number of buildings across campus and continues to prioritize installing more meters in buildings without them.

The percentage of building space with energy metering:

60

The website URL where information about the metering system is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Pest Management</td>
</tr>
<tr>
<td>Native Plants</td>
</tr>
<tr>
<td>Wildlife Habitat</td>
</tr>
<tr>
<td>Tree Campus USA</td>
</tr>
<tr>
<td>Snow and Ice Removal</td>
</tr>
<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:

120 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:

120 Acres

A brief description of the IPM plan(s):

The lawn areas have not been treated except two small athletic fields totaling about 5 acres that use an herbicide. Insect, disease and weed populations are kept at a minimum by using various cultural practices including frequent high mowing height, watering during dry spells in early spring, aerating and topdressing with sand to maintain drainage in high traffic areas.

Weed control in beds is achieved by heavy mulching in spring, planting rapidly growing species in sufficient quantities to insure coverage, hiring extra summer help, converting hard maintained areas into meadows and fields that are mowed once a year, using herbicides only when absolutely necessary, and when herbicides are used, choosing the least toxic method.

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

---
Native Plants

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:
Preference always goes towards native plants on campus, particularly in arboretum that the campus is located on. However, since the campus is located on an arboretum, there are trees and other plants around campus are from all over the world.

The website URL where information about the program, policy, or practice is available:
---
Wildlife Habitat

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:
Yes

A brief description of the wildlife habitat program, policy, or practice:

Connecticut College manages almost all of our wildlands and native plant collection with wildlife in mind. This area covers approximately 600 acres of property. The College has about 200 acres designated as Natural Areas, where human influences are kept to a minimum and ecological research and conservation are the priorities. Another 350 or so acres are also essentially wild, but we do more active management, such as expanding the area of grassland/meadow/early successional habitat especially for birds and other wildlife of conservation interest. In these open habitats we have installed Blue Bird boxes and had the first successful Bluebirds nesting records in the Arboretum since it was established in 1931. We also have Wood Duck boxes in the Pond.

The College has deepened about a quarter of the 4-acre pond from about 2 feet to about 12 feet to enhance habitat and species diversity. The College is actively managing invasive species in many areas to improve habitat for native species. Connecticut College has also received multiple grants from the USDA NRCS Wildlife Habitat Incentive Program to further our habitat management goals.

The website URL where information about the program, policy, or practice is available:
---
Tree Campus USA

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:
We use the least amount of salt as possible on the roads. Sand is used instead in high traffic areas.

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:
Grass clippings are not collected or bagged, but returned directly to the land to be composted. Leaves are also composted. Compost is used for new plantings and the in the on-campus, student-run organic garden. Brush goes and tree branches are turned into mulch and are used throughout campus in all of the beds, and landscaping.

The percentage of landscape waste that is mulched or composted onsite:
100

The percentage of landscape waste that is mulched or composted off-site:
0

The website URL where information about the program, policy, or practice is available:
---
Purchasing

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

Credit

Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses
Computer Purchasing

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Submission Note:

We are currently considering a stated preference to purchase EPEAT Silver or higher computers and monitors.

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

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

Submission Note:

The College's Sustainable Building and Operations Policy is not online yet because it is actively being revised.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

http://www.conncoll.edu/sciences/the-science-center/sustainability/

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

The College has long been dedicated to purchasing Green Seal certified products. During FY13, the College is rewriting its Sustainable Building and Operations Policy in order to continue strengthening its commitment. This process is still underway.

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

No
Expenditures on Green Seal and/or EcoLogo certified cleaning products:
---

Total expenditures on cleaning products:
---

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:
Yes

The URL where the recycled paper policy, directive, or guidelines are posted:
http://www.conncoll.edu/sustainability

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
The College established a preference to purchase 30% recycled content paper a number of years ago, but a statement of this preference is not available on our public website because we are still building out our sustainability webpages.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:
No

Expenditures on 10-29 percent recycled-content office paper:
---

Expenditures on 30-49 percent recycled-content office paper:
Expenditures on 50-69 percent recycled-content office paper:

---

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):

---

Expenditures on 90-100 percent recycled-content office paper:

---

Total expenditures on office paper:

---
Vendor Code of Conduct

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the 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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

Yes

The website URL where the vendor code of conduct or equivalent policy is posted:

---

A copy of the vendor code of conduct or equivalent policy:

Sustainability Purchasing Guidelines.docx

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

A Sustainable Purchasing Team has been established at Connecticut College that is chaired by our Director of Purchasing to ensure that we continue to implement our sustainable purchasing guidelines as often as possible. During FY13, Connecticut College chose a new primary vendor for office supplies. Our Sustainability Officer was on the selection committee for a primary vendor and sustainability was a component that all applicants were judged on.
Historically Underutilized Businesses

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

Yes

A brief description of how the institution meets the criteria:

During the recent change in the College's primary office supplies vendor, sustainability guidelines were added to our RFP. Each vendor's commitment to working with minority-owned and women owned-businesses is a crucial part of our sustainability guidelines.

The website URL where information about the program, policy, or practice is available:

---
**Local Businesses**

---

**Responsible Party**

Josh Stoffel  
Manager of Sustainability  
Dean of the Faculty

---

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

---

**Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit:**

Yes

**A brief description of the program:**

As part of our sustainability guidelines for purchasing, sourcing from local businesses is identified as a priority. When making purchases, all departments are supported to look for items manufactured by local businesses. When RFPs are developed for large/expensive items or large purchases of a number of items, local businesses are always considered.

**The website URL where information about the program, policy, or practice is available:**

---
Transportation

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

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Bicycle Sharing</td>
</tr>
<tr>
<td>Facilities for Bicyclists</td>
</tr>
<tr>
<td>Bicycle and Pedestrian Plan</td>
</tr>
<tr>
<td>Mass Transit Programs</td>
</tr>
<tr>
<td>Condensed Work Week</td>
</tr>
<tr>
<td>Telecommuting</td>
</tr>
<tr>
<td>Carpool/Vanpool Matching</td>
</tr>
<tr>
<td>Cash-out of Parking</td>
</tr>
<tr>
<td>Carpool Discount</td>
</tr>
<tr>
<td>Local Housing</td>
</tr>
<tr>
<td>Prohibiting Idling</td>
</tr>
<tr>
<td>Car Sharing</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
0

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet:
0

Plug-in hybrid vehicles in the institution’s fleet:
0

100 percent electric vehicles in the institution’s fleet:
0

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
56
Student Commute Modal Split

Responsibility Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

Connecticut College is a residential institution and thus, 99 percent of our students live on campus - eliminating the need for them to commute to campus.

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

The percentage (0-100) of institution's students who use more sustainable commuting options: 99

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: 1

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents: ---

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation: ---

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation: ---

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation: ---
The website URL where information about alternative transportation is available:
---
Employee Commute Modal Split

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. 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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
15

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
85

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
---

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
---

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
---

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation:
---

The website URL where information about alternative transportation is available:
---
Bicycle Sharing

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

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

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):

Spokespeople is a student-run group that provides bicycles to students for a small fee for the whole academic year. They also run CC Cruisers which allows students to take out a bike from the library like you would a book.

The website URL where information about the program, policy, or practice is available:
---
Facilities for Bicyclists

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:

Yes

A brief description of the facilities:

Spokespeople, the bike sharing group on campus, has facilities in one of the residential buildings where they store and repair bicycles. Additionally, our Athletic Center and new Science Center have shower facilities and lockers.

The website URL where information about the program, policy, or practice is available:

---
Bicycle and Pedestrian Plan

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Mass Transit Programs

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

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

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):
The Camel Van, a free shuttle service, provides students and other members of the Connecticut College community with transportation to retail and entertainment venues in the greater New London area as well as to the transportation center downtown. The van operates Thursday through Sunday throughout the academic year.

The website URL where information about the program is available:
http://www.conncoll.edu/campus-life/student-activities-organizations/transportation/
Condensed Work Week

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

The Office of Sustainability is currently working to establish a rideshare broad for use by all campus constituents.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cash-out of Parking

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

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

Yes

A brief description of the incentives or programs:

The College owns and maintains a number of houses both on and off campus that are available for rent by both staff and faculty.

The website URL where information about the incentives or programs is available:

---
Has the institution adopted a policy prohibiting idling?:
Yes

A brief description of the policy:

In order to decrease the greenhouse gas emissions produced on campus and to improve the air quality for the campus community, the College will be restricting vehicle idling on campus. Anti-Idling Regulation (R.C.S.A. § 22a-174-18) for Connecticut has established a three minute maximum for unnecessary vehicle idling, including parked, attended, or unattended vehicles, and the College will now be in compliance with the state requirements. The benefits of such a policy extend beyond human health and the environment, decreasing idling will waste less fuel, save financial resources, and extend engine life.

The Connecticut Department of Environmental Protection, the agency responsible for compliance with the anti-idling regulations, cites the following statistics:

- An idling car or truck emits 20 times more pollution than one traveling at 30 miles per hour.
- 10 seconds of idling uses more fuel than turning off the engine and restarting it.
- For each hour of idling, a typical truck burns about one gallon of diesel fuel and a typical car, one-fifth of a gallon of gas.

The Vehicle Idling Policy on campus applies to students, faculty, staff, and any external contractors and vendors. Departments that receive the most deliveries from outside contractors will be made aware of the new policy, so that they can inform the drivers to turn off their engines during deliveries. Enforcement will be implemented by those individuals receiving deliveries as well as by Campus Safety officers. Stricter enforcement, i.e. fines, will be explored in the future once the policy has been in place for some time, and if it is determined that there is such a need.

The campus community will be made aware of the policy through a campus wide memo, Campus Safety will be sufficiently briefed in order for them to help with compliance. Signage will be placed adjacent to loading dock areas and stickers expressing the “No-Idling” policy will be strategically placed around the campus.

Exceptions to the policy include the following conditions:
- Certain weather conditions will justify vehicle idling: outdoor temperature below freezing, 20°F (-6.667°C), or over 90°F (32.2°C).
- The vehicle is being repaired or tested and must be running to do so.
- The vehicle is providing power to another piece of equipment.
- Traffic conditions force a vehicle to remain motionless, but operational.
- New diesel vehicles**
- If safety is deemed at risk.
**In regard to diesel vehicles, according to the EPA, even newer diesel vehicles should only require 3 to 5 minute warm ups and cool downs. Idling for longer than 5 minutes will not be tolerated.

The website URL where information about the policy is available:

---
Car Sharing

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:
Yes

A brief description of the program:

Through Connecticut College's partnership with Zipcar, two vehicles (both the Toyota Matrix) are available to members of the campus community age 18 or older. Students, faculty and staff are able to join Zipcar at Zipcar.com/connecticutcollege and make reservations, 24 hours a day and up to a year in advance.

The website URL where information about the program, policy, or practice 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Reduction</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Electronic Waste Recycling Program</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>Materials Exchange</td>
</tr>
<tr>
<td>Limiting Printing</td>
</tr>
<tr>
<td>Materials Online</td>
</tr>
<tr>
<td>Chemical Reuse Inventory</td>
</tr>
<tr>
<td>Move-In Waste Reduction</td>
</tr>
<tr>
<td>Move-Out Waste Reduction</td>
</tr>
</tbody>
</table>
Waste Reduction

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

Some of the data shared in this section are estimated based on the lack of data collected over the years about waste and recycling. For instance, the College started sending our food scraps to a local pig farm 4 years about and a composting program in 2011. Unfortunately, we do not collect weights from either of these programs.

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

Weight of materials recycled, 2005 baseline year :
154 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

Weight of materials disposed as garbage, 2005 baseline year :
502 Tons

Weight of materials recycled, performance year :
119 Tons

Weight of materials composted, performance year :
0 Tons

Weight of materials disposed as garbage, performance year :
List the start and end dates of the waste reduction performance year:
July 2012 - June 2013

On-campus residents, 2005:
1,718

Non-residential/commuter full-time students, faculty, and staff members, 2005:
661

Non-residential/commuter part-time students, faculty, and staff members, 2005:
151

On-campus residents, performance year:
1,884

Non-residential/commuter full-time students, faculty, and staff members, performance year:
810

Non-residential/commuter part-time students, faculty, and staff members, performance year:
40

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
July 2012 - June 2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
Reduce resource consumption by 2015 by 5% over 2005 baseline.

The website URL where information about the institution’s waste reduction initiatives is available:
---
Waste Diversion

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

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

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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

These numbers are not complete due to the lack data available for all of the College's efforts to divert waste from incineration.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

119 Tons

Materials disposed in a solid waste landfill or incinerator:

292 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

The College has a robust recycling program, hosts a student-run composting program, sends all of the remaining food scraps on campus to a local pig farm, facilitates an end of the year move-out program through which students' unwanted stuff is donated to local charities.
Construction and Demolition Waste Diversion

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

1,599.80 Tons

Amount of construction and demolition materials landfilled or incinerated:

103.50 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

Maximizing the amount of construction and demolition waste that is recycled in a core component of all projects completed on campus.
Electronic Waste Recycling Program

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1
Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2
Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

On a regular basis, the College's contract for recycling and disposing of electronic waste is reviewed to ensure that the organization that the is College working with is holding itself to the highest environmental and social responsibility standards.

A brief description of the electronic waste recycling program for institution-generated materials:

The College's Director of Environmental Health and Safety oversees the program that ensures that all "College owned" electronic waste is recycled/disposed on in the most environmentally and social responsible way possible. This same program is open for students' electronic waste that is "developed" on campus (i.e. a students computer dies, etc).

Additionally, the College has a robust ink and toner cartridge recycling program that all College community members are encouraged to participate in.
A brief description of the electronic waste recycling program for student-generated materials:

The College's Director of Environmental Health and Safety oversees the program that ensures that all "College owned" electronic waste is recycled/disposed on in the most environmentally and socially responsible way possible. This same program is open for students' electronic waste that is "developed" on campus (i.e. a student's computer dies, etc).

Additionally, the College has a robust ink and toner cartridge recycling program that all College community members are encouraged to participate in.

The website URL where information about the e-waste recycling program is available:

---
Hazardous Waste Management

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

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.

"---" 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:

Section 3002(b) of the Resource Conservation and Recovery Act (RCRA) requires generators of hazardous waste to certify that they have a waste minimization program in place, for the purpose of reducing the volume or quantity and toxicity of hazardous waste generated to the extent economically practicable.

Beyond simply complying with regulatory mandates, a waste minimization plan can create a positive environmental impact and save the College money. A better-managed inventory and closer lifecycle management of chemicals can reduce the costs associated with purchasing; inventory control; and waste management—including off-site transportation, treatment, and disposal.

Waste minimization is a waste management approach that focuses on reducing the amount and toxicity of hazardous waste that is generated. There are three components to this approach: Source Reduction, Substitution, and Recycling.

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

At Connecticut College, generator of any hazardous waste is responsible for providing information that will allow the Director of Environmental Health and Safety to properly characterize and manifest the waste for disposal. The Director of Environmental Health and Safety is the only person authorized to schedule shipments of wastes described in this plan, and to sign manifests and/or bills of lading. He may, when necessary, designate this authority for a particular shipment to a trained and qualified alternate. All wastes must be properly characterized prior to disposal.

Connecticut College is a Small Quantity Generator (SQG). A Small Quantity Generator is one who generates greater than 100 kilograms but less than 1,000 kilograms of hazardous waste in a calendar month, provided that such waste does not include more than:
- a total of one kilogram of acute hazardous wastes, or
- a total of 100 kilograms of any residue or contaminated soil, waste, or other debris resulting from the clean-up of a spill, into or on any land or water, of any acute hazardous waste, provided that there is no more than a total of one kilogram of acute hazardous waste contained in that residue, soil, waste or debris.

Satellite Accumulation Storage Rules:

- Waste must be stored in containers, which are compatible with the waste and have a tight fitting cap or cover.
- Waste containers MUST be kept tightly closed at all times, except when adding waste.
- Waste containers, which are going to be used as the shipping container must be DOT approved.
- Waste containers must be in a secure location and under the control of the person generating the waste.
- Waste containers must be in good condition, and not leaking, or damaged.
- No more than one container of a particular waste can be kept at one time.
- When a container of waste is full or when that type of waste will no longer be generated, it must be taken to the waste storage area within 72 hours.
- To minimize the hazard of incompatible chemical reactions, wastes should not be mixed without prior approval from the Environmental Health and Safety Office.

Waste containers must be labeled with an orange "HAZARDOUS WASTE" label.

The website URL where information about hazardous materials management is available:

Materials Exchange

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

The Office of Sustainability has a proposal developed to establish this sort of program and hopes to have it in place by the end of the calendar year.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:
Each student is provided with a $30 allocation of printing funds per academic school year. After this initial amount, students much purchase additional printing money to use towards printing.

The website URL where information about the program, policy, or practice is available:
---
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

As part of the College’s ongoing effort to reduce costs and preserve resources the yearly catalog was produced by College Relations primarily as a pdf version this year:

http://www.conncoll.edu/media/website-media/academicsdocs/ConnecticutCollegeCourseCatalog2012-2013.pdf

Because this was the first time that the catalog was not printed in bulk, a decision was made to offer printed copies to faculty through “print on demand”. Faculty had to opt in to receive a printed copy and very few made this request. Students were sent an email link to the pdf version and did not receive printed copies. Going forward the catalog will be published in pdf format. Course descriptions are also available on SSB.

The website URL where information about the practice is available:

---
Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:
Yes

A brief description of the program:
Connecticut College has an online chemical inventory system that allows all users to see what chemicals are currently on campus.

Faculty are encouraged to check the inventory before ordering new chemicals. If the material is available elsewhere, either in their department or not, they are asked to contact the owner to see if an informal arrangement can be made in regards to sharing.

The website URL where information about the practice is available:
---
Move-In Waste Reduction

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:

Special bins are provided for the large amount of recyclable material that is generated during move in, specifically cardboard. Housefellows are trained to support their residents to handle their waste appropriately. Additionally, the Student Government Association purchase new and larger bins for trash and recycling across campus, making it easier for students to recycle larger amounts of material during move-in and move-out.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:
At the end of each spring semester, the Spring Give N’ Go Program allows for students to donate unwanted clothing, furniture, electronics, books and even non perishable food items as they move out of their dorm rooms. The event gives students the chance to give their gently used items a new life by donating them to a variety of local organizations like the Women’s Center of Southeastern Connecticut, Helping Hands in New Haven, Habitat for Humanity’s ReStore and the United Way of Southeastern Connecticut. It also reduces waste by redirecting these items to those who need them.

The website URL where information about the program is available:
---
Water

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Consumption</td>
</tr>
<tr>
<td>Stormwater Management</td>
</tr>
<tr>
<td>Waterless Urinals</td>
</tr>
<tr>
<td>Building Water Metering</td>
</tr>
<tr>
<td>Non-Potable Water Usage</td>
</tr>
<tr>
<td>Xeriscaping</td>
</tr>
<tr>
<td>Weather-Informed Irrigation</td>
</tr>
</tbody>
</table>
Water Consumption

Responsible Party

Josh Stoffel  
Manager of Sustainability  
Dean of the Faculty

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year:
33,477,560 Gallons

Water consumption, performance year:
39,967,454 Gallons

List the start and end dates of the water consumption performance year:
December 2012-December 2013

On-campus residents, 2005:
1,718

Non-residential/commuter full-time students, faculty, and staff members, 2005:
661

Non-residential/commuter part-time students, faculty, and staff members, 2005:
151

On-campus residents, performance year:
1,884

Non-residential/commuter full-time students, faculty, and staff members, performance year:
810

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
December 2012-December 2013

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
The college has committed to a reduction of water consumption of 3% below 2005 levels over the next 3-5 years.

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

Submission Note:

The College has contracted with a local organization to complete a stormwater management plan for our campus.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Water Metering

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
The college has building level water meters on selected buildings. These meters would be sub-meters on the campus main that the college bills to tenants.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:

Yes

A brief description of the program or practice:

The College has a landscaping policy that states that only low or no maintenance, drought-tolerant plants may be used in on campus plantings. We try to also prioritize the use of native plants, but we first prioritize the use of drought-tolerant species.

The website URL where information about the program or practice is available:

---
Weather-Informed Irrigation

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Submission Note:

The College is looking into the feasibility of upgrading our irrigation technology to include weather sensors.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Physical Campus Plan</td>
</tr>
<tr>
<td>Sustainability Plan</td>
</tr>
<tr>
<td>Climate Action Plan</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:
Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:
To advance sustainability on campus and to make sure that the college keeps the values of sustainability in mind with other initiatives.

Members of the committee, including affiliations:
1. Dean of the Faculty (Committee chair)
2. Vice President for Finance
3. Vice President for Administration
4. Vice President for Advancement
5. Vice President for College Relations
6. Manager of Sustainability
7. Faculty Director of Sustainability
8. Chair of the Priorities, Planning and Budget Committee (PPBC)
9. Director of One of the Academic Centers (to be chosen by the center directors)
10. Chair of the Environmental Model Committee
11. Vice President of the Student Government Association
12. Student Representative from the Office of Sustainability

The website URL where information about the sustainability committee is available:
http://www.conncoll.edu/sustainability/sustainability-steering-committee.htm

Campus Sustainability Data Collector | AASHE
Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
Advances sustainability on campus by implementing initiatives on the student as well as administrative level - established in the fall of 2013.

The number of people employed in the sustainability office:
1.20

The website URL where information about the sustainability office is available:
http://www.conncoll.edu/sustainability/

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Josh Stoffel

Sustainability coordinator's position title:
Sustainability Officer

A brief description of the sustainability coordinator's position:
Coordinates and advances all aspects of sustainability across campus including many projects related to environmental stewardship, social equity and the economic well-being of the College and local community.

The website URL where information about the sustainability coordinator is available:
http://www.conncoll.edu/sustainability/sustainability-coordinator.htm
Strategic Plan

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,008

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

A number of the 25 strategic priorities focus on advancing inclusive excellence, reducing resource consumption and fortifying our facilities.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

The College latest strategic plan include a priority to advance inclusive excellence within the student body, faculty and staff.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability
at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

Many of the strategic priorities focus on the economic dimensions of sustainability ranging from fundraising goals, reducing resource consumption and decreasing deferred maintenance.

The website URL where information about the strategic plan is available:
---
Physical Campus Plan

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

Over the last year and a half, a number of small teams composed of students, staff and faculty developed 14 sustainability priorities for the College. On a number of different occasions, drafts of the Sustainability Plan were circulated to the entire campus community for review. Additionally, a number of open forums were held to discuss the plan.

A brief description of the plan’s measurable goals:

The College's Sustainability Plan has 14 measurable goals to be achieved over the next three years. These goals range from curricular, resource conservation, culture, community engagement, transportation, planning and policies, building construction and maintenance, student engagement, etc.

A brief description of how progress in meeting the plan’s goals is measured:

Each year, the College's Sustainability Plan will be revised based on the assessment of each priority. After an assessment, a decision will be made as to whether more work is needed on a specific goal, if the goal needs to be altered based on recent successes or if the goal has been completed.

The website URL where more information about the sustainability plan is available:
The year the plan was developed or last updated:
2013
Climate Action Plan

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

The long-term goal of the College's climate action plan is for the campus to become carbon neutral by the end of the the twenty-first century.

A brief summary of the climate plan’s short-term goals:

To decrease electrical and fuel consumption by 3% over our baseline by 2015.

Year the climate plan was formally adopted or approved:

2,013

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:

Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:

---
The reduction level (percentage) institution has committed to: 
---

The baseline year the institution used in its GHG emissions commitment:  
---

The baseline emissions level institution used in its GHG emissions commitment:
---

The target year the institution specified in its GHG emissions commitment : 
---

The website URL where information about the climate plan is available: 
---
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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
- Measuring Campus Diversity Culture
- Support Programs for Underrepresented Groups
- Support Programs for Future Faculty
- Affordability and Access Programs
- Gender Neutral Housing
- Employee Training Opportunities
- Student Training Opportunities
Diversity and Equity Coordination

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The College has a few committees that are dedicated to supporting the enhancement of diversity throughout our College community. One group of community members focuses on students, another focuses on faculty. The college now has a Diversity Council, that was established this spring and is currently developing its mission statement. The Council will focus on qualitative diversity issues that will address climate and retention.

Members of the committee, including job titles and affiliations:

1. Carolyn Denard, Dean of the College and Senior Diversity Officer, CHAIR
2. Abigail Van Slyck, Associate Dean of the Faculty
3. Elizabeth Garcia, Dean of Multicultural Affairs
4. Luis Gonzalez, Faculty Member
5. Monique Bedasse, Faculty Member
6. Mab Segrest, Faculty Member, Director GWS
7. Bridget McShane, Director of Alumni Relations
8. Michael Murgo, SGA Diversity Representative
9. Karina Hernandez, Student Representative
10. Jasmine Kelekay, Student Representative
11. Andrea Luna, Student Representative
12. Luis Argarin, Public Safety
13. Dijara Meehan, Admissions
14. Elizabeth Friedman, Staff Council Representative
15. Ross Smith, College Advancement
16. Fran Shields, Athletics
17. Judy Kirmmse, Affirmative Action Officer
18. Cheryl Miller, Human Resources
19. Ashley Hanson, Library Services Representative
20. Barbara McLlarky, Disability Services
21. Sarah Cardwell, Interim Dean of Student Life
22. Claudia Highbaugh, Dean of Religious & Spiritual Life
23. Deborah MacDonnell, College Relations
24. Theresa Ammirati, Dean of Studies
25. Carmela Patton, Assistant Dean for International Students
26. Deshaunta Johnson, Counseling Services
27. Marcella Grillo, International Student
28. Joseph Headen, transfer student
29. Jennifer Rudolph, Faculty Member
30. Josh Stoffel, Sustainability Officer, Chair-Elect of Staff Council

The website URL where information about the diversity and equity committee is available:
---

Does the institution have a diversity and equity office?:
Yes

A brief description of the diversity office:
As Connecticut College's multicultural center, Unity House contributes to the educational mission of the College by providing leadership and support in the College's commitment to diversity and multiculturalism.

Our goal is to nurture and empower our students of color throughout their journey to academic and personal excellence while collaborating with various offices and departments to foster a campus-wide environment where awareness and open dialogues on diversity issues can occur.

The number of people employed in the diversity office:
4

The website URL where information about the diversity and equity office is available:
http://www.conncoll.edu/commitment-to-diversity/unity-house/

Does the institution have a diversity and equity coordinator?:
Yes

Diversity coordinator’s name:
Dean Carolyn Denard

Diversity coordinator's position title:
Senior Diversity Officer
A brief description of the diversity coordinator's position:

The Senior Diversity Officer position is created to ensure that responsibility for campus diversity is represented in the President’s cabinet.

The website URL where information about the diversity and equity coordinator is available:

---
Measuring Campus Diversity Culture

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Support Programs for Underrepresented Groups

---

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

---

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

Genesis:
Genesis is a pre-Orientation program for underrepresented students, including students of color and first-generation college students. The program is also open to any student with a strong commitment to advancing diversity and acting as an ally to underrepresented students at Connecticut College.

Attending a series of workshops, students are introduced to the academic and social support professionals on campus who represent the various offices and departments they should familiarize themselves with, including the Deans of Studies, Student Life, Multicultural Affairs and Financial Aid Services. A Cross-Cultural Understanding workshop explores how racial/ethnic diversity both challenges and enriches the experiences of African American, Latino/a, Asian American, Arab American, and Native American students on a predominantly white campus. Additional events throughout the day provide opportunities for students to create a sense of communal bonding among their peers and older students who will be serving as peer mentors via the ALANA Big Sisters/Brothers Program. By the end of the day, students will have begun to develop supportive relationships with peers and staff that will last throughout their freshman year and beyond. The program is not mandatory but is highly recommended.

ALANA Program:
ALANA (African American, Latino/a, Asian American and Native American) Sisters and Brothers (ASBs) are peer mentors who are selected and trained to assist first-year students adjust to, and successfully function within, Connecticut College. This adjustment process may result from the ASB's work in helping new students become oriented to the College, involved in student organizations and aware of campus resources. ALANA Sisters/Brothers are role models, resource persons and helpers. ALANA Sisters & Brothers Coordinators assist the Unity House director and staff by helping to organize, motivate, and support all ASB's.

CONN-ection Dinners:
At the beginning of the fall semester, we sponsor a dinner for each of the classes and invite deans, the Office of Career Enhancing Life
Skills (CELS), the career services office, and other relevant administrators to meet the students. During these informal dinners, each class is reminded of the academic milestones they should be aware of for their particular class year. They are also informed about relevant resources and programs such as study-away information, the funded internship program and graduate and professional school application deadlines and processes.

R.I.S.E (Rising Into the Sophomore Experience):
"Rising Into the Sophomore Experience" is designed to provide support and guidance to students during their sophomore year as they continue their transition process and are faced with making more permanent decisions, such as: choosing a major, applying to study abroad, whether to apply to a Center certificate program. A Unity House mentor will advise, guide and motivate you, help you set academic and personal goals and devise action steps to achieve them. RISE also offers workshops relevant to sophomore needs, and presents opportunities for leadership development through attendance at conferences and events on and off-campus.

Exodus:
The Exodus program is designed to provide support for underrepresented juniors and seniors in their transition to the "real world" after graduation. You'll receive guidance in creating a personal excellence plan to develop goals and an action plan to get on the right track for ultimate success after graduation. A Unity House mentor will give you one-on-one consultation on academic planning, leadership development, career or graduate school planning, and applying for jobs, internships and career preparation. Specific seminars, workshops, job fairs and programs/conferences of particular interest to graduating seniors are offered as well.

S.H.E Sisters Program:
S.H.E. stands for Share, Hear and Empower. It is a program that gives the women of color on the Connecticut College campus a place to address important women's issues. S.H.E. gives women of color an opportunity to SHARE their thoughts and feelings, gives them the chance to HEAR their voice and voices of other women, and most importantly, to EMPOWER themselves to see their own strength and beauty within.

M.O.C.A. (Men of Color Alliance):
M.O.C.A. is an acronym that stands for Men of Color Alliance. It is a program dedicated to providing leadership, social, and academic support to the male students of color on the campus of Connecticut College.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:
The College's Diversity Council is charged with supporting underrepresented groups within the faculty though specialized programs, funding and administrative support.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:
The College's Diversity Council is charged with supporting underrepresented groups within the staff though specialized programs, funding and administrative support. The Staff Council is also providing this support to all staff on campus.

The website URL where more information about the programs in each of the three categories is available: ---
Support Programs for Future Faculty

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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 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 programs 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:

As a small, private liberal arts college, with an almost entirely undergraduate student body, there are some ways in which our educational offerings support and encourage underrepresented students in moving toward future careers as professors in higher education (listed below).

The Mellon Mays Undergraduate Fellowship (MMUF) Program:

This program at Connecticut College aims to increase the number of underrepresented/minority students in faculty positions at colleges and universities. The Andrew Mellon Foundation in New York City sponsors the program through some 40+ participating colleges, of which Connecticut College is one. Students who are currently in their fourth semester of study and who feel they will be ready to enter a PhD program immediately upon completing their undergraduate degree (or up to three years from graduation) are eligible to apply. In order to receive ongoing benefits from the Andrew Mellon Foundation, a student may choose to enter a PhD program in only one of the following fields: Anthropology, Area/Cultural/ Ethnic/Gender Studies, Art History, Classics, Computer Science, Demography, Earth/environmental Geological Science and Ecology, Linguistics, Interdisciplinary Studies, English, Film/Cinema/Media Studies (theoretical focus), Foreign Languages and Literature, Geology, History, Literature, Oceanographic/Marine/Atmospheric/Planetary Science, Mathematics, Musicology and Ethnomusicology, Philosophy and Political Theory, Physics, Geography and Population Studies, Religion and Theology, Performance Studies (theoretical focus).

The Science Leaders’ Program:
This program at Connecticut College, which began in 2007, is a program designed to increase the number of women and minority students graduating from the College with a degree and research experience in the sciences. This program, funded by a National Science Foundation grant, prepares these students for a wide range of science-related careers and provides a solid foundation for graduate study or medical school; as such, it is indirectly focused on increasing the number of underrepresented students who will later become faculty members.

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

---
Affordability and Access Programs

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

"---” 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 the institution’s participation in federal TRIO programs:
N/A

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

Connecticut College awards financial aid based on a student’s demonstrated financial need. The highest need students at Connecticut College receive the majority of their aid in the form of grants that do not have to be repaid. 48% of Connecticut College students receive financial aid and more than $31 million was awarded in 2012-2013. 87% of Connecticut College’s financial aid budget is in the form of grants, which do not have to be repaid. The average grant is $32,860.
A brief description of the institution’s programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds:

The Center for the Comparative Study of Race and Ethnicity, a faculty-driven think tank on campus, provides a hub for researching and teaching race and ethnicity across the disciplines. The Center sponsors campus programming as well as curricular and faculty support. In 2011, the Center sponsored a day-long conference on The History and Future of Diversity at Connecticut College. In 2008, the Center sponsored a series of events focusing on the relationship between race and the arts. In the same year, it was selected to participate in the Mellon Mays Undergraduate Fellowship program (MMUF), a program dedicated to increasing the number of minority students and others with a demonstrated commitment to eradicating racial disparities among those who will pursue a Ph.D. in core fields in the arts and sciences.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

A brief description of the institution's scholarships for low-income students:

Connecticut College awards financial aid based on a student’s demonstrated financial need. The highest need students at Connecticut College receive the majority of their aid in the form of grants that do not have to be repaid. 48% of Connecticut College students receive financial aid and more than $31 million was awarded in 2012-2013. 87% of Connecticut College’s financial aid budget is in the form of grants, which do not have to be repaid. The average grant is $32,860.

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

We have a link on our main website para familias, reaching out to prospective parents in Spanish. There’s also a college planning guide for families in Spanish in production to be available as an online and paper resource.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

The College sponsors general outreach programs, including an Explore Weekend in the fall semester each year. During these weekends, we bring talented students from underrepresented groups and others interested in diversity issues to visit our campus and learn about the application process. Additionally, we collaborate with several “partnership schools,” both locally and in New York City, to reach students who might not otherwise consider private liberal arts education. Students who are admitted to the College are then invited to a “Spring Preview” in April to achieve greater familiarity with our campus resources as they make their decisions. Recently, the College launched the Science Leaders Program, which offers enhanced financial and academic assistance to women and minority students interested in the sciences, and announced a partnership with The Posse Foundation, an organization that identifies, recruits and trains student leaders from urban public high schools to form multicultural teams called "Posses." Connecticut College welcomed its first Posse of 10 full-scholarship students from Chicago in the fall of 2009.

A brief description of the institution’s other admissions policies and programs:
A brief description of the institution’s other financial aid policies or programs:

---

A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:

---
Gender Neutral Housing

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:
Yes

A brief description of the program, policy, or practice:

Gender-neutral housing allows students to self-select roommates of a different gender or biological sex. This option is available to rising sophomores, juniors and seniors. This option acknowledges the extraordinary diversity of the student population at Connecticut College, including gay, bisexual, transgender, queer and questioning students, and ensures the College provides fair and inclusive housing options for all students. This option is not limited to any particular residence house.

The website URL where information about the program, policy, or practice is available:
---
Employee Training Opportunities

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

IThe Dean of the College/Senior Diversity Officer established our Diversity Council, which is broadly representational. One of the charges given to this Council is to deepen the awareness and valuing of human differences throughout the college community; the Council will be responsible for diversity-related programming, as well as for supporting recruitment and curriculum-building. The letter inviting individuals to become members of this council states the following:

“The goal of the diversity council will be to address areas of qualitative diversity. That is, while we will monitor the quantitative results of recruiting and hiring efforts, our focus will be primarily on retaining those individuals who join our community and on educating the larger community about the value of diversity on our campus as a whole. Our mission will be twofold: to make sure that there is a climate at Connecticut College that allows us to continue to attract and retain students, staff, and faculty from underrepresented groups and to appreciate fully the contribution that these groups make to our College.”

The Dean of the Faculty ensures that Department Chairs receive some programming in diversity-related topics, often at meetings for chairs and program directors or at their annual retreats. Recently Darald Wing Sue was a keynote speaker at an annual retreat, talking about the topic of his recent book—microaggressions. There have also been programs on stereotype threat. Furthermore, the Dean of the Faculty offers a program called faculty@work, a series of lunches during which faculty members present to their colleagues about their recent research. At times these presentations relate to cultural and other human differences. All faculty are invited; the typical audience ranges from 15 to 30, and approximately 16 presentations are given each year.

As is true for most colleges and universities, there is a wide gamut of programming on campus, and faculty and staff are invited to attend. Many speakers present on topics related to diversity and the sites around the world in which different identity groups are engaged in some level of conflict. Academic departments, our Unity House Multicultural Center, the LGBTQ Resource Center, the Center for the Study of Race and Ethnicity, the Office of Student Engagement and Leadership, the Office of Arts Programming, the Office of Volunteers for Community Service, the Office of Spiritual and Religious Life, and the President’s Office all sponsor programs to expand and deepen cultural awareness and appreciation on campus.

Our Human Resources Office is in charge of professional development for staff; every year there is a series of programs that staff members are invited to participate in. While some of the workshops are focused on developing computer skills or finding healthy work/life balance, others are focused on cultural competence. One program in particular that is required for staff, the “Civil Treatment” program (by ELI), includes intensive (8-hr) training sessions for supervisors and separate (4-hr) sessions for employees, with a follow-up “roundtable” session for supervisors held about 6 months after their training. These sessions are designed to build a civil workplace; they acquaint the participants will anti-discrimination laws and college policies and teach respect for human differences. Civil Treatment is
designed not only to inform, but also to change behavior.

The website URL where information about the trainings and activities are available:

---
Student Training Opportunities

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
Trainings for students on diversity issues are offered during Freshman Orientation with two workshops: on focusing on race issues and another on LGBTQ issues. Workshops on diversity issues are also included as part of the training for different student leadership positions like House Fellows, Floor Governors, ALANA Big Sibs, and Student Advisors.

The website URL where information about the trainings and activities are available:
---
Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainable Compensation</td>
</tr>
<tr>
<td>Employee Satisfaction Evaluation</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
</tr>
<tr>
<td>Sustainability in New Employee Orientation</td>
</tr>
<tr>
<td>Employee Sustainability Educators Program</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
</tr>
<tr>
<td>Socially Responsible Retirement Plan</td>
</tr>
</tbody>
</table>
Sustainable Compensation

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

Submission Note:

The College is currently evaluating all staff salaries during the current fiscal year.

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

Total number of employees working on campus (including contractors):

900

Number of employees (including contractors) that the institution ensures earn sustainable compensation:

900

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Every three years, the College conducts a survey of staff and faculty wages (not completed in the same year) to ensure that all employees receive sustainable compensation.
The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,013

The website URL where information about the institution’s compensation policies and practices is available:

---
Employee Satisfaction Evaluation

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution’s methodology for evaluating employee satisfaction:

A two and a half ago, the College completed its most recent employee satisfaction survey. A random sample of 350 of our approximately 820 employees were selected to participate.

The year the employee satisfaction evaluation was last administered:

2011

The website URL where information about the institution’s employee satisfaction evaluation process is available:

---
Staff Professional Development in Sustainability

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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 training and professional development opportunities in sustainability available to all staff?:
Yes

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

The College currently offers a number of trainings and professional development related to the social (diversity training, sensitivity training, community service opportunities) and economic (budget management, sustainable purchasing) components of sustainability, but does not offer many trainings/professional development that are focused on holistic sustainability (only our purchasing trainings, at the moment).

The website URL where information about staff training opportunities in sustainability are available:
---
Sustainability in New Employee Orientation

Responsible Party

Josh Stoffel  
Manager of Sustainability  
Dean of the Faculty

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

Submission Note:

The College does not cover sustainability in our new employee orientations at the moment; however, we are working to include such topics within the next year.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Sustainability Educators Program

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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.

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

Total number of people employed by the institution:
900

Program name (1st program):
Sustainable Office Program

Number of employees served by the program (1st program):
15

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

We selected two offices to participate in a pilot of a Sustainable Office Program. If the pilot is successful, we will expand the program to other offices on campus.

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

All employees in the Sustainable Office Program learn about the variety of ways they can live more sustainable lives at work and at home. They are then asked to choose up to five goals their office will strive to achieve related to sustainability behaviors or tasks to be adopted by the office.

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

None at the moment because the program is still in the pilot phase.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

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 students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

College employees receive preferential consideration when they are on the waiting list for a spot in our children's school program.

The website URL where information about the program, policy, or practice is available:

---
Employee Wellness Program

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:
The College has a very generous employee wellness/assistance program that offers all employees a wide range of support and access to information, counseling, etc. Our EAP is through Higher Ed EAP.

The website URL where information about the program, policy, or practice is available:
http://www.conncoll.edu/employment/benefits/
Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:
Through the College's retirement plan, employees can elect to invest dollars in a Social Choice Account (Specialty/Balanced account). The account invests only in companies that are suitable from a financial perspective and that are “strong stewards of the environment, devoted to serving local communities and society generally, committed to higher labor standards for their own employees and those in the supply chain, dedicated to producing high-quality and safe products, and managed in an exemplary and ethical manner. Approx. 3.5% of employee investment assets are invested in the Social Choice allocation option.

The website URL where information about the program, policy, or practice is available:
---
Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Shareholder Advocacy</td>
</tr>
<tr>
<td>Positive Sustainability Investments</td>
</tr>
<tr>
<td>Student-Managed Sustainable Investment Fund</td>
</tr>
<tr>
<td>Sustainable Investment Policy</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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.
Shareholder Advocacy

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

Peggotty Investment Club - This investment club manages a portion of the College endowment through a student-run investment portfolio. Essentially the club members act as investment managers using a portion of the College’s endowment as their capital. The club is entirely student run and its members come from diverse backgrounds and various fields of study.

The website URL where information about the fund is available:

http://www.conncoll.edu/campus-life/student-activities-organizations/clubs-and-organizations/special-interest/
Sustainable Investment Policy

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit

<table>
<thead>
<tr>
<th>Community Sustainability Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-Campus Collaboration on Sustainability</td>
</tr>
<tr>
<td>Sustainability in Continuing Education</td>
</tr>
<tr>
<td>Community Service Participation</td>
</tr>
<tr>
<td>Community Service Hours</td>
</tr>
<tr>
<td>Sustainability Policy Advocacy</td>
</tr>
<tr>
<td>Trademark Licensing</td>
</tr>
<tr>
<td>Graduation Pledge</td>
</tr>
<tr>
<td>Community Service on Transcripts</td>
</tr>
<tr>
<td>Farmers' Market</td>
</tr>
</tbody>
</table>
Community Sustainability Partnerships

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:
Yes

A brief description of the institution’s sustainability partnerships with the local community:

The College has a strong and growing partnership with FRESH New London, a local nonprofit dedicated to developed a sustainable and resilient food system. The Manager of Sustainability has worked with the Executive Director of FRESH to develop internships for our students to help support FRESH's mission. The College's student-run garden holds weekly workdays at FRESH's community farm. There will be a CSA drop point in the office of sustainability for staff and faculty to encourage participation in FRESH's CSA program.

Additionally, our Sustainability Officer now serves as the Chair of the New London County Food Policy Council's Agriculture Committee. The Agriculture Committee is working to support local farmers by increasing the ease through which they can sell to larger institutions in the area. It is also working to support all farmers markers in the county to access SNAP and WIC benefits.

The website URL where information about sustainability partnerships is available:

---
Inter-Campus Collaboration on Sustainability

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

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

"---" 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:

Our Sustainability Officer is currently collaborating with the Assistant Director of Sustainability at Indiana University to create an AASHE How-To Guide for creating and managing effective sustainability internship programs. The How-To Guide will be publicly available to all AASHE member institutions once it is completed.

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

The Association for the Advancement for Sustainability in Higher Education and a newly developed sustainability group within the Connecticut Consortium of Independent Colleges.

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

The Sustainability Officer is currently collaborating with the Assistant Director of Sustainability at Indiana University to create an AASHE How-To Guide for creating and managing effective sustainability internship programs. The How-To Guide will be publicly available to all AASHE member institutions once it is completed.

Additionally, the Manager of Sustainability help pulled together and plan the first sustainability meeting within the Connecticut Consortium of Independent Colleges.

The website URL where information about cross-campus collaboration is available:
Sustainability in Continuing Education

Responsible Party
Genevieve Harding
Assistant
Office of Sustainability

Criteria

Part 1
Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Institution does not offer continuing education or community education programs.
Community Service Participation

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

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

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

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

The number of students engaged in community service:
577

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
1,900

The website URL where information about the institution’s community service initiatives is available:
---
Community Service Hours

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution engages students in community service, as measured by 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

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

23,000

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

1,900

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

---
Sustainability Policy Advocacy

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution advocates for federal, state, 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 was marked as Not Pursuing so Reporting Fields will not be displayed.
Trademark Licensing

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Community Service on Transcripts

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Farmers' Market

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:

The Office of Sustainability began hosting a sustainable foods market on campus every Friday in 2013. The primary vendor is the local co-op that sources as much produce from local farms.

The website URL where information about the market is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
Innovation 1

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 2

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 3

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Food Education</td>
</tr>
<tr>
<td>Food and Beverage Purchases</td>
</tr>
<tr>
<td>Confinement-Free Food Purchases</td>
</tr>
<tr>
<td>Vegetarian-Fed Food Purchases</td>
</tr>
<tr>
<td>Hormone-Free Food Purchases</td>
</tr>
<tr>
<td>Seafood Purchases</td>
</tr>
<tr>
<td>Dishware</td>
</tr>
<tr>
<td>Energy Initiatives</td>
</tr>
<tr>
<td>Energy Use by Type</td>
</tr>
<tr>
<td>Procurement</td>
</tr>
<tr>
<td>Bike Sharing</td>
</tr>
<tr>
<td>Water Initiatives</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Sustainability Staffing</td>
</tr>
</tbody>
</table>
New Student Orientation

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:

Yes

Provide a brief description of the presentations, speakers or skits:

The College's Sustainability Officer gives a presentation to the entire incoming freshman class about our sustainability efforts and opportunities for students to get involved.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:

Yes

Provide a brief description of the presentations:

All residential advisers (students staff and professional staff) receive a sustainability training prior to each semester and then pass along relevant information to their students at their first floor/hall meetings each semester.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:

Yes

Provide a brief description of the activities:

For the 2017 class, all freshmen participated in a number of community service projects throughout the city of New London (where the College is located). These projects ranged from working at the local food pantry to working with the community organization dedicated community gardens/agriculture.
Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:

Yes

Provide a brief description of the efforts:

The College makes every effort to source sustainable food (local/regional, fair, humane, ecologically responsible) for use during new students orientation. We also use compostable flatware for the campus picnic.

Does the institution incorporate sustainability into new student orientation in other ways?:

---

Provide a brief description:

---
Food Education

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:
The Anthropology, Botany and Environmental Studies departments all offer courses that teach students about the environmental, social and economic implications that their food choices can have.

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:
The College takes a holistic approach to sustainability and thus, the education that students receive in the dining halls about making sustainable food choices include information about the environmental and social benefits/drawbacks to different types or food (veggies vs. meat, local vs. fair, etc).

Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:
Again, the College takes a holistic approach to sustainability, so when food is discussed during the Sustainability Officer's presentation during orientation, the message is about the choices that students have related to the environmental and societal impacts that their food choices can have.

Are students educated in other venues about how to make eco-positive food choices?:

Campus Sustainability Data Collector | AASHE
No

Provide a brief description:

---

Is there a program by which students are encouraged to and/or taught how to grow their own food?:

Yes

Provide a brief description of the program:

The College recently constructed a 10,000 sq. ft. garden that is completely run by students, with guidance and oversight provided by our Sustainability Officer and Grounds Supervisor.
### Food and Beverage Purchases

#### Responsible Party

**Josh Stoffel**  
Manager of Sustainability  
Dean of the Faculty

#### Criteria

Institution provides details of its food and beverage purchases.

---

#### Submission Note:

The College has developed four parameters to guide our purchase of sustainable food and beverages. Our parameters are:

- **Local/Regional**: Local is defined as being grown in with MA, CT, RI. Regional is defined as being group in the Northeast states, plus PA and NJ.

- **Fair**: Defined as food that was produced by individuals who are paid livable wages and that are provided healthy working conditions.

- **Humane**: Defined as animals that were raised and slaughtered using practices that minimize or completely avoid harmful treatment of animals (cage free, pasture raised, no-corn feed, no confinement, etc)

- **Ecologically Responsible**: Defined as food grown in ways that reduce or avoid any negative impacts on the environment and/or that promote soil development.

The College only established these parameters during the current academic year. Thus, we are not sure what percentage of our purchases fit in each of these categories, but we are working to identify these percentages.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details of its confinement-free animal product purchases.

Submission Note:

The College has developed four parameters to guide our purchase of sustainable food and beverages. Our parameters are:

- Local/Regional: Local is defined as being grown in with MA, CT, RI. Regional is defined as being group in the Northeast states, plus PA and NJ.

- Fair: Defined as food that was produced by individuals who are paid livable wages and that are provided healthy working conditions.

- Humane: Defined as animals that were raised and slaughtered using practices that minimize or completely avoid harmful treatment of animals (cage free, pasture raised, no-corn feed, no confinement, etc)

- Ecologically Responsible: Defined as food grown in ways that reduce or avoid any negative impacts on the environment and/or that promote soil development.

The College only established these parameters during the current academic year. Thus, we are not sure what percentage of our purchases fit in each of these categories, but we are working to identify these percentages.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

Submission Note:

The College has developed four parameters to guide our purchase of sustainable food and beverages. Our parameters are:

- Local/Regional: Local is defined as being grown in MA, CT, RI. Regional is defined as being group in the Northeast states, plus PA and NJ.

- Fair: Defined as food that was produced by individuals who are paid livable wages and that are provided healthy working conditions.

- Humane: Defined as animals that were raised and slaughtered using practices that minimize or completely avoid harmful treatment of animals (cage free, pasture raised, no-corn feed, no confinement, etc)

- Ecologically Responsible: Defined as food grown in ways that reduce or avoid any negative impacts on the environment and/or that promote soil development.

The College only established these parameters during the current academic year. Thus, we are not sure what percentage of our purchases fit in each of these categories, but we are working to identify these percentages.

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

Type of vegetarian-fed product purchased (1st product):

Chicken

Percentage purchased (1st product):

---

Comments (1st product):

Murray's Chicken

Type of vegetarian-fed product purchased (2nd product):

---
Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details of its hormone-free animal product purchases.

Submission Note:

The College has developed four parameters to guide our purchase of sustainable food and beverages. Our parameters are:

- Local/Regional: Local is defined as being grown in with MA, CT, RI. Regional is defined as being group in the Northeast states, plus PA and NJ.

- Fair: Defined as food that was produced by individuals who are paid livable wages and that are provided healthy working conditions.

- Humane: Defined as animals that were raised and slaughtered using practices that minimize or completely avoid harmful treatment of animals (cage free, pasture raised, no-corn feed, no confinement, etc)

- Ecologically Responsible: Defined as food grown in ways that reduce or avoid any negative impacts on the environment and/or that promote soil development.

The College only established these parameters during the current academic year. Thus, we are not sure what percentage of our purchases fit in each of these categories, but we are working to identify these percentages.

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

Type of hormone-free product purchased (1st product):

Chicken

Percentage purchased (1st product):

---

Comments (1st product):

Murray's Chicken

Type of hormone-free product purchased (2nd product):

---
Percentage purchased (2nd product):
---

Comments (2nd product):
---

Type of hormone-free product purchased (3rd product):
---

Percentage purchased (3rd product):
---

Comments (3rd product):
---

Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

Submission Note:

The College has developed four parameters to guide our purchase of sustainable food and beverages. Our parameters are:

- Local/Regional: Local is defined as being grown in with MA, CT, RI. Regional is defined as being group in the Northeast states, plus PA and NJ.
- Fair: Defined as food that was produced by individuals who are paid livable wages and that are provided healthy working conditions.
- Humane: Defined as animals that were raised and slaughtered using practices that minimize or completely avoid harmful treatment of animals (cage free, pasture raised, no-corn feed, no confinement, etc)
- Ecologically Responsible: Defined as food grown in ways that reduce or avoid any negative impacts on the environment and/or that promote soil development.

The College only established these parameters during the current academic year. Thus, we are not sure what percentage of our purchases fit in each of these categories, but we are working to identify these percentages.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):

Mussels

Percentage purchased (1st product):

---

Standard used (1st product):

Farm-raised

Comments (1st product):

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):
Calamari

Percentage purchased (2nd product):

Standard used (2nd product):
Locally caught

Comments (2nd product):

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):

Percentage purchased (3rd product):

Standard used (3rd product):

Comments (3rd product):

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):

Percentage purchased (4th product):

Standard used (4th product):

Comments (4th product):
Monterey Bay Aquarium Seafood Watch guidelines (5th product):
---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details of the dishware its provides at its dining services locations.

Submission Note:

Compostable, post-consumer recycling dishware is used for all catering events on campus where reusable dishware was not requested.

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
Yes

Does the institution offer other types of dishware at its dining services locations?:
No

Provide a brief description.:  
---
Energy Initiatives

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details about its energy initiatives.

Submission Note:

This information is not easily available.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Use by Type

Responsible Party
Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria
Institution reports its energy use by type.

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

The percentage of total electricity use from coal.:
7.10

The percentage of total electricity use from wind.:
0

The percentage of total electricity use from biomass.:
0

The percentage of total electricity use from natural gas.:
42.50

The percentage of total electricity use from solar PV.:
0

The percentage of total electricity use from geothermal.:
0

The percentage of total electricity use from nuclear.:
29.40

The percentage of total electricity use from hydro.:
6.20

The percentage of total electricity use from other.:
14.80
Provide a brief description.:
The "other" category includes oil and what our energy provide classifies as "other".

The percentage of total energy used for heating buildings from coal.:
0

The percentage of total energy used for heating buildings from biomass.:
0

The percentage of total energy used for heating buildings from electricity.:
0

The percentage of total energy used for heating buildings from natural gas.:
95

The percentage of total energy used for heating buildings from geothermal.:
5

The percentage of total energy used for heating buildings from fuel oil.:
0

The percentage of total energy used for heating buildings from other.:
0

Provide a brief description.:
Our central heating plant uses natural gas, but our Science Center has a geothermal system for heating and cooling.

If cogeneration, please explain.:
None.
Procurement

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details about its procurement efforts.

Submission Note:

This information is not easily gathered.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

The College also has a student run organization that rents out bicycles to any campus member for an entire semester at a time. This organization also fixes bicycles for all campus members.

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

The number of bicycles available through bike sharing programs:
10
Water Initiatives

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details about its water initiatives.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution provides details about its endowment.

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

Responsible Party

Josh Stoffel
Manager of Sustainability
Dean of the Faculty

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

Submission Note:

Through a robust internship program and other sustainability programs, a large number of students work on a variety of sustainability projects and programs with/through the Office of Sustainability. The Office of Sustainability is co-directed by a full-time staff member and a faculty member who provides 0.2 FYE of time to the office.

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

4.20

FTE staff on payroll:

1.20

FTE student intern/fellow:

3