Northland College

The following information was submitted through the STARS Reporting Tool.

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

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Student Sustainability Educators Program

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/Environmental Science

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:
572

Program name (1st program):
Campus Sustainability

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
572

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
The sustainability work study program is a co-curricular program that complements Northland’s environmentally based curriculum and employs students, translates the theoretical lessons of the classroom to the real world, provides career experience, and develops student leadership. This program will build the skills of the participants through the practice of implementing sustainability initiatives on campus and in the community.

A brief description of how the student educators are selected (1st program):
This program is run as a work-study program. Student educators apply to become campus sustainability leaders in one of 11 areas (Bike Shop, Communications, Compost, Energy, Food Systems, Transportation, 3Rs, Purchasing, Sustainable Landscaping, Campus Garden, and Environmental Council Co-Chair) and are chosen by the campus sustainability coordinator and existing student leaders. The student leaders reach the entire student body through workshops, articles in the campus newspaper, tabling sessions, class projects, and other events. All incoming first year students take a workshop led by the student leaders. Candidates who have prior volunteer experience with Environmental Council are given preference. Students submit an electronic resume and an application answering these four questions:

1. What does it mean to be an environmental leader?

2. What would a sustainable Northland look like? You do not have to limit your answer to the scope of the position you are applying for.

3. What are the three biggest challenges to getting there?

4. How would you help reach that vision through the position you are applying for? Please discuss the skills you would bring to the position as well as your vision for where the work could go.

5. What do you want to do when you graduate Northland?

DEVELOPMENTAL FUNNEL
1. All new students complete a two-hour workshop with the campus sustainability coordinator about campus sustainability and systems thinking. Current work-study students assist with the workshop, giving the new students a chance to see what is possible in terms of student leadership, and to begin to build relationships with upper class students.

2. The sustainability coordinator works in partnership with a number of faculty on class projects so that these less experienced students are exposed to Environmental Council initiatives in a very structured way, and are hopefully inspired to continue the work after the class ends by joining Environmental Council.

3. About 3% of the campus student body volunteers at some point throughout the year on an Environmental Council project.

4. Students with volunteer experience are preferred candidates for the work-study positions that are available. Work-study students mentor volunteers and less experienced work-study students.

5. As seniors, students can arrange independent studies or capstone projects around Environmental Council’s research needs, and a list of those needs is now emailed once per semester to the faculty.

6. Two co-curricular centers support the skills development of the work-study students (as well as all students): the Center for Ethical Leadership and the Center for Service and Stewardship.

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

The campus sustainability coordinator conducts weekly training sessions in leadership skills, group dynamics, change theory, systems thinking, surveying, stress management, marketing, and conflict communications, among other skills. The students are polled yearly for additional training they would like to receive.

Each of the 11 initiatives maintains an intranet site with historical data, and an archive of advice from former students written at the end of their term of service, reflecting on their original answers to the questions asked when they applied.

All student educators receive an electronic copy of the campus sustainability work study manual, and have access to written resources that coincide with the weekly trainings.

Through longer workshops, two co-curricular centers support the skills development of the work-study students (as well as all students): the Center for Ethical Leadership and the Center for Service and Stewardship.
A brief description of the staff and/or other financial support the institution provides to the program (1st program):

Approximately 30% of the campus sustainability coordinator's position is devoted to managing the student educators. The campus sustainability coordinator has a small budget, and about $40,000 per year is generated from a student renewable energy fee ($80 per year per student). The students of Environmental Council each year choose how to allocate those funds.

The website URL for 1st Program:

http://www.northland.edu/sustainability

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):

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

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

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The website URL for 3rd program:

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Program name (All other programs):

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

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

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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):

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

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The website URL for all other programs:

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**Student Sustainability Outreach Campaign**

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**Responsible Party**

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

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**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

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"---" 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)**:

Energy Awareness Month, Local Foods Week, the Paper Reduction Campaign, RecycleMania, general education

**A brief description of the campaign(s)**:

All of these campaigns are entirely student-run with the exception of the last, which is run together with the Sustainability Coordinator.

Energy Awareness Month: A month-long competition between residence halls to use the least amount of electricity

Local Foods Week: A week-long event highlighting the environmental and community benefits of local foods
the Paper Reduction Campaign: an ongoing campaign to reduce the amount of paper used on campus

RecycleMania: the national competition for reducing waste

general education: a two-hour workshop with all incoming first-year students

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

Energy Awareness Month: data is tracked from energy bills; awareness has led to the proposal that we develop a program where student consultants go to residence hall rooms and conduct energy audits and make recommendations for changes. Awareness also led to students developing a sustainability tips sheet about energy

http://www.northland.edu/assets/files/Sustainability/SustainabilityTips.pdf

Local Foods Week: Awareness from the event led to the students beginning to form a Slow Foods Chapter and the formation of a food board as part of the Northland College Student Association to work with Chartwells to incorporate more local foods into the cafeteria.

the Paper Reduction Campaign: this is in process. The data collection uncovered that faculty and staff use far more paper than students, and so the campaign has shifted to students urging their professors to accept electronic homework and to give electronic handouts.

RecycleMania: data over the last several years indicates that our recycling rates are getting worse, though students surveyed value the practice highly. Several new strategies are proposed for the next academic year.

general education: all incoming first year students are asked to define sustainability. This upcoming year will be the first year we can collect post-experience data on the graduating class to see if their time at Northland has increased their understanding of sustainability in general.

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

http://www.northland.edu/sustainability-campus-initiatives-conservation-recycling.htm
Sustainability in New Student Orientation

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Sustainability is featured in two aspects of new student orientation: All new students take an Outdoor Orientation trip designed to introduce them to the northwoods environment and to help them form connections with each other. Many of the trips include a component about the trip's carbon footprint, and all of the fall trips feature produce grown from the campus garden or organic regionally-produced goods. (See Mino Aki Garden here


) Some proposed trips have been bike-focused.

Also, all new students take a two-hour workshop on campus sustainability and systems thinking led by the campus sustainability coordinator and the campus sustainability work-study students. The workshop is offered both in the fall and in the winter.

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

Sustainability Outreach and Publications

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

The sustainability website is linked to the college's main page and describes each of the 11 initiatives under the campus sustainability program. It also provides links to some more detailed data about the college -- renewable energy production and policies -- and provides general sustainability tips.

An additional campus intranet site, accessible only on campus, provides the complete archives for the campus sustainability program and all related data collection. This will soon be available off-campus through a new campus portal.
The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://www.northland.edu/sustainability-overview.htm

Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

Weekly communications go out by email from Environmental Council to those who ask to be on the email list.

There is a regular sustainability feature in the student newspaper.

Other communications are emailed to all faculty, staff, and students as needed (such as regarding the development of Northland's Climate Action Plan).

The website URL for the sustainability newsletter:

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Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

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

Student capstones regarding campus sustainability are usually presented orally at the ends of semesters. Written research is stored in the Environmental Council campus intranet file, accessible to anyone on campus.

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

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Does the institution have building signage that highlights green building features?:
Yes

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

Signage is posted throughout the McLean Environmental Living and Learning Center, a residence hall that was one of the prototypes for the developing national LEED standards. Signage is posted in the campus library, the fourth LEED Gold building in the state of Wisconsin, about its features. A variety of interpretive signs are also present throughout the grounds.

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

http://www.northland.edu/sustainability-campus-initiatives-green-building.htm
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:
Signage is placed throughout the cafeteria and on-line about sustainable food systems at Northland.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.northland.edu/sustainability-campus-initiatives-food-systems.htm

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
Yes

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
Wooden and metal signs are stationed throughout campus.

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
http://www.northland.edu/sustainability-campus-initiatives-landscaping.htm

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

A brief description of the sustainability walking map or tour:
The campus sustainability coordinator conducts tours and Admissions has incorporated much of the script into their tours.

The website URL of the sustainability walking map or tour:
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Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
Bus schedules are posted throughout campus and suggestions for alternative methods of transportation are included in the general sustainability guide for staff, faculty, and students.
The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.northland.edu/assets/files/Sustainability/SustainabilityTips.pdf

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and incorporating sustainability into the residential experience:
The Tips for Sustainable Behavior guide goes to all new employees and all new students. It is also posted on the website. It includes sections on Water Conservation, Transportation, Energy Conservation, Recycling, Composting, and the Reuse Center.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.northland.edu/assets/files/Sustainability/SustainabilityTips.pdf

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:
Each addition of Drifts, the student newspaper, features a sustainability-related story. We have one reporter assigned to the sustainability beat.

6 articles written and printed in 2009-2010 Drifts on:
- The Climate Action Plan
- Energy conservation measures in IT
- Joel Salatin’s lecture
- Michael Ableman’s lecture
- RecycleMania
- The use of the Reuse Room

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

A brief description of this material:
A print brochure on Northland's sustainable initiatives is included in Admissions material and is available at the Sigurd Olson Environmental Institute, the college's environmental outreach arm. Much of the material is repeated on the website here:

http://www.northland.edu/sustainability-timeline.htm

The website URL for this material:
http://www.northland.edu/sustainability

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
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A brief description of this material:
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The website URL for this material:
**Student Group**

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**Responsible Party**

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

"---" 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:**

Environmental Council has a student co-chair, and students make up the working groups of Council: Food and Compost, Recycling, Native Landscaping, Transportation and Bike Shop, Purchasing, and Energy and Buildings. Approximately 5% of Northland students (3% volunteers and 2% workstudy students) participate actively in Environmental Council activities.

Two Theme Houses also focus on sustainability. Six students live in each residence and are responsible for programming related to their theme. The Eccohaus offers programming around the theme of sustainability and community; the Moonbeam Consortium focuses on programming around the theme of sustainability and the arts.

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

Ravine clean up

Sponsorship of speakers

Travel to offcampus events/activities

Peer to peer outreach and education

**List other student groups that address sustainability:**

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**The website URL where information about student group(s) is available:**

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Organic Garden

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---” 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:

Northland has three organic gardens: The Mino Aki MELLC garden and the Mino Aki Gaia's garden are both community gardens run by students for students, faculty, staff, and community members to have garden space on campus. The Mino Aki AERC garden is a one acre site off campus where students grow additional produce for the campus cafeteria and outdoor trips.

The website URL where information about the garden is available:

http://www.northland.edu/sustainability
Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

Yes

A brief description of the model room:

There are several model dorm rooms accessible during regular hours that demonstrate sustainable living principles in the Maclean Environmental Living and Learning Center.

The website URL where information about the model room in the residence hall is available:

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**Themed Housing**

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**Responsible Party**

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

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"---" 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):**

Northland has a sustainability Theme Houses: the EccoHaus, which focuses on sustainability and community. The students must apply to live in a Theme House, and must renew the theme every year. The Eccohaus has existed since the 1980s. Additional Theme Houses at Northland focus on gender issues and diversity.

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

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**The total number of residents in themed housing. :**

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Sustainable Enterprise

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:
The campus garden is a student-run enterprise. Sales from the community garden plots, spring transplants, and produce sold to the cafeteria, student life office, and general public, finance tools and supplies. This past year, NCSA, the student government, voted to provide seed funds for additional tools and planting stock in order to grow the enterprise so that revenues would also eventually cover labor, which is currently funded through work-study positions.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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):

The Van Evera endowed lecture series brings a speaker to campus every year. The lecture is open to the broader community as well, and the speaker usually provides smaller workshops in courses for students as part of their stay. Past speakers include: Michael Ableman, Bill McKibben, Karl Henrick Robert, Vandana Shiva, Robert Bullard, William Cronon, Gary Snyder, Terry Tempest Williams, Gary Paul Nabhan, and others.

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

http://www.northland.edu/academics-lecture-series.htm?searched=Van+Evera&advsearch=oneword&highlight=ajaxSearch_highlight+ajaxSearch_highlight1+ajaxSearch_highlight2
Outdoors Program

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:

The Ed-venture Program is part of the Northland College Center for Wellness and Lifelong Learning and is dedicated to the promotion of physical activity, personal well-being, and a deeper understanding of nature through experience-based outdoor, adventure and environmental education. This is fostered through programs involving:

Ecological understanding and awareness through natural history experiences and sustainable travel

Skill development and personal challenge through outdoor sports such as kayaking, climbing and skiing

Positive group dynamics, where participants are asked to be a part of something bigger than themselves

Holistic development of the intellect through hands-on creative workshops

Students as part of a course several years ago proposed a decision-making framework that builds on the LNT principles but expands them to consider travel footprint, gear choices, food, and location. Called the ASAP (As Sustainable As Possible) model, this model has been presented at national conferences and students from our Outdoor Education program have been in conversation with LNT organizers about including parts of the ASAP model in their framework. The ASAP model is used for all trips sponsored by the student association, Edventures trips, and trips through the department of Outdoor education. Here is further information:

http://northlandcollegeoutdoored.wordpress.com/outreach/a-s-a-p-as-sustainable-as-possible/

All first-year students are required to take an Outdoor Orientation trip before classes begin.

The website URL where information about the program is available:

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

Yes

A brief description of the themed semester, year, or first-year experience:

Since Northland has an environmental mission, sustainability is woven throughout all semesters, and throughout the first-year experience. We have not identified a separate school-wide theme. Starting next year (2011-2012), we are proposing to do so.

The sustainability-related book that was chosen, if applicable:

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The website URL where information about the theme is available:

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**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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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?:
This is one of the stated learning outcomes of the Environmental Liberal Education (general education) curriculum approved by Faculty Council in October 2004:

Appreciation for the relationship between humans and the natural world that prepares them to live lives that are sensitive to the needs of an ecologically sustainable future

Graduates will be able to . . .

• explain interdependencies among components of an ecosystem;
• describe a variety of attitudes expressed by humans toward the natural world;
• bring multi-disciplinary perspectives to bear on the analyses of environmental concerns;
• act with understanding and integrity on issues related to ecological sustainability.

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:

Since we have an environmental liberal arts mission, most of our courses have a sustainability ethic. However, in maintaining an inventory, I have highlighted only those courses which mention sustainability or describe the intersection of economics, ecological integrity, and social justice in their course descriptions or title. I have also added courses identified by the faculty who teach them.

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

No

The website URL where the sustainability course inventory is posted:

---
Sustainability-Focused Courses

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

The number of sustainability-focused courses offered:

75

The total number of courses offered:

552

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

Art Collaborations with Nature
Consciousness of the Land: A Biological Perspective
Natural History & Conservation in the Lake Superior Watershed
Microbes, Humans, and the Environment
Introduction to Sustainable Business
Social Entrepreneurship
Corporate Citizenship & Stakeholder Management Capstone
General Chemistry: Chemistry in Social Context
Green or Toxic Chemistry
Environmental Economics
Economics of Sustainability
Stories of Humans & Nature
Pastoral & Agricultural Literature
Humanity & Nature in Literature
Green Romanticism
Land & Water Regulations
Centers Project
Geology & Agriculture
Geoscience Issues of Lake Superior
Natural Hazards
Earth Resources
European Environmental History
American Material Culture/Objects in Everyday Life & History
Gender in the Built Environment
Global Environmental History
Introduction to Social Responsibility
Sustainable Agriculture Synthesis
Humanity and Nature Studies Seminar
Global Climatology
Environmental Mathematics in the Lake Superior Watershed
American Indian Foodways
Native American Cultures of Wisconsin
Native American History to 1890
Native American History since 1890
American Indian Literature
American Indian Environmental Perspectives
Native American World Views
Natural Resources Policy
Wildlife Ecology & Management
Fisheries Science & Management
Vegetation Management
Living with Wildlife: Wildlife Conservation Policy in Africa
Exploring the Human-Animal Connection
Environmental Education Curriculum Review
Wilderness Writers & Philosophers
Environmental Ethics
Environmental Aesthetics
Concepts of Nature
Ecopsychology
Spiritual Ecology
Ecopsychology II: Applied
Experiential Ecopsychology: May-Term Travel Experience
Psychology in the Wilderness
Religion, Culture, & Nature in the Lake Superior Watershed
Religion & Nature
World Religions Foodways
Introduction to Sustainable Community Development
Social Marketing & Environmental Communication
Sustainable Community Planning
Crossroads Thinking: Problem Solving for the 21st Century
Service Learning: Sustainability through Community
Sustainability: Secrets of Simplicity
Human Ecology: Relations between Humans & the Environment
Global Warming, Changing Course: Lessons from Iceland
Methods of Sustainable Community Development
Systems Thinking for Sustainable Change
Capitalism, Justice, & Sustainability
Cultural Ecology
Sociology of the Environment
Sociology of Global Change
A Changing Planet
Climate and Complexities of Societal Change
The Political Process
Sustainable Community Development Senior Capstone
Sustainable Communities and Citizen Groups

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:

---
Sustainability-Related Courses

Responsible Party

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

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.

The number of sustainability-related courses offered:

128

The total number of courses offered:

552

Number of years covered by the data:

One

A list of sustainability-related courses offered:

Creative Expression in the Lake Superior Watershed  
Environmental Biology  
Biological Perspectives in Agriculture  
Biology of Increasing Numbers  
Wolf Research and Monitoring  
Ecology  
Wolf Research Independent Study  
Vegetative Communities of Northern Wisconsin  
Biology of Aids  
Wolf Research Independent Study (400 level)  
Applied Conservation Biology  
Introduction to Ecological Modeling  
Tropical Ecology & Conservation  
Grass Paramo as Pyrophilous Vegetation of Human Origin  
Global Business Management  
Business & Public Policy
Ethical Leadership
Managing People & Conflict Resolution
Corporations & Activism
The Chemistry of Food
Chemistry of Natural Waters
Chemistry in a Regulatory Environment
Ecological Quantitative Analysis
Global Economics
Confluences: Reading & Writing in the Lake Superior Watershed
Natural Disasters in Literature and Film
Women of the Third World
Pens & Paddles in the North Woods
Nature Writers
Physical Geology
Sediments & Soils
Geology of the Lake Superior Region
World Regional Geography
Oceanography
Coastal Geology
Glacial Geology
Hydrogeology & Geochemistry
Senior Seminar in Water Science
Senior Seminar in Geology
Introduction to Gender & Women's Studies
Ecofeminism
Feminist Theory
Gender in Modern Europe
The Holocaust
Lake Superior Circumnavigation
Living & Working in a Multi-Cultural Context
Environmental Mathematics
American Indian Law
Native American Woodland Skills
Native American Arts & Culture
Native American Story Telling
Ethnobiology
Northern Plains Cultures
Native American Seminar
Fur-Bearer Ecology & Management
Fisheries & Wildlife Techniques
Natural Resources Field Methods
Ecological Restoration
Wetlands
Natural Resources Capstone
Cultural Diversity in Health & Illness
Global Health Issues
Access & Diversity
Spring Transition
Woodcraft, Land Travel, & Camping Skills
Winter Travel & Living Skills
Ecological Ecosystem Interpretation
Universal Design Laboratory
Therapeutic Principles & Practices
Philosophy of Science
The Psychology of Human Relations
Religion & Human Rights
Social Problems
Workshop in Conflict Resolution
Native Americans in Modern Society
Social Movements
Sociology of Gender
Sociology in the Lake Superior Watershed & the World
Sociology of Community
The Nature of Social Inequality
Human Rights & Social Justice
Advanced Justice Studies
Capstone in Sociology & Social Justice
Science Teaching Methods
American Environmental History
Nature and Nation: Environment, Art, and Ideology
Agricultural History
Gender in the Landscape
Advanced Topics in Outdoor Education
Apostle Islands School
Australian and New Zealand Culture
 Biological Field Methods
Biology Senior Seminar
Contemporary Third World Literature
Crime, Deviance, and Social Justice
Ecotopia or Oblivian
Energy and Design for a Sustainable Future
Environmental Studies Capstone
Foundations and Principles of Outdoor Education
Gender and Total War
Gender and Work in the Lake Superior Watershed
Gender in the U.S. Landscape
General Chemistry: Responding to Climate Change
Group Process and Leadership
History of Darwinism, Evolution, and European Empire
Human Ecology
Indian Culture and Marketplace
Introduction to Photovoltaic Systems
Introduction to Wind Energy Systems
Leadership in Groups and Agencies
Lowering Environmental Impact: Renewable Energy and Sustainable Methods
Native American Philosophy, Beliefs, and Values
Outdoor Education Practicum
Outdoor Education Teaching Techniques
Outdoor Orientation Leader
Outdoor Orientation Steering Committee
Outdoor Orientation Student Director
Philosophy of Experiential Education
Photovoltaic Installation and Maintenance
Queer History in America
Sociology of Culture
Special Topics in Natural Resources: Invasive Species
Sustainable Living
Psychology of Environmental Problems
Topics in Natural Resources: Ecology of Soils
What is Success?: A Biologist's Perspective
General Chemistry: The Chemistry of Food
Humans and The Environment
Sustainable Agriculture Practicum

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:
---
Sustainability Courses by Department

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

6

The total number of departments that offer courses:

6

A list of departments that offer sustainability courses:

Education Department
Environmental Sciences Department
Humanities Department
Natural Resources
Nature and Culture Department
Social Responsibility Department

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

http://www.northland.edu/academics-catalogs.htm

A copy of the sustainability course inventory:

---
Sustainability Learning Outcomes

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

The number of graduates covered by the sustainability learning outcomes:
132

Total number of graduates:
132

A list of degree programs that have sustainability learning outcomes:

All students must complete the liberal education requirements, which includes outcomes for sustainability learning. Students have the option of declaring an Environmental studies minor as a result of completing their liberal arts requirements.

Through the liberal arts core, we conceive of education for sustainability as being about teaching methods as well as content. These are the methodological features we find critical to accompany content:
--place-based, with service-learning components
--integrated
--affirming of hope, faith, and life
--experiential
--oriented towards the whole person

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:
http://www.northland.edu/academics-catalogs.htm

A copy of the sustainability course inventory:
A list or sample of the sustainability learning outcomes associated with the degree programs:
Undergraduate Program in Sustainability

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:
Yes

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

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

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

The website URL for the program (2nd program):
http://academics.northland.edu/humanity-nature-studies/

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

The website URL for the program (3rd program):
---

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

**Responsible Party**

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

**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.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

Two of Northland's three liberal arts programs focus on sustainability through interdisciplinary studies: Superior Connections examines issues in the Lake Superior watershed. Growing Connections examines issues of sustainable agriculture. First-year students in these two programs spend their first fall semester exclusively focused in the program in a four-course block. They subsequently take two two-course blocks and one experiential course.

The website URL where information about the immersive experience is available:

http://www.northland.edu/academics-curriculum.htm
Sustainability Literacy Assessment

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/Environmental Science

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.

---

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?:
No

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

A copy of the questions included in the sustainability literacy assessment:
How do you define sustainability?

A brief description of how the assessment was developed:

This question was suggested in discussion in Environmental Council as a simple measure to gauge incoming students' awareness of sustainability issues. This is a pilot for a more in-depth survey process.

A brief description of how the assessment was administered:
The question is asked of all first-year students during a sustainability workshop. The answers are collected on notecards, grouped, and recorded. A survey will be delivered to all graduating seniors in March of 2011 to gauge the increasing depth of their answers.

**A brief summary of results from the assessment:**

The graduating class of 2011 will be the first class to have attended a sustainability workshop their first year, so this will be the first year we will be able to assess the progression of their awareness across four years.

A noticeable pattern in the responses of the first year students is a lack of awareness around how social justice is interwoven with ecological integrity.

**The website URL where information about the literacy assessment is available:**
Incentives for Developing Sustainability Courses

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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, noncredit, 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):

1. Since we have restructured the curriculum to focus more tightly on the mission we have offered faculty development opportunities in the summer to develop block courses and integrated teaching techniques.
2. Some faculty use the opportunity for a sabbatical to develop new courses and textbooks. One question on the sabbatical application is to link the proposed sabbatical work with the goals of the college.

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

1. Small daily stipends are available for the faculty who participate in the development opportunities related to the new integrated curriculum.
2. Faculty who receive a sabbatical either take one semester with pay, or a year at half-pay.

The website URL where information about the program is available:

---
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.

**Credit**

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# Sustainability Research Identification

## Responsible Party

**Clare Hintz**  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

## 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.

---

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

### Has the institution developed a definition of sustainability research?:

No

**A copy of the institution's definition of sustainability research:**

---

### Has the institution identified its sustainability research activities and initiatives?:

Yes

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

Identified by the Dean's office.

### Does the institution make its sustainability research inventory publicly available online?:

No

**The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):**
Faculty Engaged in Sustainability Research

 Responsible Party

 Clare Hintz  
 Campus Sustainability Coordinator  
 Campus Facilities/ Environmental Science

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.

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

The number of faculty members engaged in sustainability research: 15

The total number of faculty members engaged in research: 52

Names and department affiliations of faculty engaged in sustainability research:

Tim Ziegenhagen: Humanities  
Tim Doyle: Humanities; Nature and Culture  
Cynthia Belmont: Humanities  
Clayton Russell: Nature and Culture  
Erica Hannickel: Nature and Culture; Humanities  
Rajat Panwar: Social Responsibility  
Brandon Hofsted: Social Responsibility  
Anna Metcalf: Humanities  
Sharon Anthony: Environmental Science  
Wendy Gorman: Environmental Science  
Tony Kern: Environmental Science  
Paula Spaeth Anich: Natural Resources; Environmental Science  
Randy Lehr: Natural Resources  
Kevin Schanning: Social Responsibility  
Elizabeth Andre: Nature and Culture

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:
A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

The website URL where information about sustainability research is available:

http://www.northland.edu/academics-faculty-profiles.htm
Departments Engaged in Sustainability Research

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

The total number of academic departments that conduct research:
6

The number of academic departments in which at least one faculty member engages in sustainability research:
5

A list of academic departments in which at least one faculty member engages in sustainability research:

Environmental Sciences
Humanities
Natural Resources
Nature and Culture
Social Responsibility Department

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
---
Sustainability Research Incentives

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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.

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

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

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

We have an endowed fund, The Parsonage Fund, that supports student research projects, conference participation, and service projects. We have funded numerous sustainability research projects since the inception of the fund in 2002. The $1,000,000 endowment provides between $40,000-$50,000 worth of funds each year.

The website URL where information about the student research program is available:
http://www.northland.edu/student-life-resources-personage-fund.htm

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

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

1. Since we have an environmental liberal arts mission, much faculty research is related to sustainability. One question on the application for faculty research sabbaticals is to describe how their sabbatical project will link to the mission of the college.
2. We also award small stipends for faculty summer research.
3. We have three named professorships (Alternburg, Sigurd Olson, and Hulings) that have supported faculty research in sustainability. Though the language of the donation did not specify a sustainability focus, again, due to the mission of the college, faculty with these professorships are using them for sustainability research.

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

---
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/Environmental Science

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:

This is the relevant excerpt from the faculty handbook. While the handbook is more explicit about interdisciplinary teaching, because research is central to teaching practices at Northland, we are reporting this material for the credit. 9 faculty out of 56 full and part time faculty report to two different departments.

D. Evaluation Standard and Criteria:

Prescribed rules and guidelines for promotion or tenure cannot substitute for good judgment on the part of those responsible for evaluating faculty members. However, certain criteria are considered of primary importance, including the following general and specific ones. Such lists are not intended to be inclusive but, rather, illustrate considerations that may inform good judgment.

1. Teaching: The effectiveness of a faculty member as a teacher constitutes the primary basis of evaluation. The following list is not inclusive nor exhaustive, merely illustrative of some of the elements that go into good teaching and, therefore, subject to evaluation. In each case, the candidate should be evaluated on the basis of evidence, where possible. If no documentable evidence is available, opinions must be attributed to their source (named).

- Ability to inspire students
- Ability to relate professional goals to the intellectual, emotional, and moral development of students
- Course preparation
- Demonstrated concern for the role of one’s discipline in liberal education
- Effectiveness in interdisciplinary, team-teaching, or block courses
- Effectiveness in the classroom (student evaluations and opinion surveys)
- Evaluation of student work
- Guest lecturing
- Informal student contact
- Mastery of subject matter
- Scope of assignments

Campus Sustainability Data Collector | AASHE
• Student advising
• Student work as it relates to other aspects of knowledge
• Supervision of student workers, lab technicians, teaching assistants
• Use of texts or supplemental readings; syllabi, tests, course research projects, field experiences, service-learning projects and other course requirements

2. Scholarship, Creativity and Research: The following considerations may be brought to bear on evaluating this secondary element; this is not an exhaustive list but illustrates potential sources of tangible evidence of scholarly pursuit.

   a. Professional involvement in the discipline as measured by the quality and extent of peer-reviewed work; the advice of scholars outside the college should be solicited to judge the quality of work.

   b. Public professional activity (disciplinary or non-disciplinary), including (but not limited to):
      • Articles published in popular media
      • Book reviews
      • Books written, edited, or a chapter contributed
      • Concerts or recitals
      • Consulting activities and commissions
      • Exhibitions
      • Grants, prizes, awards, commissions, or acquired artwork and citations
      • Grant proposals
      • Leadership in professional organizations
      • Media interviews
      • Performances (concerts, theatrical productions)
      • Poetry, short stories, novels, or non-fiction essays
      • Presentations at conferences
      • Professional meetings attended
      • Publications (research or professional journals
      • Public lectures
      • Publicly disseminated reports of research or service-learning projects
      • Published or performed music
      • Technical reports
      • Translations
      • Unpublished manuscripts
      • Visiting performance or presentation to another college or university
      • Other evidence or research, scholarship, or creative activity

   c. Ability to relate research and scholarly activity to effective classroom teaching.

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.

Credit

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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":
428,639 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:
409,431 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 :
19,208 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:
http://www.msbg.umn.edu/guidelines.html

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

The date(s) the policies or guidelines were adopted:
May 6, 2000; updated 2007

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:
Compliance has been monitored by Facilities, Environmental Council, and the Campus Master Planning Committee. As of winter, 2011, compliance will be monitored by Environmental Council and a new Sustainability Work Group (which includes Facilities).

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:
---
Building Design and Construction

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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":
19,208 Square Feet

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

New building space that is LEED Certified :
0 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified :
19,208 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:

http://www.northland.edu/sustainability

An electronic copy of the guidelines or policies:

Green Building Policy.doc

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

May 6, 2000

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

The Campus Master Planning Committee has overseen the updating of policies and Environmental Council tracks compliance. Both committees have representation from students, faculty, and staff. The 2000 Green Building Policy was updated in 2007 with the signing of the ACUPCC to include a clause that Northland will build to LEED Silver standards or better on all new construction or substantial renovation.

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

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.

Credit

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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://acupcc.aashe.org/search/?abs=&q=Northland%20College

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

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

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?: No

If yes, please specify:
---

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

If yes, please specify:
---

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

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

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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.

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

Scope 1 and 2 gross GHG emissions, 2005:
2,632.80 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
427

Non-residential/commuter full-time students, faculty, and staff members, 2005:
369

Non-residential/commuter part-time students, faculty, and staff members, 2005:
32

Scope 1 and 2 gross GHG emissions, performance year:
3,052 Metric Tons of CO2 Equivalent

**Off-site, institution-catalyzed offsets generated, performance year:**

0 Metric Tons of CO2 Equivalent

**Carbon offsets purchased, performance year:**

0 Metric Tons of CO2 Equivalent

**List the start and end dates of the GHG emissions performance year:**

July 1, 2008-June 30, 2009

**On-campus residents, performance year:**

383

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

307

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

25

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**

August 1, 2008-May 30, 2009
Air Travel Emissions

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

**Responsible Party**

**Clare Hintz**  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

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.

<table>
<thead>
<tr>
<th>Credit</th>
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<td>Trayless Dining</td>
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<tr>
<td>Vegan Dining</td>
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<tr>
<td>Trans-Fats</td>
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<tr>
<td>Guidelines for Franchisees</td>
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<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>
Food and Beverage Purchasing

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

Submission Note:

<table>
<thead>
<tr>
<th>ALL VENDORS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9% organic products vs. all food products</td>
<td>17.5% organic produce vs. all produce</td>
<td>1.6% fair trade vs. all food products</td>
</tr>
<tr>
<td>10.9% local vs. all food products</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MAIN VENDOR</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0% organic products vs. all food products</td>
<td>0% organic produce vs. all produce</td>
<td>0% fair trade vs. all food products</td>
</tr>
<tr>
<td>0.7% local vs. all food products</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB VENDORS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16.3% organic products vs. all food products</td>
<td>96.9% organic produce vs. all produce</td>
<td>2.7% fair trade vs. all food products</td>
</tr>
<tr>
<td>63.4% local vs. all food products</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRODUCTS

Fair Trade: coffee and chocolate
Local: Fish, apples, milk, bread, and vegetables
Organic: Retail products, bulk items including grains, beans, flour, and beverages, etc.

ORGANIC PRODUCE
Carrots, potatoes, onions, squash, and root vegetables

"---" 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):
32.90

A brief description of the sustainable food and beverage purchasing program:
Northland, in partnership with its food service provider Chartwells, is working with the UW-Extension, Chequamegon Food Co-op, Bayfield Regional Food Producers Cooperative (BRFPC) and other local farms to meet the demand of hungry students with locally produced food.

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

Responsible Party

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

"---" 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:

After a Fall 2008 pilot called Trayless Tuesdays, all trays were removed from the cafeteria starting in Winter of 2009. The cafeteria is the only one on campus, and serves about 300 people.

List the year the program was started:

Sept. 1, 2008

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

---

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

---

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

---

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

---

The website URL where information about the program is available:

http://www.northland.edu/sustainability-timeline.htm
Vegan Dining

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:
We have offered full vegan dining options since 1995.

The website URL where information about the program, policy, or practice is available:
http://www.northland.edu/sustainability
Trans-Fats

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---” 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:

Since at least 2009, the cafeteria has not used oil containing trans-fats.

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

http://www.northland.edu/sustainability
Guidelines for Franchisees

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Pre-Consumer Food Waste Composting

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:

We have composted both pre-consumer and post-consumer food waste since 1994. We compost about 8,000 pounds of food scraps per year: about 2000 pounds less than when the cafeteria still used trays.

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:

PostConsumer Food Waste Composting

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:
We have composted both pre-consumer and post-consumer food waste since 1994. We compost about 8,000 pounds of food scraps per year: about 2000 pounds less than when the cafeteria still used trays.

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

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.northland.edu/sustainability
Food Donation

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:
All of the napkins are recycled-content, unbleached, and undyed. Napkins from the cafeteria are used as a carbon source for the compost.

The website URL where information about the purchasing is available:
---
Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:
Discounts are available to customers using reusable mugs in the campus's snack bar. The discount is 49 cents per filled mug.

Amount of the discount offered for using reusable mugs:
0.49

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
---

The website URL where information about the reusable mug discount program is available:
http://www.northland.edu/sustainability
Reusable To-Go Containers

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

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

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:**
87.08 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:**
10,910 MMBtu

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

Photovoltaic panels:
-- Wendy and Malcom McLean Environmental Living and Learning Center (3.2 kW)
-- Dexter Library (14 kW)
-- President's House (2.1 kW)
-- Strawbale House (3 75 watt panels)

Wind turbines:
-- BWC Excel 10 kW
-- Whisper H40

**A brief description of on-site renewable non-electric energy devices:**
Solar Hot Water Flat Plat Collectors:
-- Wendy and Malcom McLean Environmental Living and Learning Center: 215 square feet of collector surface
-- Strawbale House: 61.6 square feet of collector surface

Solar Hot Water Evacuated Tubes:
-- McMillan Residence Hall

Geothermal Heat Pumps:
-- Dexter Library (51.2 ton capacity)
-- Ponzio Campus Center (90 ton capacity)

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
None.

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:
We purchase green-certified energy for the Library through Xcel, our energy company.

A brief description of cogeneration technologies deployed:
None.

The website URL where information about the institution's renewable energy sources is available:
http://www.northland.edu/sustainability
Timers for Temperature Control

Responsible Party

Thomas Hmielewski
Facilities Director
Engineering

"---" 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:

A total of (7) buildings on campus utilize a combination of TRANE and Johnson Control logic software to manage building temperature and time of day: Science Hall, Campus Center, ELLC Hall, Library, Wheeler Hall, Brownell Hall. These (7) buildings represent 265,215 square feet.

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

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:

A total of (7) buildings on campus utilize motion sensor technology to manage building lighting duration; Science Hall, Campus Center, ELLC Hall, Library, Wheeler Hall, Brownell Hall. These (7) buildings represent 265,215 square feet.

The percentage of building space with lighting sensors:

---

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

---
LED Lighting

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

"---" 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:

Light emitting Diode technology (LED) is used on the hallway lighting in Memorial Hall

The percentage of building space with LED lighting:

---

The percentage of parking deck space with LED lighting:

---

The percentage of outdoor space that uses LED lighting:

---

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

---

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

---
Vending Machine Sensors

Responsible Party

Thomas Hmielewski
Facilities Director
Engineering

"---” 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:
Motion sensor technology is used on the (6) vending machines on campus: most of the vending machines present.

The percentage of vending machines with sensors:
---

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

Responsible Party

Thomas Hmielewski
Facilities Director
Engineering

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

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:

A total of (7) buildings on campus have their energy usage managed by a Johnson Control Metasys JAVA based logic system; Science Hall, Campus Center, ELLC Hall, Library, Wheeler Hall, Brownell Hall. These (7) buildings represent 265,215 square feet.

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

---

A description of what systems are shut down during unoccupied periods:

---

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

---
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:

All buildings on campus have separate meters, and data is monitored yearly for trends and inclusion in our GHG report.

The percentage of building space with energy metering:

---

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

---
Grounds

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

**Credit**

- Integrated Pest Management
- Native Plants
- Wildlife Habitat
- Tree Campus USA
- Snow and Ice Removal
- Landscape Waste Composting
Integrated Pest Management

Responsible Party

Thomas Hmielewski
Facilities Director
Engineering

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:

100 Acres

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

100 Acres

A brief description of the IPM plan(s):

Northland College is located on 100 acres. The grounds are maintained in accordance with an integrated pest management plan by Plunketts's in accordance with a four-tiered approach that includes the following key elements:

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

A log book is maintained in the Facilities Building. Corrective Actions are developed and documented when a non-conformance event occurs.

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

---
Native Plants

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:

Policy and Procedures for Landscape Design at Northland College
(Amendment to the Green Building Policy) – April 2002

This policy provides a guide for sustainable and purposeful landscape design recognizing Northland College’s mission to foster the appreciation of the interdependence of complex human and ecological systems and to show commitment to their health and wholeness. The purpose of landscape design is to provide sustainable (community-wise and ecologically), innovative, and artistic, and adaptable changes that decrease our impact on the land and enhance and foster our educational mission. This development should utilize best management practices (BMPs) related to storm water treatment and construction as an element of demonstrating ecological management on campus. At the same time, we recognize the needs and resources of the community: accessibility, safety, aesthetics, educational opportunities through community-wide discussions and feedback over time.

The Northland College Strategic Plan and Northland College Sustainability Charter support this policy. Student and faculty participation in this process provides hands-on educational opportunities that engage the campus community in the improvement of their college campus.


will be used as a guide to selection, implementation and maintenance of BMPs for storm water treatment.

Process:

The College’s commitment to sustainable and functioning landscape design will be integrated into all construction and landscape design projects.
1. The landscape design firm and the Landscape Sub-committee will meet with the campus community in order to inform the design process.
2. Design teams and the maintenance department are expected to inform themselves of the Urban Small Sites Best Management Practices Manual. This manual will aid the implementation and selection process of BMPs for storm water treatment suggested by the main landscape firm involved in planning – Barr Engineering.
3. Consultants when reviewing an area for development will collect vouchers potentially rare or endangered species to allow for review and identification by college faculty and other experts.
4. Northland College will provide a list of native plants for installation to be reviewed by all relevant design professionals. Non-native plantings will be considered if they:
a) can grow with little or no supplemental water, fertilizer or pesticide;
b) will not reproduce and escape into the wild, or
c) are appropriate for such intensively used areas as athletic fields or malls for social gatherings.
5. Designers will provide a summary of the functions of the landscape plans. This information will be communicated to the campus community with an allotted time for comments.
6. The process, maintenance, final functioning, and educational value and use of each design will be evaluated so the learning can inform the next project.
7. A monitoring plan and community feedback process will be implemented to check the function and effectiveness of each landscape design to allow for adaptive management.

The website URL where information about the program, policy, or practice is available:
http://www.northland.edu/sustainability
Wildlife Habitat

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:

In practice, the wooded ravine that runs through the center of campus is managed by the Sigurd Olson Environmental Institute and the Sustainable Landscaping Committee of Environmental Council.

The website URL where information about the program, policy, or practice is available:
---
Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

A brief description of the institution's Tree Campus USA program:

This is an excerpt from our 2008 Tree Care Plan. We were in the first round of schools to receive Tree Campus Designation and have retained the honor since that time.

“The purpose of the Northland College campus tree care plan is to establish a routine, comprehensive forestry program. The overall goal is to improve the quality of campus life and maximize environmental benefits by fitting trees effectively into the physical infrastructure of the campus. The specific phase one objectives of the plan are:
• Initiate a process to inventory campus tree resources, recognizing the unique characteristics of built, natural and riparian environments,
• Integrate procedures for estimating benefits and costs of the campus forest into all appropriate curriculum and sustainability initiatives.
• Educate the campus and regional community on the value of community forests.
• Collaborate with City of Ashland Tree Management Advisory Board and Wisconsin Department of Natural Resources Northern Regional Urban Forestry Coordinator on Tree City USA efforts and Arbor Day celebrations.
• Achieve Tree Campus USA designation from Arbor Day Foundation

The website URL where information about the program, policy, or practice is available:
---
Snow and Ice Removal

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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 a tiered set of de-icing chemicals and prioritize those which will have the least impact on the landscape. We use a sidewalk brush for most snow removal.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:
All organic waste from grounds keeping is either composted or mulched. Woody material is chipped and either used directly in the garden or on the landscape, or used as compost starter in the Earth Tub. Grass from chemically-treated ball fields is kept separate from the compost used in the gardens.

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

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

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.

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<td>Local Businesses</td>
</tr>
</tbody>
</table>
Computer Purchasing

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Cleaning Products Purchasing

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Office Paper Purchasing

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://northland.edu/sustainability

**A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed**: Environmental Council is responsible for monitoring compliance.

**Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?**: Yes

**Expenditures on 10-29 percent recycled-content office paper**: 0 US/Canadian $

**Expenditures on 30-49 percent recycled-content office paper**: 7,945 US/Canadian $
Expenditures on 50-69 percent recycled-content office paper:
0 US/Canadian $

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

Expenditures on 90-100 percent recycled-content office paper:
0 US/Canadian $

Total expenditures on office paper:
7,945 US/Canadian $
Vendor Code of Conduct

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

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:

Purchasing Sustainability Best Practices Screens and Requirements.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:

• Northland College is committed to procuring products and services that will minimize negative impacts on society and the environment to the greatest extent possible while simultaneously maximizing positive impacts through responsible purchasing.

To accomplish this, a set of Best Practices and Procurement Strategies are utilized. These standards are currently being deployed in vending and dining services RFPs.
Historically Underutilized Businesses

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

• Northland College is committed to procuring products and services that will minimize negative impacts on society and the environment to the greatest extent possible while simultaneously maximizing positive impacts through responsible purchasing.

To accomplish this, a series of Best Practices and Procurement Strategies are utilized. Included in these standards is a preference to source products manufactured or produced locally and/or from local vendors.

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.

**Credit**

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<td>Car Sharing</td>
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</tbody>
</table>
Campus Fleet

Responsible Party

Thomas Hmielewski
Facilities Director
Engineering

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:
2

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:
23
Student Commute Modal Split

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

51% of students live on campus.

An estimated 73% of students have bicycles with them at college, extrapolated from a survey conducted in 2010 by students in an Environmental Economics course. The survey response was 10% of the overall student body.

From the same survey an estimated 40% of students use the BART bus regularly, and 37% of students do not have a car.

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
97

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:
3

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 :
85

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
2

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation :  10
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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/Environmental Science

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.

Submission Note:

A transportation survey of faculty and staff was conducted in 2007, with a 44% response rate.

The average commute is 9.5 miles one way.

The campus rideshare board is only available internally to the campus community. Bus information is provided at the campus information desk and on the rideshare website.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
52

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:
48

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:
32

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
16

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
4
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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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.):

Free bikes are available for check-out through the Outpost, the campus gear rental shop, and also through the campus bike shop.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/Environmental Science

"---" 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:

Each residence hall has indoor facilities for winter bike storage, and an outdoor secure storage area for mild-weather storage. Outdoor bike racks are at the entrances of every public building on campus. Shower facilities and lockers are located in the gym (we are a very small campus, and it takes no more than five minutes to walk from the gym to any other building.)

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

---
Bicycle and Pedestrian Plan

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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):

Northland College sponsors free bus passes for all faculty, staff, and students.

The website URL where information about the program is available:
---
Condensed Work Week

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/Environmental Science

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.

Yes

A brief description of the program:

In the summer, a condensed work week option has been available to at least some employees for the last several years.

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

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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

Does the institution offer a telecommute program for employees?:
Yes

A brief description of the program:
Each department has the option of providing tele-commuting options for their staff. During the academic year their are limited opportunities for tele-commuting but during the summer the options expand.

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:
An internal website allows students, faculty, and staff to post rides available and rides needed, both for daily commuting and one-time trips. Information about the bus program is also available on the site.

The website URL where information about the program is available:
---
Cash-out of Parking

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

**Clare Hintz**
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

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<td>Move-In Waste Reduction</td>
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<tr>
<td>Move-Out Waste Reduction</td>
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</tbody>
</table>
Waste Reduction

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.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

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

Materials disposed in a solid waste landfill or incinerator:
270 Tons

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

All of the organic material from the cafeteria is either composted or donated to a local farmer, totalling about 8 tons of raw material per year.

2 tons of material are cycled through the campus reuse room on an annual basis.
Construction and Demolition Waste Diversion

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Electronic Waste Recycling Program

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Electronics are collected from across campus and shipped to a local recycling company. We follow best practices in materials handling as outlined by the EPA and DNR, and train and review on a regular basis.

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

We ship our electronic waste to a regional recycling company (5-R in Ladysmith).

A brief description of the electronic waste recycling program for student-generated materials:
We have an annual collection drive for student and community generated waste, working with 5Rs of Ladysmith. Some electronics are offered for reuse at the campus Reuse Center.

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

http://www.5rprocessors.com/Services_Overview.aspx
Hazardous Waste Management

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Non-toxic materials in the Art and Chemistry departments are prioritized. When toxic materials are needed, only small quantities are purchased at a time.

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

Materials are collected from satellite collection stations and shipped through an approved vendor. Regular monitoring of campus departments occurs throughout the year, and ongoing training in materials handling is offered.

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

---
Materials Exchange

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

The Reuse Room on campus diverts about 2 tons of goods from the landfill every year. We have a Reuse Room student coordinator and a Recycling student coordinator who also oversee a campus move-out collection drive.

We also reuse envelopes for internal mailing and those envelopes are stored in every department. Reuseable mailing supplies are stored at the post office.

The website URL where information about the program is available:

http://www.northland.edu/sustainability
Limiting Printing

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

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:
The course catalog, course schedules, directories and many business processes and employee documents are all paperless. The Office of the Registrar and the Office of Human Resources as well as Information Technologies regularly seek ways to reduce paper use.

The website URL where information about the practice is available:
---
Chemical Reuse Inventory

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Move-In Waste Reduction

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:
Environmental Council and Residential Life coordinate collection drives and stations during the end of the semester to gather reuseable goods, including unopened food items to donate to the local food pantry. Collected goods are donated to area thrift stores and used to stock the campus Reuse Center for the beginning of the following school year.

The website URL where information about the program is available:
http://www.northland.edu/sustainability-campus-initiatives-conservation-recycling.htm
**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.

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Water Consumption

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.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

All buildings and most parking lots on campus are landscaped with stormwater filtration ponds to absorb stormwater and filter it.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

---

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

All buildings and most parking lots on campus are landscaped with stormwater filtration ponds to absorb stormwater and filter it.

Does the institution have stone swales?:

No

A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:
Vegetated swales line the main road through campus to collect run-off and filter it.

**Does the institution employ any other technologies or strategies for stormwater management?:**
Yes

**A brief description of other technologies or strategies for stormwater management employed:**
We reduce paving on campus by using plastic geo-grid to expand some sidewalks for occasional use by vehicles.
**Waterless Urinals**

**Responsible Party**

Nathan Engstrom  
Regional Sustainability Coordinator  
Sustainability

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

Does the institution use at least one waterless urinal?:

Yes

A brief description of the technology employed:

Waterless urinals are provided in the Ponzio Campus Center

The website URL where information about the technology is available:

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

A brief description of the water metering employed:
All buildings have separate meters.

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

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

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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:
Native landscaping surrounds most buildings and some roads on campus. These areas are planted with hardy plants and are not irrigated.

The website URL where information about the program or practice is available:
http://www.northland.edu/sustainability-campus-initiatives-landscaping.htm
Weather-Informed Irrigation

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

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

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</table>
Sustainability Coordination

**Responsible Party**

**Nathan Engstrom**
Regional Sustainability Coordinator
Sustainability

---

**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:

Formed in 1989, the formal charge of Northland's Environmental Council reads: The Environmental Council will be a catalyst for change that provides direction and encouragement to Northland College in carrying out its environmental liberal arts mission and the goals of the Northland College Sustainability Statement. Toward this end, it will seek to provide vision, encourage community participation, strengthen our academic programs, uncover root environmental problems, and provide sustainable and manageable solutions for them throughout the college.

Members of the committee, including affiliations:

The committee consists of two faculty, appointed every year by Faculty Council; four staff -- the campus sustainability coordinator and representatives from The Sigurd Olson Environmental Institute, Student Life, and Facilities; and numerous students. At least 12 students have workstudy positions with various sustainability initiatives and are responsible for working group meetings of Council. 20-30 Students on average attend meetings and volunteer on Council projects throughout the year.

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

http://www.northland.edu/sustainability

**Does the institution have a sustainability office?:**

Yes

Campus Sustainability Data Collector | AASHE
A brief description of the sustainability office:

The Sustainability Coordinator reports to the Dean of Student Life and the President. The Coordinator manages roughly 15 students throughout the year who organize 7 initiatives.

The number of people employed in the sustainability office:

17

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

http://www.northland.edu/sustainability

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Nathan Engstrom and Sarah Christofferson

Sustainability coordinator's position title:

Regional Sustainability Coordinator/Sustainability Fellow

A brief description of the sustainability coordinator’s position:

The Sustainability Fellow will primarily focus on program delivery and oversight of college sustainability initiatives. Education and student-driven innovation are infused within these initiatives; the Sustainability Fellow serves as the link between the student body and the Northland College institution. Major responsibilities include supporting the current sustainability initiatives at the College, assisting in the development of educational programs, and oversight and direction of the student Sustainability Crew.

1. Support current sustainability initiatives
   • Work with current students, faculty, and staff in a professional manner to enhance and expand the sustainability initiatives at Northland College with priorities in food systems, energy, and resource management.
   • Work with Sustainability Crew members to support and promote sustainability initiatives including but not limited to bike program, composting, communications, energy and water conservation, food systems, reuse and recycling, transportation, and campus garden/farm.
   • Provide information for media interviews and queries from interested persons, organizations, and other campus constituencies.
   • Support data collection for documentation and planning.
   • Participate in the Sustainability Work Group and Student Life and Sustainability team meetings.

2. Provide primary oversight of the student work-study team to assist in program growth and maintenance
   • Track work-study budgets.
   • Supervise and organize hiring work-study employees and interns. This includes hiring, evaluating, scheduling, and dismissal.
   • Provide oversight and support of student workers including appropriate training and meeting facilitation.

3. Support sustainability-based educational programming
   • Assist in developing outreach educational programming.
   • Give talks and presentations to campus and community organizations.
   • Continue developing, assessing, and expanding the Sustainability Crew program by working with the Applied Learning Coordinator and
student leaders.

- Offer support for the NCSA Sustainability Coordinator and Environmental Council.

The website URL where information about the sustainability coordinator is available:
---
Strategic Plan

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

2,003

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:

The following text is from the executive summary of the current strategic plan:
Mission: Northland College integrates liberal arts studies with an environmental emphasis, enabling those it serves to address the challenges of the future.

Vision: To be the nation's leading environmental liberal arts college.

Values:
We value our mission as an environmental Liberal Arts college engaged in the pursuit of academic excellence and education that transforms the lives of our students through empowering experiences in leadership, hands-on training, and opportunities to create positive change.
We value the dedication of our faculty, staff, students, and Trustees: we are a caring and close-knit community that encourages each individual to grow, learn, and become an agent of positive change. We value - as individuals and as a community - the place where we live and work, and we are committed to sustainability and good stewardship, in order to conserve this place for the generations that will follow us. We value, finally, the humility and awe that these connections generate in us: connections that tie our fate to that of this planet.
Our Interconnecting Goals
Providing Academic Excellence in a transforming learning community of faculty, students, and the broader region: Academic excellence includes rigor in thinking, integrity in the search for truth, discipline in study, and flexibility in building the conceptual frameworks necessary for understanding the world’s systems using the wisdom and perspectives of many different disciplines and cultures.

Achieving Sustainability: To achieve long term well-being, Northland’s stewardship of its own resources help move larger systems toward long term health: Human Environmental Financial

Northland College aims, by academic excellence and sustainable practice, to lead the way to a world where human and other biological communities can thrive together indefinitely.

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:

From the above document -- Achieving Sustainability: To achieve long term well-being, Northland’s stewardship of its own resources help move larger systems toward long term health: Human Environmental Financial

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:

From the above document -- Achieving Sustainability: To achieve long term well-being, Northland’s stewardship of its own resources help move larger systems toward long term health: Human Environmental Financial

The website URL where information about the strategic plan is available:
http://www.northland.edu/about-northland-mission-vision.htm
Physical Campus Plan

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

As stated in the plan summary, "The Guiding Principles, Plan Elements and Policies set forth here will help Northland grow and change while enhancing its identity as a "green campus." This document offers:
-- A vision of the sustainable campus
-- A series of Guiding Principles that summarize and interpret the College's Strategic Plan (2001) and Sustainability Charter (1998)
-- Plan Elements and Policies on specific physical elements - buildings, open space, entryways, circulation patterns and natural systems - supported by descriptive narrative and graphics
-- An implementation strategy for achieving capital investments that offer ecological and academic returns and contributes to a memorable campus image."

The year the physical campus plan was developed or adopted:
2,002

The website URL where the physical campus plan is available:
---
Sustainability Plan

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

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:
The plan was developed through a formal campus committee, the Sustainability Work Group which includes student, faculty and staff members.

A brief description of the plan’s measurable goals:
The plan outlines 5 years of project priorities, incorporating energy and CO2 reduction targets among other project goals.

A brief description of how progress in meeting the plan’s goals is measured:
Progress is assessed annually through the Sustainability Office and the Sustainability Work Group as part of routine annual review processes and work plan setting.

The website URL where more information about the sustainability plan is available:
---

The year the plan was developed or last updated:
2,012
Climate Action Plan

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

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:
Carbon neutral by 2030 through energy efficiency, behavior change, additional renewable energy generation, and carbon offsets.

A brief summary of the climate plan’s short-term goals:
Plans for energy efficiency and renewable energy generation, ongoing energy efficiency improvements, outreach and education to change behavior in order to decrease energy consumption.

Year the climate plan was formally adopted or approved:
2,010

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:
1,2,3
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.

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Diversity and Equity Coordination

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

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Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

---

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:

The Native American Student Association provides support for native American students.

United Cultures at Northland celebrates ethnic and cultural diversity.

Two groups also support gender diversity on campus: the theme house, Gaia's cradle, offers programming, and the Alliance also hosts events.

The Director of Student Retention and the Campus Counselor also offer mentoring and counseling and are sensitive to diversity issues.

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

No official programs exist.

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

No official programs exist.

The website URL where more information about the programs in each of the three categories is available:

---
Support Programs for Future Faculty

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Affordability and Access Programs

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Northland sponsors an Upward Bound program that is part of the federal TRIO program. Northland’s Upward Bound serves 67 students from Ashland, Bayfield, Washburn, South Short, Northwestern, Drummond, Hayward, Mellen and Ladysmith, Wisconsin. Nine northern Wisconsin counties are included in the program’s service area (Ashland, Bayfield, Burnett, Douglas, Iron, Rusk Sawyer, Vilas and Washburn).

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

Northland has a long-standing, steadfast commitment to making private higher education affordable to students from the economically challenged areas surrounding our location in Ashland, Wisconsin. The latest reflection of this commitment is an “Access Guarantee” announced this past March. The Access Guarantee assures that any new entering student at Northland from a family earning less than
$100,000 with a “B” average or better in high school will receive academic scholarships at the point of being accepted that drop the price at Northland to the advertised price at the University of Wisconsin/Madison. Low income students, because their additional federal and state need-based aid is awarded on cost of attendance will see further greater advantage in attending Northland as compared to the University of Wisconsin/Madison.

This Access Guarantee program provides a clearer way for prospective students and their parents to understand the often complex and confusing combinations of achievement and need-based aid flowing from institutions, private, state and federal sources. In the few months since its announcement, the program has received extensive coverage in Wisconsin media and very positive reception by high school counselors as well as prospective students and their families. No other private college we know of provides a guaranteed access this significant.

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Our office of Student Life has a full-time director of Student Success.

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

Northland provides an extensive array of services to prepare students from all economic backgrounds for higher education. These include programs to identify students “at risk” academically upon entry to the college. Because of our small size, many of these programs result in individual meetings between incoming students and representatives from student life, counseling, advising, residence life and faculty.

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

Northland’s new “Access Guarantee” is a easy way to describe (for prospective students and their parents) an extensive array of institutional and donor-funded scholarships dedicated to low-income students. Those scholarships are literally too numerous to list here. These sources of funds are in addition to the standard array of federal and state need-based programs available to students attending any accredited college in the United States.

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

In addition to traditional financing and financial aid publications and programs found at most private colleges today, Northland has developed a series of helpful “tips” regarding affordability and financing which are sent to students via e-mail and reinforces in postcards to their homes (which are often read by interested parents). The college also participates in College Goal Sunday and will be working to expand its services to assist low-income families complete their FAFSA’s and obtain more information about how to successfully and affordably finance a private college education at Northland.

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

From the point of initial purchase of prospect lists, Northland is committed to outreach with low-income students. In addition to traditional student search activities, Northland’s admissions office also uses demographic information and research techniques to better identify low-income students. Unlike many colleges who have become “need sensitive” in their admissions decisions, Northland remains
need blind. The College welcomes and actively seeks students from a wide range of economic circumstances. Because Northland was founded to serve the immediate area, which especially in recent times is economically challenged, the College maintains a strong commitment to innovative programs and messages, such as the Access Guarantee, to let low-income students and their families know that at Northland a private college can be affordable for them. Admissions also does specific outreach (both individual visits and associated programming) in primary and secondary student draw areas with large numbers of low-income students.

**A brief description of the institution’s other admissions policies and programs:**

---

**A brief description of the institution’s other financial aid polices or programs:**

Last September 1, a new Vice President was hired to direct Northland’s Admissions and Financial Aid operations. This leadership resulted in the expanded financial aid commitments to low income students, “at risk” identification processes and targeted student search and research activities focused on low income students. Additional services and programs targeted to low income students will be added over the next 12-18 months as a part of these new leadership efforts. Examples include on-line financial aid webinars, expanded off-campus affordability programming with accepted students, cooperative outreach with other area postsecondary institutions, and targeted programming for specific low-income and disadvantaged populations such as large local American Indian communities.

**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:**

http://www.northland.edu/tuition-match.htm
Gender Neutral Housing

Responsible Party

Jared Friesen
Director of Residential Life
Student Life

"---" 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:

One theme house on campus has a mission of gender issues and is a proactively welcoming space for transgender and transitioning students.

The practice of Residential Life for transgender/transitioning students living in regular housing is to allow them to room with a student of the sex they are transitioning to.

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

---
Employee Training Opportunities

Responsible Party

Clare Hintz  
Campus Sustainability Coordinator  
Campus Facilities/ Environmental Science

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:

1. A core learning outcome in our liberal education program is, "3) Understanding of human and cultural diversity
   Graduates will be able to . . .
   • explain how personal and cultural beliefs, artistic expressions, institutions, behaviors, and experiences of others differ from their own;
   • identify individual, collective, and institutional acts of discrimination and explain how these acts create barriers for some and opportunities for others;
   • recognize—beyond spatial, temporal, and cultural differences—the foundations of our common humanity;
   • act with understanding and integrity on issues related to human diversity.

Also, starting in fall of 2011, we will be offering regular cultural diversity workshops in our Co-curriculum.

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.

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</tbody>
</table>
Sustainable Compensation

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Satisfaction Evaluation

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Focus groups are conducted of mixed groups of faculty and staff by a team of reviewers. The full report is provided to the campus community and action steps determined from there.

The year the employee satisfaction evaluation was last administered:

2,011

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

---
Staff Professional Development in Sustainability

**Responsible Party**

Michele Meyer  
Dean for Student Life  
Student Life

---

**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:**

At each departmental level, professional development opportunities are available to all staff. Staff across all divisions of the College have opportunities to participate in sustainability related training and professional development. In the last two years numerous staff in Student Life, Academic Affairs, And Finance and Administration have participated in sustainability training and/or professional development.

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

---
Sustainability in New Employee Orientation

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:
Yes

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

A sustainability tips brochure and sustainability overview of Northland is given to each new faculty or staff. Additionally, new faculty or staff are invited to take a campus sustainability tour.

The website URL for the information about sustainability in new employee orientation:
http://www.northland.edu/assets/files/Sustainability/SustainabilityTips.pdf
Employee Sustainability Educators Program

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:
155

Program name (1st program):
Environmental Council

Number of employees served by the program (1st program):
155

A brief description of how the employee educators are selected (1st program):
Education is a key mechanism of the community change led by Environmental Council. Staff educators are appointed to the committee based on their roles at the college. Faculty educators are elected to the committee by Faculty Council once per year.

A brief description of the formal training that the employee educators receive (1st program):
Because we have a forty-year-old environmental liberal arts mission, sustainability literacy is very high and widespread at Northland. We attempt to follow a transformative model of education rather than a transmissive model. Rather than the institution training employee educators, we leverage the disciplinary and professional expertise of our faculty and staff to describe the interdisciplinary and cross-functional emergent properties of sustainability at Northland. In a sense, employee educators train the institution. Those faculty and staff facilitate the strategic development of sustainability theory and praxis with their peers. So, the formal training employee educators receive is decentralized, employee-driven, and discipline-specific, rather than imposed from "above".

A brief description of the staff and/or other financial support the institution provides to the program (1st program):
Staff participation is counted as part of work responsibilities. Faculty participation is counted as part of faculty service to the institution, and is part of faculty load. Approximately 17 work-study students support the work of Environmental Council.

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

---

Program name (2nd program):
Sustainability Work Group

Number of employees served by the program (2nd program):
155

A brief description of how the employee educators are selected (2nd program):
Staff and faculty are appointed to the Sustainability Work Group by the President and Cabinet.

A brief description of the formal training that the employee educators receive (2nd program):
Because we have a forty-year-old environmental liberal arts mission, sustainability literacy is very high at Northland. We also attempt to follow a transformative model of education rather than a transmissive model. Rather than the institution training employee educators, we leverage the disciplinary and professional expertise of our faculty and staff to describe the interdisciplinary and cross-functional emergent properties of sustainability at Northland. Those faculty and staff facilitate the strategic development of sustainability theory and praxis with their peers. So, the formal training employee educators receive is decentralized, employee-driven, and discipline-specific, rather than imposed from “above”.

A brief description of the financial or other support the institution provides to the program (2nd program):
The work of staff members of the Sustainability Working Group is built into regular job responsibilities. Faculty members of the Sustainability Working Group are given one course release to support their time commitment to this group.

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

Program name(s) (all other programs):
---

Number of employees served by the program(s) (all other programs):
---

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

---

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

---

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

---
Childcare

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

"---" 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 contracts with Horizon Health to deliver an Employee Assistance Program including an online portal, a 24-hour consultation or referral hotline, face-to-face assessment and counseling, goal and success planning, assistance with child or elder care, legal guidance, and financial consultation

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

---
Socially Responsible Retirement Plan

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

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:
The college offers the TIAA-CREF social choice equity fund. The fund “primarily invests in U.S. based companies that are screened to meet or exceed certain environmental, social, and governance criteria. The evaluation process seeks out companies that are: strong stewards of the environment; devoted to serving local communities and society in general; committed to high labor standards; dedicated to producing high-quality, safe products, and those managed in an ethical manner.”

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.

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</table>
Committee on Investor Responsibility

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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.

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</table>
Community Sustainability Partnerships

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Northland has partnered with the area non-profit, Alliance for Sustainability to support an "Energy Independent Community" initiative through the State of Wisconsin. As part of this initiative, Northland "resolves to advance Wisconsin's vision for energy independence by generating 25 percent of electricity and 25 percent of our transportation fuels from renewable resources by 2025." Northland has also been a part of the "Green Team Network" of area businesses and agencies sharing best practices around sustainability.

We also have an MOU with Wilderness Inquiry to work on advancing the field of sustainable outdoor education.

The website URL where information about sustainability partnerships is available:

---
Inter-Campus Collaboration on Sustainability

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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:

Northland College hosts the Midwest Regional Collaborative for Sustainability Education, fostering dialogue around authentic transformative education. This collaborative is in its third year and features an annual unconference as well as localized projects. Partners include formal and non-formal educators from K-12s, colleges and universities, non-profits, agencies, and activists. The website for the collaborative is

www.mrcse.org

Northland is also on the steering committee of the Upper Midwest Association for Campus Sustainability and has helped organize several midwestern conferences.

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

Midwest Regional Collaborative for Sustainability Education

Upper Midwest Association for Campus Sustainability

Leadership Circle of Signatories of the American Colleges and Universities Presidents Climate Committment

National Wildlife Federation's Campus Ecology Program
A brief summary of additional ways the institution collaborates with other campuses to advance sustainability:

The campus sustainability coordinator receives several phone calls per month requesting information about various sustainability projects at Northland. She has been a guest speaker at a number of institutions regarding sustainability and regularly presents at conferences.

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

http://www.northland.edu/sustainability-partnerships.htm
Sustainability in Continuing Education

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered :
18

Total number of continuing education courses offered:
120

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:
---

Year the certificate program was created:
---

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

Responsible Party
Michele Meyer
Dean for Student Life
Student Life

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.

Submission Note:
The count of students includes students formally participating in the Northland Volunteer Program, in Environmental Council activities, in the Athletics-sponsored community service program, and the Growing Connections service-learning project.

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

The number of students engaged in community service:
320

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
572

The website URL where information about the institution’s community service initiatives is available:
http://www.northland.edu/student-life-organizations-northland-volunteer-program.htm
Community Service Hours

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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.

Submission Note:

The count of student hours includes the time of students formally participating in the Northland Volunteer Program, in Environmental Council activities, in the Athletics-sponsored community service program, and the Growing Connections service-learning project.

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

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

2,870

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

572

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

http://www.northland.edu/student-life-organizations-northland-volunteer-program.htm
Sustainability Policy Advocacy

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

In 2008 Northland College passed a resolution to support, as part of a "Wisconsin Energy Independent Community" a commitment to generate 25% of its energy by 2025. This resolution was signed to support a Concurrent Resolution of United States Congress, March 2006 and Wisconsin Executive Order 192, April 2007. The signing of the resolution helps unify a regional voice for energy responsibility and has helped make the Chequamegon Bay Region a national model of regional sustainability initiatives.

The website URL where information about the institution’s advocacy efforts are available:
---
Trademark Licensing

Responsible Party

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Clare Hintz
Campus Sustainability Coordinator
Campus Facilities/ Environmental Science

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:
Yes

A brief description of the graduation pledge program:

“I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work.”

The website URL where information about the graduation pledge program is available:
---
Community Service on Transcripts

Responsible Party

Michele Meyer
Dean for Student Life
Student Life

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

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

A brief description of the practice:

Students are able to print a co-curricular transcript that highlights the following:
* wellness workshops completed
* ethical leadership certification
* active citizen certification
* community service participation
* campus leadership

The website URL where information about the practice is available:
---
Farmers' Market

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

"---" 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:

Produce from the college's gardens is sold in the campus center weekly during the summer months.

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.

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Innovation 1

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 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.

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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.

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New Student Orientation

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

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:

---

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:

---

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:

---

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:

---

Does the institution incorporate sustainability into new student orientation in other ways?:

---

Provide a brief description:

---
# Food Education

## Responsible Party

Nathan Engstrom  
Regional Sustainability Coordinator  
Sustainability

## 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:*

---

**Are students educated in dining facilities about how to make eco-positive food choices?:**  
Yes

*Provide a brief description:*

---

**Are students educated during orientation about how to make eco-positive food choices?:**  
Yes

*Provide a brief description:*

---

**Are students educated in other venues about how to make eco-positive food choices?:**  
Yes

*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:

---
Food and Beverage Purchases

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:
10

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:
25

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):
existing invoice tracking system with codes for local products

List items procured for dining services from on-campus organic garden(s):
lettuce, spinach, beans, squash, garlic, onions, carrots, tomatoes

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):
---

List all Fair Trade certified items purchased:
---
Confinement-Free Food Purchases

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:

pasture raised

Percentage purchased:

80

Comments:

---

Type of confinement-free product purchased (1st product):

pork

Percentage purchased (1st product):

25

Comments (1st product):

---

Type of confinement-free product purchased (2nd product):

chicken

Percentage purchased (2nd product):

25

Comments (2nd product):

---
Type of confinement-free product purchased (3rd product):
beef

Percentage purchased (3rd product):
10

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):
eggs

Percentage purchased (1st product):
80

Comments (1st product):
---

Type of vegetarian-fed product purchased (2nd product):
pork

Percentage purchased (2nd product):
25

Comments (2nd product):
---

Type of vegetarian-fed product purchased (3rd product):
chicken

Percentage purchased (3rd product):
25

Comments (3rd product):
---

Campus Sustainability Data Collector | AASHE
Type of vegetarian-fed product purchased (4th product):
beef

Percentage purchased (4th product):
10

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):

eggs

Percentage purchased (1st product):

80

Comments (1st product):

---

Type of hormone-free product purchased (2nd product):

pork

Percentage purchased (2nd product):

25

Comments (2nd product):

---

Type of hormone-free product purchased (3rd product):

chicken

Percentage purchased (3rd product):

25

Comments (3rd product):

---
Type of hormone-free product purchased (4th product):
beef

Percentage purchased (4th product):
10

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Seafood Purchases

Responsible Party
Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria
Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

"---" 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):
fish

Percentage purchased (1st product):
100

Standard used (1st product):
Monterey Bay

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):
shrimp

Percentage purchased (2nd product):
100

Standard used (2nd product):
Monterey Bay

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):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details of the dishware it provides at its dining services locations.

"---" 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?:
No

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?:
No

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?:
---

Provide a brief description.:  
---
Energy Initiatives

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
25

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
---

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
---

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
---

The combined gross square footage of all buildings that are ENERGY STAR labeled:
---
The names of all buildings that are ENERGY STAR labeled:

---
Energy Use by Type

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

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.: 43.90

The percentage of total electricity use from wind.: 9.80

The percentage of total electricity use from biomass.: 3

The percentage of total electricity use from natural gas.: 6.60

The percentage of total electricity use from solar PV.: 2

The percentage of total electricity use from geothermal.: 0

The percentage of total electricity use from nuclear.: 29.10

The percentage of total electricity use from hydro.: 7.50

The percentage of total electricity use from 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.: ---

The percentage of total energy used for heating buildings from natural gas.: 80

The percentage of total energy used for heating buildings from geothermal.: 20

The percentage of total energy used for heating buildings from fuel oil.: ---

The percentage of total energy used for heating buildings from other.: ---

Provide a brief description.: ---

If cogeneration, please explain.: ---
Procurement

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details about its procurement efforts.

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

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:

10
Water Initiatives

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details about its water initiatives.

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

Is there a ban or restriction on selling or distributing bottled water on campus?:
No

Provide a brief description of any bottled water ban or restriction:
---

Does the institution meter any of its non-potable water usage?:
No

The percentage of urinals on campus that are waterless:
5
Endowment

Responsible Party
Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year:
---

Date as of:
---

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:
---

If yes, or if currently under consideration, provide a brief description:
---

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):
Yes

Size of capital commitments made within past 3 years:
150,000 US/Canadian $

Provide a brief description:

Billion Dollar Green Challenge

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
---
Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:
---

Do investment managers handle the details of proxy voting on environmental and social resolutions?:
---

Do investment managers handle the details of proxy voting on corporate governance resolutions?:
---

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?:
---

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?:
---

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?:
---

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?:
---

Does a single administrator determine proxy votes on environmental and social resolutions?:
---

Does a single administrator determines proxy votes on corporate governance resolutions?:
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?:
---

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?:
---

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on...
votes on environmental and social resolutions?:
---

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
---

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
---

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
---
Sustainability Staffing

Responsible Party

Nathan Engstrom
Regional Sustainability Coordinator
Sustainability

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

"---" 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):

150

FTE staff on payroll:

1.50

FTE student intern/fellow:

2.25