Chapter 4
STARS Report

Introduction

The Sustainability Tracking, Assessment & Rating System (STARS) is another tool GreenROUTES has completed to gauge Colby-Sawyer College’s environmental responsiveness. The rating system was created by the Association for the Advancement of Sustainability in Higher Education (AASHE). AASHE is self described as “an association of colleges and universities in the U.S. and Canada which aims to advance the efforts of the entire campus sustainability community by uniting diverse initiatives and connecting practitioners to resources and professional development opportunities.” AASHE’s STARS report uses a system of points and credits to assess the sustainability of the university or college. The reason that the STARS will be an effective measurement of environmental action is that it judges sustainability on over 14 different levels. Currently the STARS report is in the testing phase, but version 1.0 will be released in May 2009. By completing the Clean Air Cool Planet evaluation we already have begun to acquire some of the information required for the STARS report. The completed STARS report, along with the Clean Air Cool Planet report, will help to give our community a clear sense of where our college stands in terms of sustainability, and affirm the direction we need to pursue. This chapter contains the STARS score cards along with the documentation and guidance for each credit as found in the STARS report. After each credit GreenROUTES gives a brief description of how Colby-Sawyer College meets or does not meet these requirements, from which we can obtain a final score. This final score will help the college to identify where it needs to focus its attention to improve the overall sustainability of Colby-Sawyer College. The STARS report is broken up into three main sections: education and research, operations, and administration and finance.
Co-Curricular Education

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This section 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 help integrate sustainability into the campus culture and set a positive tone for the institution.

**ER Credit 1: Student Sustainability Outreach Program**

**Criteria**

Institution coordinates or oversees a peer to peer sustainability outreach and education program for students. The program conducts at least one event per semester or term.

**Documentation**

- Complete the online STARS submittal form for this credit. The form requests:
  - Program name
  - Date program started
  - A brief description of the program
  - The name, title, and department of the staff member who supervises the program
  - A copy of outreach materials the program produces
  - A copy of an application form, training manual, and other materials used to select and train students conducting the outreach program
  - The URL for the peer-to-peer outreach program’s website
  - A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that have programs that engage students to serve as educators in peer-to-peer sustainability outreach programs. Serving as an educator provides a valuable learning experience for students and can help deepen their understanding of sustainability. Likewise, having students serve as teachers helps disseminate sustainability concepts and a sustainability ethic throughout the campus community.

Colby-Sawyer College

Colby-Sawyer does not meet this credit, as it does not have an outreach program specified for sustainability. Such an outreach program is implementable at Colby-Sawyer, as the institution already performs various types of outreach programs to benefit students and community members.

ER Credit 2: Sustainability-Related Competition

Criteria

Institution coordinates or oversees a sustainability-related competition at least annually. The competition may take place among the entire institution, between different residence halls, academic departments, classes, or other divisions appropriate to the institution.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Name of the competition
- Year competition started
- A brief description of the competition’s history or appropriate URL
- A brief description of the competition’s rules or appropriate URL
- A brief description of how the competition has advanced sustainability and results from the competition
- URL for the competition’s website
- Copies of outreach materials related to the competition
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**

This credit recognizes institutions that sponsor or coordinate sustainability competitions. Competitions can be important tools in engaging the student body in sustainability issues and can help raise student awareness about sustainability. In addition, competitions encourage students to adopt sustainable practices or try environmentally and socially preferable lifestyle choices.

**Colby-Sawyer College**

Colby-Sawyer does not have an annual sustainability-related competition. Specific class groups, including classes, as well as on-campus groups have organized and hosted such events, but it is not coordinated by the institution, or performed yet on an annual basis.

**ER Credit 3: Sustainability in New Student Orientation**

**Criteria**

Institution includes sustainability prominently in new student orientation activities and/or materials distributed to new students.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how sustainability is incorporated into new student orientation
- A copy of sustainability-related outreach materials distributed to new students
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that include sustainability in orientation activities and outreach materials for new students. Orientation sets the tone for the campus experience. Including sustainability in student orientation demonstrates that sustainability is an institutional goal and helps encourage students to adopt sustainable habits in their new school environments.

**Colby-Sawyer College**

Colby-Sawyer does not have sustainability incorporating into new student orientation, but this aspect could be readily included during the planning of student orientation. Developing a plan for sustainability themes within orientation would make it possible for the institution to implement the subject. After meeting with DaveSauerwein, we established some ideas for orientation including: incorporating sustainability into interactive “skits” performed at orientation and establishing a sustainability information booth.
Co-Curricular Education: Tier Two Credits

1. Institution has an outdoor program that follows Leave No Trace principles.
2. Institution has student groups focused on or dedicated to sustainability.
3. Institution has sustainability-themed housing (residential hall, floor, or theme house).
4. Institution has an on-campus, organic garden for students.
5. Institution has a model dorm room that demonstrates sustainable living principles.
6. Institution produces outreach materials about on-campus sustainability efforts, such as information kiosks and sustainability maps.
7. Institution has a student-run café that serves environmentally or socially preferable foods.
8. Institution has a student publication focused on sustainability.
9. Institution has space dedicated to sustainability in a student newspaper.
10. Institution holds major events related to sustainability, such as conferences or symposia.

Colby-Sawyer College

Colby-Sawyer does not fulfill the requirements for tier two credits, but the institution does have some of these aspects present; there are student groups which have a focus on sustainability. The institution does not have a majority of the credits listed, but there are some areas in which the activities listed could be put into practice easily. Colby-Sawyer has a student newspaper, which could provide a space for sustainability or reserve space for a student publication focused on sustainability, and symposia are presently held at this institution for presentations of senior projects. Sustainability focused or related symposia could be added to the institution’s calendar, as all other events on-campus.

As Colby-Sawyer already has student groups which have focus on sustainability, the institution could use this opportunity to have the groups organize on-campus sustainability efforts, as well as work on providing information kiosks and maps. This institution could implement outdoor programs that follow the Leave No Trace principles, as well as a student-run café which provides environmentally or socially preferable foods. The institution already provides some of these foods, but the café is not student-run as yet.

Colby-Sawyer College should keep these tier two credits in mind to work on, after the listed credits in the STARS report has been met. Such items as sustainability dorms and an organic garden can not be addressed as readily as the main credits listed in this section, but they should be considered for future possibilities to continue making Colby-Sawyer College become a sustainable institution.
## Curriculum

### CURRICULUM

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<td>ER Credit 12</td>
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This section seeks to recognize institutions that have formal education programs and courses that address sustainability. A primary function of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are positioned uniquely to prepare students to understand and address sustainability challenges. Institutions that hold courses relevant to sustainability issues help equip their students to lead society to a sustainable future.

### ER Credit 4: Sustainability Course Identification

**Criteria**

Institution has identified all of its sustainability-focused and sustainability-related courses. The identification system can take any form, including official recognition in the course catalog or a list compiled and published by the sustainability committee or officer, as long as the information is publicly available to the campus community. For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic relevant to sustainability.
using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A copy of a document and/or the URL where sustainability courses are listed
- A brief description of how the list of sustainability courses is shared with the campus community
- A brief description of the methodology used to identify sustainability courses
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have identified their sustainability course and program offerings and share that information with their campus communities. Conducting an inventory of academic offerings provides an important foundation for advancing sustainability curriculum. It offers a sense of where the institution is now and can help identify strengths and opportunities for growth. In addition, a list helps current and prospective students find and understand sustainability course offerings, which can help them organize their academic studies.

**Colby-Sawyer College**

Colby-Sawyer does not meet this credit requirement, as this institution does not currently identify sustainability focused or related courses at this institution. This credit could be implemented in the course catalog for Colby-Sawyer, specifying courses which contain sustainability themes, as descriptions are already provided for each course in the catalog; all of the courses which contain sustainable elements or themes could be identified and grouped into a sustainability section of its own in the catalog.

**ER Credit 5: Sustainability-Focused Academic Courses**

**Criteria**

Institution conducts a specified percentage of sustainability-focused academic courses, as measured by courses held during the past academic year.

- 1 pt: Between 0 and 0.1 percent of the institution’s courses are sustainability-focused.
- 2 pts: 0.1 to one percent of the institution’s courses are sustainability-focused.
- 3 pts: Between 1 and 2 percent of the institution’s courses are sustainability-focused.
- 4 pts: 2 to 3 percent of the institution’s courses are sustainability-focused.
- 5 pts: Between 3 and 4 percent of the institution’s courses are sustainability-focused.
- 6 pts: 4 percent or more of the institution’s courses are sustainability-focused.
For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Courses that are cross-listed in multiple departments do not count as separate courses. In determining percentages, institutions should count each time a course was held. For example, a course that is held twice (including two sections) in the fall term and once in the spring term shall be counted as three courses. This credit does not include continuing education and non-credit courses, which are covered by ER Credit 13: Non-Credit Sustainability Courses.

Colby-Sawyer College

Colby-Sawyer does not meet the requirements for this credit as it does not have a specified percentage of sustainability-focused courses. However, some courses within the curriculum do have strong elements of sustainability, providing the opportunity to add a specified percentage of this type course. These types of courses are already included in this institution’s curriculum, therefore it would only be a matter of included more classes.

ER Credit 6: Sustainability-Related Academic Courses

Criteria

Institution conducts a specified percentage of sustainability-related academic courses, as measured by courses held during the previous academic year.

- 1 pts: Between 1 and 5 percent of the institution’s courses are sustainability-related.
- 2 pts: 5 to 10 percent of the institution’s courses are sustainability-related.
- 3 pts: Between 10 and 15 percent of the institution’s courses are sustainability-related.
- 4 pts: 15 to 20 percent of the institution’s courses are sustainability-related.
- 5 pts: Between 20 and 25 percent of the institution’s courses are sustainability-related.
- 6 pts: 25 percent or more of the institution’s courses are sustainability-related.

For this credit, sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue. Courses that are cross-listed in multiple departments do not count as separate courses. In determining percentages, institutions shall count each time a course is offered. For example, a course that is offered twice (including two sections) in the fall term and once in the spring term shall be counted as three courses. This credit does not include continuing education and non-credit courses, which are covered by ER Credit 13: Non-Credit Sustainability Courses.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all sustainability-related, for-credit academic courses and the number of times each course was held during the previous academic year
- The total number of sustainability-related, for-credit academic courses, and the total number of for credit academic courses held during the previous academic year

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Guidance

This credit recognizes institutions that offer courses related to sustainability. Sustainability-related courses help build knowledge about a component of sustainability or briefly introduce students to sustainability concepts. They may complement sustainability-focused courses by producing graduates with in-depth knowledge of an aspect of sustainability and helping provide focus to students’ sustainability studies, or they may broaden understanding of sustainability from within different disciplines.

Colby-Sawyer College

Colby-Sawyer does not meet the requirements for this credit as it does not have a specified percentage of sustainability-related courses. However, some courses within the curriculum do have strong elements of sustainability, providing the opportunity to add a specified percentage of sustainability-related courses. These types of courses are already included in this institution’s curriculum, therefore it would only be a matter of included more classes.

ER Credit 7: Sustainability Courses by Academic Department

Criteria

A specified percentage of the academic departments or programs that offer courses within an institution offer at least one course related or focused on sustainability.

- 1 pt: More than 5 and up to 10 percent of the institution’s academic departments offer a sustainability-related or focused course.
- 2 pts: 10 to 30 percent of the institution’s academic departments offer a sustainability-related or focused course.
- 3 pts: More than 30 percent of the institution’s academic departments offer a sustainability-related or focused course.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments that offer at least one course related to or focused on sustainability
- A list of sustainability course offerings by department
- The total number of academic departments that offer courses and the number of departments that offer a sustainability-related or focused course
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
**Guidance**

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue. Sustainability-related or focused courses that are cross-listed in multiple departments count for each department through which the course is listed. Courses that are held at least once every three years are sufficient for this credit. This credit does not include continuing education and non-credit courses, which are covered by ER Credit 13: Non-Credit Sustainability Courses.

**Colby-Sawyer College**

We do not meet the requirements for this credit, as we do not have a specified percentage of academic departments or programs that offer courses related or focused on sustainability. However, sustainability courses are offered by multiple academic departments, including Environmental Studies, Business Administration, Humanities, and Natural Science, which means there is an available opportunity for the institution to expand on this.
ER Credit 8: Academic Sustainability Courses by Student Credit Hours

Criteria

A specified percentage of student credit hours is earned through sustainability-related or focused courses.

- 1 pt: More than 0.1 and up to 1 percent of student credit hours are earned in sustainability-related or focused courses.
- 2 pts: 1 to 2 percent of student credit hours are earned in sustainability-related or focused courses.
- 3 pts: Between 2 and 3 percent of student credit hours are earned in sustainability-related or focused courses.
- 4 pts: 3 to 4 percent of student credit hours are earned in sustainability-related or focused courses.
- 5 pts: Between 4 and 5 percent of student credit hours are earned in sustainability-related or focused courses.
- 6 pts: 5 or more percent of student credit hours are earned in sustainability-related or focused courses.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue. Student credit hours are calculated by multiplying the number of students that complete each course in each class by the number of credit hours the course is worth.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of student credit hours during the previous academic year
- The total number of student credit hours earned in sustainability related and focused courses during the previous academic year
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions where students are engaged in sustainability coursework. Looking at sustainability courses based on the number of students taking such courses measures student exposure to sustainability. By providing more sustainability education, institutions are preparing their students to lead the transition to a sustainable future.
Colby-Sawyer College
Colby-Sawyer does not offer student credit hours through academic sustainability-related or focused courses, but the percentages given to qualify demonstrate how Colby-Sawyer could successfully meet one of the percentage requirements in the future.

ER Credit 9: Sustainability-Focused Undergraduate Academic Program

Criteria

Institution offers a sustainability-focused undergraduate academic program.

- 1 pt: Institution offers a sustainability-focused major, academic concentration, academic certificate, or minor program for its undergraduate students.
- 2 pts: At least one percent of undergraduate students graduate with a sustainability-focused major, academic concentration, academic certificate, or minor.

For this credit, sustainability-focused academic programs concentrate on sustainability, including its social, economic, and environmental dimensions.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each sustainability-focused academic program for undergraduate students, including the program’s name, degree or accreditation awarded, and the URL for the program’s website The number of graduates from each sustainability-focused academic program from the previous academic year
- The total number of graduates from the previous academic year.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge
- and contact information for the responsible party

Guidance

This credit recognizes institutions that have formal academic programs focused on sustainability. Developing such programs signals an institution’s commitment to sustainability. Formal academic programs focused on sustainability provide a path for students to study sustainability topics in depth, thus better preparing them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.
Colby-Sawyer College
Colby-Sawyer does not have sustainability-focused undergraduate academic programs, but this could be a significant opportunity to offer such a program in the future.

ER Credit 10: Sustainability Graduation Requirement

Criteria

A specified percentage of the institution’s departments require undergraduate students to take a sustainability-focused or sustainability-related course as a graduation prerequisite.

- 1 pt: More than 0 and less than 25 percent of the institution’s departments have a sustainability graduation requirement.
- 2 pts: 25 to 50 percent of the institution’s departments have a sustainability graduation requirement.
- 3 pts: Between 50 and 75 percent of the institution’s departments have a sustainability graduation requirement.
- 4 pts: 75 to less than 100 percent of the institution’s departments have a sustainability graduation requirement.
- 5 pts: 100 percent of the institution’s departments have a sustainability graduation requirement, or there is an institution-wide sustainability graduation requirement that applies to all undergraduate students.

The institution-wide requirement may take the form of the institution requiring students to take a common sustainability-related or focused course or allowing students to select from a menu of sustainability-related or focused courses. For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments and departments that have a sustainability graduation requirement
- A brief description of the sustainability graduation requirements for each department above, including a list of courses that fulfill the requirement
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that have adopted a sustainability graduation requirement. Adopting a graduation requirement ensures that students are exposed to formal sustainability training and that they will graduate with a basic knowledge about sustainability.

Colby-Sawyer College

Colby-Sawyer does not require undergraduate to take sustainability-focused or related courses as a prerequisite for graduation requirements. As the institution reviews its curriculum and makes revisions to graduation requirements, there may be an opportunity in the future to include requirements for such courses.
ER Credit 11: Sustainability-Focused Graduate Academic Program

Criteria

Institution offers a sustainability-focused academic program for graduate students.

• 1 pt: Institution offers a sustainability-focused major, academic concentration, academic certificate, or minor program for graduate students.
• 2 pts: At least one percent of graduate students graduate with a sustainability-focused major, academic concentration, academic certificate, or minor.

For this credit, sustainability-focused academic programs concentrate on sustainability, including its social, economic, and environmental dimensions. This credit does not apply to institutions that offer fewer than 25 different master’s degrees.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

• A brief description of each sustainability-focused academic program for graduate students, including the program’s name, degree or accreditation awarded, and the URL for the program’s website
• The number of graduates from each sustainability-focused graduate-level academic program from the previous academic year
• The total number of graduate-level graduates from the previous academic year.
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have formal, graduate-level academic programs focused on sustainability. Developing such programs signals an institution’s commitment to sustainability. Formal academic programs focused on sustainability provide a path for students to study sustainability topics in depth, thus better preparing them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

Colby-Sawyer College

Colby-Sawyer does not currently have any graduate programs available, it is exclusively provides undergraduate programs. If the institution does expand in the future, this is a graduate program that could be considered for Colby-Sawyer.
ER Credit 12: Sustainability Study Abroad Program

Criteria

Institution offers a sustainability-related or focused study abroad program. In other words, the study abroad program meets one or more of the following criteria: it concentrates on sustainability, including its social, economic, and environmental dimensions; it examines an issue or topic using sustainability as a lens; it includes sustainability as a component or module; it concentrates on a key sustainability principle; or, it focuses on addressing a sustainability challenge. Study abroad programs offered by outside entities do not count for this credit. This credit does not apply to institutions that do not offer study abroad programs.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the study abroad program, including destination or location, dates of the most recent time the program was held, and the number of students participating in the program
- A brief description of how the study abroad program content addresses sustainability
- A brief description of the policies, programs, and other practices in place to mitigate the negative social and environmental impacts of study abroad programs, including air travel
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer sustainability-related or focused study abroad programs. Study abroad programs give students the opportunity to witness and learn about the sustainability challenges and solutions occurring elsewhere. Study abroad programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

Colby-Sawyer College

This institution does not meet the requirements for this credit because it does not have sustainability-focused or related study abroad programs. However, both The School for Field Studies (SFS) and Washington Internship Institute (WII), which Colby-Sawyer is affiliated with offer sustainability opportunities within their programs. The SFS has sustainability opportunities within its programs for different countries including Mexico, Australia and Kenya, and WII has a specific program called “Go Green” which allows students to participate in a program on sustainability. As Colby-Sawyer already has connections with programs that offer sustainability programs, this is could be an opportunity for the College to encourage its students to do this type of study abroad, as is at the student’s discretion where they will attend a study abroad program; this institution can provide more knowledge about such programs available for prospective students.
ER Credit 13: Non-Credit Sustainability Courses

Criteria

Institution conducts a specified percentage of non-credit courses that are sustainability-related or focused.

- 1 pt: Any portion of the institution’s non-credit courses are sustainability-related or focused.
- 2 pts: 1 to 5 percent of the institution’s non-credit courses are sustainability-related or focused.
- 3 pts: More than 5 percent of the institution’s non-credit courses are sustainability-related or focused.

For this credit, sustainability-focused courses concentrate on sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens. Sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue. Courses that are cross-listed in multiple departments do not count as separate courses. Non-credit courses refer to courses that cannot be taken for academic credit. It may include courses for which continuing education units are awarded, as long as academic credit cannot be earned. This credit does not apply to institutions that don’t offer courses for which academic credit cannot be earned.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of non-credit courses the institution held during the previous academic year
- The number of non-credit sustainability-related or focused courses held during the previous academic year, and the title and catalogue description of each
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that offer non-credit courses related to or focused on sustainability. Such courses train community members and many students in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs.

Colby-Sawyer College

Colby-Sawyer does not have a specified percentage non-credit sustainability courses at this institution, but Colby-Sawyer may have the opportunity to receive this credit by meeting the percentage requirement, as does have some sustainability courses.
ER Credit 14: Sustainability-Focused, Non-Academic Certificate Program

Criteria

Institution offers a non-academic, sustainability-focused certificate or training program.

- 1 pt: Institution offers a non-academic sustainability-focused certificate or training program.
- 2 pts: At least 1 percent of students participating in institution's non-academic certificate or training programs participate in those that are sustainability-focused.

For this credit, sustainability-focused programs are programs that concentrate on sustainability, including its social, economic, and environmental dimensions. This credit does not apply to institutions that do not offer non-academic certificate or training programs.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of all non-academic, sustainability-focused certificate or training programs
- The number of students participating in such programs
- The total number of students participating in non-academic certificate or training programs
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have non-academic training or certificate programs focused on sustainability. Certificate programs offer professional recognition for sustainability training, and are important tools in helping students obtain, perform, and advance their position in green jobs.

Colby-Sawyer College

We do not have sustainability-focused certificates or training programs at this institution, but Colby-Sawyer could implement sustainability-related certificate programs, as it already has such existing programs for other areas of study.

ER Credit 15: Curricular Engagement

Criteria

Institution meets the criteria of the Carnegie Foundation for the Advancement of Teaching's “Curricular Engagement” Elective Classification.
Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how the institution meets the criteria for the Curricular Engagement designation
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that meet the criteria for earning the Curricular Engagement Designation from the Carnegie Foundation for the Advancement of Teaching. The Carnegie Foundation was chartered by an act of the United States Congress in 1906. Its charge is “to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education.” In contrast to some of the designations the Carnegie Foundation assigns to schools based on their enrollment or other characteristics, Curricular Engagement is an optional designation for which institutions must apply. According to the Carnegie Foundation, the Curricular Engagement designation is given to “institutions where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.” To earn the Curricular Engagement designation, institutions must document how many service learning courses they offer and how widespread and integrated into the entire curriculum service learning is. In addition, they must document institutional commitments to and faculty scholarship in service learning. More information about the Curricular Engagement classification is available at: http://www.carnegiefoundation.org/classifications/index.asp?key=1213

Colby-Sawyer College

Colby-Sawyer does meet the criteria of the Carnegie Foundation’s Curricular Engagement elective classification. However, it is listed as a member of the Foundation on the Carnegie Foundation website.

ER Credit 16: Sustainability Literacy Assessment

Criteria

- 1 pt: Institution conducts an assessment of its students’ sustainability literacy.
- 2 pts: Institution conducts an assessment of its incoming students’ sustainability literacy and then conducts an assessment of the same cohort’s sustainability literacy upon graduation.
Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the questions included in the sustainability literacy assessment
- A brief description of how the assessment was developed
- A brief description of how the assessment was administered
- Results from the assessment
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives.

Colby-Sawyer College

Colby-Sawyer does not have a sustainability literacy assessment as yet, but this is an opportunity which this institution could take advantage of to promote sustainable awareness of its community members.
Faculty and Staff Development and Training

<table>
<thead>
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<th>Credit</th>
<th>Credit Title</th>
<th>Possible Points</th>
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<td>Incentives for Developing Sustainability Courses</td>
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<td>X</td>
<td></td>
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<tr>
<td>ER Credit 18</td>
<td>Sustainability in New Employee Orientation</td>
<td>1</td>
<td>X</td>
<td></td>
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<tr>
<td>ER Credit 19</td>
<td>Employee Sustainability Outreach Program</td>
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<td><strong>Total</strong></td>
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This section seeks to recognize institutions that have incorporated sustainability into their faculty and staff training and development programs. 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.

**ER Credit 17: Incentives for Developing Sustainability Courses**

**Criteria**

Institution offers incentives for faculty to develop sustainability-related or focused courses and/or incorporate sustainability into their courses or departments. Incentives may include release time, curriculum workshops, and funding. This credit applies to incentives for academic, non-credit, and/or continuing education courses.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of incentives offered to faculty to develop sustainability courses and/or incorporate sustainability into their courses or departments.
- A brief description of the outcomes or results of offering such incentives.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party.
Guidance

This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, workshops, funding, and/or other incentives can help faculty broaden and deepen sustainability curriculum. Faculty often need time, support, and training to determine how best to make sustainability a focus or topic of their courses, and offering such incentives lends institutional support to expanding sustainability course offerings on campus.

Colby-Sawyer College

Colby-Sawyer does not meet the requirement for this credit, though Colby-Sawyer does have incentives for developing courses; there are none specifically for sustainability-related or focused courses. As the institution does provide incentives, this is an opportunity for Colby-Sawyer to implement these kinds of incentives.

ER Credit 18: Sustainability in New Employee Orientation

Criteria

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

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of how sustainability is covered in orientations and trainings for new employees
- A copy of outreach materials distributed to new employees that address sustainability
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that address sustainability issues during new employee orientation. Including sustainability in new employee orientation helps establish sustainability as an institutional priority and part of the campus culture. Providing information and tools about the institution’s sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines, and choices.

Colby-Sawyer College

Colby-Sawyer does not employ sustainability topics in new employee orientation or outreach and guidance materials.
ER Credit 19: Employee Peer-to-Peer Sustainability Outreach Program

Criteria

Institution administers or oversees a faculty/staff peer-to-peer sustainability outreach program that holds an event or campaign at least once per semester or term.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The name, title, and department of the person who coordinates the program
- The name of the program and a brief description of its activities during the previous year
- A brief description of how the outreach program is organized, including how representatives are selected
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.

Colby-Sawyer College

Colby-Sawyer does not have an employee peer-to-peer sustainability outreach program at this time, but this credit could be implemented effectively at Colby-Sawyer College due to the institutions size.
This section 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, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies and strategies to address those challenges.

**ER Credit 20: Research Inventory**

**Criteria**

Institution has identified all of its sustainability research initiatives. The inventory should include all research centers, laboratories, and individual professors’ activities that focus on or are related to sustainability. For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability. This credit does not apply to institutions where research is not a core component of the institution’s activities.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- A copy of the research inventory or the URL where the information is posted
- A brief description of the methodology the institution used to conduct the inventory
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that have identified their sustainability research activities. Conducting an inventory of an institution’s sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. Conducting an inventory also establishes a baseline for measuring future progress.

Colby-Sawyer College
Colby-Sawyer does not have identified and publicized sustainability research initiatives that have been in progress during the past year.

ER Credit 21: Research Incentives

Criteria

Institution offers incentives or programs to encourage faculty to conduct sustainability related or focused research. Incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of the programs, incentives, and policies in place to encourage faculty members to research sustainability
- A brief description of the results or outcomes of those programs and incentives
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have programs in place to encourage faculty members to research sustainability. Providing incentives demonstrates that sustainability is an institutional priority and can help attract new researchers to the field. In addition, it helps faculty members explore new areas and encourage broader research on the topic. Having faculty broadly engaged in sustainability research can help increase student exposure to and participation in sustainability research as well.

Colby-Sawyer College
Colby-Sawyer does not have incentives for sustainability-related or focused research at this institution.
ER Credit 22: Faculty Involved in Sustainability Research

Criteria

A specified percentage of the institution’s faculty members are engaged in sustainability research.

- 1 pt: Up to 0.1 percent of the institution’s faculty members are engaged in sustainability research.
- 2 pts: 0.1 to 1 percent of the institution’s faculty members are engaged in sustainability research.
- 3 pts: More than one percent of the institution’s faculty members are engaged in sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability. This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The total number of faculty members
- The total number and names of faculty members engaged in sustainability research, including their departmental affiliations, and a brief description of the sustainability research conducted by each.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions where a specified percentage of research faculty members are researching sustainability. The percentage of faculty members engaged in sustainability research is a measure of the spread of sustainability research.

Colby-Sawyer College

Colby-Sawyer faculty are involved in some sustainability research, but the institution does not qualify for this credit because it does not have a required quota.
ER Credit 23: Departments Involved in Sustainability Research

Criteria

A specified percentage of the institution’s academic departments are engaged in sustainability research.

- 1 pt: Up to 5 percent of the institution’s academic departments are engaged in sustainability research.
- 2 pts: 5 to 15 percent of the institution’s academic departments are engaged in sustainability research.
- 3 pts: Between 15 and 25 percent of the institution’s academic departments are engaged in sustainability research.
- 4 pts: 25 to 35 percent of the institution’s academic departments are engaged in sustainability research.
- 5 pts: More than 35 percent of the institution’s academic departments are engaged in sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability. This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A list of all academic departments
- A list of academic departments in which at least one faculty member engages in sustainability research, including a brief statement about the focus of such research
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions where sustainability research is being conducted in many departments. Most, if not all, academic departments can make significant contributions to deepening society’s understanding of sustainability issues and developing solutions to sustainability challenges. Since sustainability transcends traditional academic divisions, having multiple departments involved in research indicates that the institution has a broad perspective on sustainability and can help ensure that multiple perspectives are considered.
Colby-Sawyer College
Colby-Sawyer does have departments involved in sustainability-related or focused research but the institution does not qualify for this credit because it does not have a required quota.

ER Credit 24: Internal Funding for Research

Criteria

This credit includes two components.

1) Institution demonstrates a three-year upward trend in sustainability research funding from internal sources (1 point possible).
2) Institution dedicates a specified percentage of its internal research funds to sustainability research (4 points possible).

- 1 pt: 0.1 to 1 percent of the institution’s internal research funds are devoted to sustainability research.
- 2 pts: Between 1 and 5 percent of the institution’s internal research funds are devoted to sustainability research.
- 3 pts: 5 to 10 percent of the institution’s internal research funds are devoted to sustainability research.
- 4 pts: More than 10 percent of the institution’s internal research funds are devoted to sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability. This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total internal research funds for each of the past three years
- Internal research funds devoted to sustainability research for each of the past three years
- A brief description of how internal research funds are apportioned
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are devoting internal research funds to sustainability research. Funding sustainability research indicates an institution’s support for sustainability research and helps encourage growth in the field.
Colby-Sawyer College
Colby-Sawyer does not have sustainability internal research expenditures at this institution.

ER Credit 25: External Funds for Research

Criteria

This credit includes two components
1) Institution demonstrates a three-year upward trend in sustainability research funding from external sources (1 point possible).
2) A specified percentage of the research grant money an institution receives goes towards funding sustainability research (3 points possible).

• 1 pt: Up to 0.1 percent of the institution’s external research funds are devoted to sustainability research.
• 2 pts: 0.1 to 1 percent of the institution’s external research funds are devoted to sustainability research.
• 3 pts: More than 1 percent of the institution’s external research funds are devoted to sustainability research.

For this credit, sustainability research includes research that focuses on a key principle of sustainability, addresses a sustainability challenge, or addresses the social, economic, and environmental components of sustainability. This credit does not apply to institutions where research is not a core component of the institution’s activities.

Documentation

Complete the online STARS submittal form for this credit. The form requests:
• Total external research funds
• External research funds devoted to sustainability research
• A brief description of strategies or best practices institution can share to increase external funding for sustainability research
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have attracted external funding, such as grants, for sustainability research. Much of the research conducted by colleges and universities is funded from outside sources. Outside funding can be an important tool in advancing sustainability research.
Colby-Sawyer College
Colby-Sawyer College does not have sustainability external research expenditures.

ER Credit 26: Interdisciplinary Research

Criteria
Institution treats interdisciplinary research the same as discipline-specific research during faculty promotion and tenure decisions.

Documentation
Complete the online STARS submittal form for this credit. The form requests:
- A brief summary of how the institution treats interdisciplinary research in faculty promotion and tenure decisions and how this is communicated to all academic departments and faculty review committees
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that treat interdisciplinary research the same as research conducted in a single discipline during faculty promotion and tenure decision. Addressing sustainability challenges requires solutions and understandings that often cover multiple academic disciplines. Treating interdisciplinary research the same as research from one academic discipline is an important step in enabling faculty to pursue sustainability-related research.

Colby-Sawyer College
Colby-Sawyer does treat both of these the same; they are strongly encouraged, and receive the same consideration in evaluation, promotion and tenure decisions. They are also supported with faculty development funds, and many of the institutional initiatives over the years have been interdisciplinary in nature.

The information concerning interdisciplinary research has been provided by Debora Taylor, Academic Vice President, and Dean of Faculty at Colby-Sawyer College.
Buildings

This section 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.

**OP Credit 1: New Construction, Renovations, and Commercial Interiors**

**Criteria**

Institution’s new buildings, major renovations, and interior improvements meet Leadership in Energy and Environmental Design (LEED) standards for New Construction, Core & Shell, or Commercial Interiors.

- 1 pt: All new buildings, major renovations, and interior improvements meet LEED certification criteria (at any level).
- 2 pts: All new buildings, major renovations, and interior improvements meet LEED Silver or higher certification criteria and at least 25 percent of new building square footage is certified LEED Silver or higher.
- 3 pts: All new buildings, major renovations, and interior improvements meet LEED Gold or higher certification criteria and at least 25 percent of new building square footage is certified LEED Gold or higher.
- 4 pts: All new buildings, major renovations, and interior improvements meet LEED Platinum certification criteria, and at least 25 percent of new building square footage is certified LEED Platinum.

For this credit, buildings completed during the past three years are considered ‘new.’ Institutions may use the version of LEED-NC, LEED-CS, or LEED-CI that was available at the time of the building construction, significant renovation, or interior improvement.
Institutions in the United States should use the versions of LEED put forth by the U.S. Green Building Council. Canadian institutions may use the versions of LEED Canada put forth by the Canada Green Building Council.

This credit does not apply to institutions that have not constructed any buildings during the last three years.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the institution’s green building policy is posted, if applicable
- The date the policy was adopted, if applicable
- A brief description (including gross square footage and budget) for each new building, renovation, and interior improvement that was completed during the last three years
- The date and level (Certified, Silver, Gold, or Platinum) of LEED certification for each applicable project
- LEED scorecards for certified projects and documentation demonstrating the achievement of LEED criteria for projects that are not certified
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have incorporated environmental features into the design and construction of new buildings, major renovations, and interior improvements. The LEED certification system, which was developed by the U.S. Green Building Council (USGBC), is the premier green building standard in the United States. In partnership with the USGBC, the Canada Green Building Council administers the LEED Canada certification system in Canada. LEED has transparent technical criteria that are evaluated and approved by the USGBC’s membership. The certification process involves rigorous documentation, which helps to ensure accurate, fair, and meaningful standards. LEED certification includes criteria grouped into the following categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, and Innovation and Design.

Certification ensures third-party verification of a building’s green features, increases an institution’s familiarity with the LEED certification criteria, and tends to improve building performance. However, in recognition of the additional expense and time that certification requires, this credit requires only that a specified percentage of new buildings receive certification.

**Colby-Sawyer College**

Colby-Sawyer College does not participate in LEED certified building design on any of the levels listed above.
OP Credit 2: Building Operations and Maintenance

Criteria

A specified percentage of the institution’s eligible buildings meet the certification criteria outlined in the LEED for Existing Buildings (LEED-EB) certification system and/or are certified under the LEED-EB system.

- 1 pt: Any portion of the institution’s buildings is LEED-EB certified (at any level).
- 2 pts: At least 10 percent of the institution’s building square footage is LEED-EB certified (at any level) and at least another 40 percent of the institution’s building square footage meets the criteria for LEED-EB certification (at any level).
- 3 pts: At least 15 percent of the institution’s building square footage is certified LEED-EB Silver or higher and at least another 60 percent of the institution’s building square footage meets the criteria for LEED-EB Silver or higher certification.
- 4 pts: At least 20 percent of the institution’s building square footage is certified LEED-EB at the Gold level or higher and at least another 70 percent of the institution’s building square footage meets the criteria for LEED-EB Gold or higher certification.
- 5 pts: At least 20 percent of the institution’s building square footage is LEED-EB Platinum certified, and at least another 75 percent of the institution’s building square footage meets the criteria for LEED-EB Platinum certification.

This credit applies to all buildings eligible for LEED-EB certification. Institutions should use the most recent version of LEED-EB to determine if non-certified buildings meet LEED-EB certification criteria.

Institutions in the United States should use the versions of LEED put forth by the U.S. Green Building Council. Canadian institutions may use the versions of LEED Canada put forth by the Canada Green Building Council.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- A brief description of each building that is LEED-EB certified or meets the standards for LEED-EB certification including the following:
  - The name and primary function of the building (e.g., residential dormitory, classrooms, laboratories)
  - Square footage of the building
  - Date and level of LEED-EB certification, if applicable
  - LEED-EB scorecards for certified buildings and documentation demonstrating the achievement of LEED-EB criteria for buildings that were not certified
  - A brief description of the tools, strategies, and policies in place to encourage the adoption and maintenance of LEED-EB criteria
  - A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that operate and maintain their buildings in ways that protect the human health of building occupants and the environment. The LEED certification system, which was developed by the U.S. Green Building Council (USGBC), is the premier green building standard in the U.S. In partnership with the USGBC, the Canada Green Building Council administers the LEED Canada certification system in Canada. LEED has transparent technical criteria that are evaluated and approved by the USGBC’s membership. The certification process involves rigorous documentation, which helps to ensure accurate, fair, and meaningful standards. LEED-EB certification includes criteria grouped into the following categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, and Innovation and Design.

Certification ensures third-party verification of a building’s green features, increases an institution’s familiarity with the LEED certification criteria, and tends to improve building performance. However, in recognition of the additional expense and time that certification requires, this credit does not require that all new buildings receive certification.

More information about LEED is available at www.usgbc.org.

Colby-Sawyer College

None of the existing buildings meet any LEED standards. The Ivey Science center was built with some basic concepts such as motion activated heating and sealed windows. However, further and more effective measures that would meet LEED standards were not considered during the construction of the building.

OP Credit 3: Potable Non-Irrigation Water Consumption Reduction

Criteria

Institution achieves a specified reduction in potable, non-irrigation water consumption per gross square footage of building space. The reduction is measured against a baseline year of AY 2000-01.

- 1 pt: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 10 percent.
- 2 pts: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 25 percent.
- 3 pts: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 50 percent.
Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The amount of potable non-irrigation water that the institution consumed in 2000-01, in gallons
- The amount of potable non-irrigation water that the institution consumed in the previous year, in gallons
- The total floor area in gross square feet in 2000-01
- A brief description of policies, practices, and programs that the institution has implemented to reduce potable, non-irrigation water consumption
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have become more efficient water users. Conserving water helps protect wildlife habitat and conserve energy, as delivering and treating water require considerable amounts of energy.

The credit uses gallons of water per gross conditioned square foot of floor space to avoid penalizing institutions for physical growth. The credit is measured against a baseline specific to an institution in recognition of the fact that there are several institutional characteristics that may contribute to higher water consumption, including climate variations and building function.

Colby-Sawyer College

Colby-Sawyer installed low flow toilets that began a visible downward trend in water consumption. The decrease of water from the academic year 2005-2006 spanning to 2007-2008 exhibits an 11.5% decrease in water consumption. Colby-Sawyer College earns 1 point for this credit.

OP Credit 4: Green Cleaning Service

Criteria

Institution’s in-house or contracted cleaning service is Green Seal certified or meets the certification criteria for the Green Seal Environmental Standard for Cleaning Services (GS-42).

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Date of Green Seal certification, if applicable
- Documentation indicating that the cleaning service meets the Green Seal criteria
- A brief description of how the institution ensures compliance with Green Seal’s standards
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that have safe and effective cleaning practices that protect human health and the environment. Green Seal certification is administered by an independent, non-profit organization that develops science-based certification criteria specific to several product categories and services. The certification system recognizes services that improve health and wellbeing, reduce toxic pollution and waste, conserve resources and habitats, and minimize global warming and ozone depletion. In addition to requiring the use of non-toxic cleaning products, the cleaning service certification system details several best practices for cleaning services, which covers topics such as cleaning equipment, staff communications, worker safety, and reducing solid waste.

More information about the Green Seal Environmental Standard for Cleaning Services (GS-42) is available at www.greenseal.org/certification/cleaning_services_gs-42.pdf.

Colby-Sawyer College
Colby-Sawyer does not meet Green Seal standards for cleaning services.

Buildings: Tier Two Credits

1. Institution uses vegetated/green and/or reflective/high albedo roofs.
2. Institution uses water conservation devices, such as waterless urinals, dual flush toilets, low-flow showerheads, and faucet aerators.
3. Institution has systems in place to detect and repair water leaks.
4. Institution implements strategies to reduce light pollution.
5. Institution uses front-loading washing machines.

Colby-Sawyer College
Colby-Sawyer has aerators on 90% of the faucets around campus. The other 10% are unscreened. Most of the toilets have also been replaced with low-flow models recently. When GreenROUTES 2006-2007 conducted a survey of the toilets on campus, they found that there were 119 high flow toilets (3.5-6 gal) and 131 low flow toilets (1.6 gal). In the fall of 2008 however, GreenROUTES conducted the survey again, and found that all of the high flow toilets had been removed, and there were now 47 low flow (2.5 gal) toilets and 209 low flow toilets with an even lower consumption rating (1.6 gal). Although the new toilets do not qualify any of the buildings for LEED certification or other sustainability awards, it is a step in the right direction and shows that Colby-Sawyer College is willing to invest money initially if it means saving money in the long run.
This section seeks to recognize institutions that are helping build a sustainable food system by supporting local, Food Alliance-certified, organic, and Fair Trade-certified products. 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 sub-standard 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.

### OP Credit 5: Local Food

**Criteria**

- 1pt: Five percent of food expenditures go towards local food*
- 5pt: Twenty percent of food expenditures go towards local foods*
- 3pt: Fifty percent of food expenditures go towards local foods*

For this credit, institutions should include food purchases for the institution’s residential dining halls and on-site catered events provided by the institution’s dining services providers and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

*Local food is defined as food that is grown and processed within 150 miles of the institution.*

**Documentation**

- The names of the contracted dining services provider
- The USDA Plant Hardiness Zone where the institution is located
• Total food expenditures for the following products categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other.
• Total expenditures on local* food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, grocery items, and other.
• Total expenditures on local food that is also certified organic.
• Total expenditures on local food that is also Food Alliance certified.
• A brief description of policies and programs institution has implemented to increase local food procurement.
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contract information for the responsible party.

Guidance

This credit recognizes institutions that are buying local food. Purchasing local food helps mitigate the impact of food transportation, support local farmers and processors help strengthen local economies, and helps build a local food system while enhancing food security.

Colby-Sawyer College

Colby-Sawyer cannot report that we have local foods because we cannot show that our food has been grown and processed within 150 miles from the college. If there was documentation on the expenditures of our food then we would most likely be able to fulfill this requirement. This means that any and all food expenditures need to become more transparent. There needs to be documentation on where our food is grown and packaged. This is information that we can obtain from the manufactures and it needs to be collected in some way for the general knowledge of the college. This credit could be easily satisfied with some proper documentation by the dining services in both the main dining hall and the Lodge.

OP Credit 6: Food Alliance and Organic Certified Food

Criteria

Institution’s dining service purchases a specified percentage of Food Alliance and/or organic certified food
• 1pt: Five percent of food expenditures go towards Food Alliance and/or organic certified food products.
• 2pt: Twenty percent of food expenditures go toward Food Alliance and/or organic certified products.
• 3pt: Fifty percent of food expenditures go toward Food Alliance and/or organic certified products.
For this credit, institutions should include food purchases for the institution’s residential dining halls and on-site catered events provided by the institution’s dining services providers and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

Food items that are made with at least 70 percent organic ingredients are considered organic for this credit. According to the USDA organic labeling requirements, products labeled ‘made with organic’ must contain at least 70 percent organically produced ingredients.

Documentation

- Expenditures on certified organic food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Expenditures on Food Alliance certified food for the following product categories: meat and seafood, fresh and frozen produce, milk and other dairy products, bakery goods, beverages, grocery items, and other
- Total expenditures on food that is both organic and Food Alliance certified
- Total expenditures on certified organic food that is also Fair Trade certified
- Total expenditures on certified organic food that meets another (not including Fair Trade Certified or local) criteria that makes it preferable, and please specify which criteria
- Total expenditures on Food Alliance certified food that meets another (not including Fair Trade certified or local) criteria that makes it preferable and please specify which criteria
- A brief description of policies and programs institution has implemented to increase organic food procurement
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contract information for the responsible party

Guidance

This credit recognizes institutions that are buying certified organic food. The U.S. Department of Agriculture (USDA) and the Canadian Food Inspection Agency oversee organic certification in the U.S and Canada respectively. These government agencies ensure that products labeled as organic meet environmental and consumer protection standards, including restrictions on the types of seeds, pesticides, fertilizers, and livestock practices that are allowed. In addition, organic agriculture operations must implement practices to conserve soil, manage manure and rotate crops to preserve that value of agricultural lands.

Food alliance certification is overseen by a nonprofit organization. The certification requirements include providing just working conditions, treating animals humanely, raising livestock without added hormones or antibiotics, reducing pesticide usage and toxicity, and conserving soil and water.
Colby-Sawyer College
Currently, Colby-Sawyer does not have certified organic or food alliance certified foods in the dining hall or Lodge. We cannot fulfill this requirement because there is not proper documentation of these foods and their certifications. Another way to show that we could be sustainable is to label the food so that students and visitors know where the food comes from and whether or not it is organic. This will go a long way in showing that Colby-Sawyer College is taking steps to becoming more sustainable.

OP Credit 7: Fair Trade Certified Coffee

Criteria
- All of the institution's coffee purchases are Fair Trade Certified.

For this credit, institutions should include coffee purchases for the institution's residential dining halls and on-site catered events provided by the institution's dining services provider and for which the institution is the client. On-site franchises, convenience stores, vending machines, or concessions are not included in this credit.

Documentation
- Expenditures on Fair Trade Certified coffee
- Total expenditures on coffee
- Expenditures on Fair Trade Certified products for the following categories: tea, sugar, cocoa, rice, vanilla, bananas, and other
- Total expenditures on products in the following categories: tea, sugar, cocoa, rice, vanilla, bananas, and other products eligible for Fair Trade Certification
- Total expenditures on Fair Trade Certified food that meets another criteria that makes it preferable (not including organic certified) and please specify which criteria
- A brief description of polices and programs institution has implemented in increase Fair Trade Certified food purchasing
- A statement that the submitted information is accurate to the best of a responsible party's knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that are buying Fair Trade Certified coffee. Fair Trade Certification, which is conducted by third-party organizations, is based on fair prices and working conditions for farmers. Fair Trade Certification encourages community development, democratic and transparent collaborations among farmers, and direct trade between producer groups. By purchasing Fair Trade Certified products, institutions can support economic development and help alleviate poverty in less-developed countries.
This credit focuses on Fair Trade Certified coffee because it was one of the first products to be covered by the certification and is widely available. Institutions are asked to report expenditures on other products in recognition of the growth in Fair Trade Certification for other product categories.

**Colby-Sawyer College**

Currently, Colby-Sawyer purchases some fair trade coffee, which can be found in the dining hall. But to fulfill this requirement this institution would have to purchase more Fair Trade coffee, not only in the dining hall but also when there is a catered event. The scale and documentation needs to be more developed to fulfill this requirement.

**Dining Services: Tier Two Credits**

1. Institution does not use trays in its dining service operations
2. Institution has vegan and vegetarian dining options available for every meal
3. Institution does not use trans fats or ingredients that include trans fat in its dining operations

**Colby-Sawyer College**

Colby-Sawyer does not use trays, which is a very big step to being more sustainable. We do offer a vegetarian option every meal, and we can take that further and offer a vegan meal if needed. There could be more information about the use of trans-fat displayed in the dining hall. Overall we are meeting more of the tier two credits then the tier one credits, which mean that we should focus our attention on the tier one credits.
Energy and Climate

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This section 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, the cause of global warming. Global warming is expected to have myriad 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 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/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.

**OP Credit 8: Reduction in Energy Intensity**

**Criteria**

Institution has achieved a three-year downward trend in energy intensity, normalized for heating or cooling degree days. For this credit, energy intensity is calculated by dividing total energy consumption (electricity plus temperature control) by the amount of conditioned floor space.

- 1 pt: Institution reduced energy intensity up to two percent.
- 2 pts: Institution reduced energy intensity by more than two percent.
- 3 pts: Institution reduced energy intensity by more than four percent.
Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total electricity consumed in each of the past 3 years
- Total BTU used for temperature in each of the past 3 years
- Gross square feet of conditioned floor space
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have reduced their energy usage per gross square foot of conditioned floor space. The credit is measured as a trend to allow for tracking improvements over time without penalizing institutions in particular climates or with significant energy-intensive activities, such as laboratories. Energy consumption is normalized by conditioned floor space in order to enable fairer comparisons and avoid penalizing institutions for growth in their physical plants.

Colby-Sawyer College

Although Colby-Sawyer College has experienced a 7% downward trend for electricity from 2004-2008, the BTUs for heating have not followed such a trend. The total conditioned airspace of the College is 584,000 ft², averaging about 80,400 BTUs / ft². With a few energy saving policies, these points would be within reach. It should be noted that since the windows were replaced in the summer of 2007 with more effective insulation, possible providing a downward trend in the near future.

OP Credit 9: Renewable Electricity

Criteria

Institution derives a specified percentage of its total electricity consumed from institution-catalyzed renewable sources, or purchases the environmental attributes of electricity generated off-site from renewable sources in the form of Renewable Energy Certificates (RECs) and other similar renewable energy products.

- 1 pt: More than 5 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or the environmental attributes of more than 15 percent was purchased in the form of RECs and other similar renewable energy products.
- 2 pts: More than 15 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or 100 percent was purchased in the form of RECs and other similar renewable energy products.
- 3 pts: More than 35 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
- 4 pts: More than 65 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
• 5 pts: 100 percent of electricity consumed is from institution-catalyzed* renewable energy sources.

For this credit, the following sources of renewable electricity count: wind, concentrated solar power, solar photovoltaics, geothermal, low-impact hydropower, clean biomass, and B100 biodiesel. Renewable energy technologies that are not used to generate electricity do not count for this credit.

RECs and other similar renewable energy products used to achieve this credit must be Green-e certified or meet the Green-e standard’s technical requirements.

**“Institution-catalyzed renewable energy sources” refers to on-site sources as well as off-site renewable energy sources developed for the institution and for which the institution holds the rights to the associated emissions reductions. An institution may not apply electricity generated toward this credit if it sold RECs for the same electricity. Likewise, if the on-site renewable energy generating devices are owned and maintained by another party, the institution must have contractual rights to the associated emissions reductions for the electricity to count towards achieving this credit.**

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

• The total electricity in kilowatt-hours (kWh) institution consumed in each of previous three years
• The total electricity (in kWh) generated from on-site renewable sources in each of previous three years
• A brief description of the on-site renewable energy generating devices
• The total electricity (in kWh) generated from institution-catalyzed* renewable energy sources in each of previous three years
• A brief description of the institution-catalyzed renewable energy sources
• The total amount (in kWh) of Green-e certified or equivalent electricity purchased in each of previous three years
• A brief description of electricity purchased from off-site renewable sources
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that are using renewable energy sources for electricity. The credit is intended to enable fairer comparisons between large and small institutions, reward conservation, and allow institutions to track progress over time in relation to physical plant growth.

The credit includes a preference for institution-catalyzed renewable energy sources (see definition above) to reward institutions that directly contribute to the development of new renewable sources of electricity.
There are three options for earning this credit with electricity from off-site renewable sources. First, Renewable Energy Certificates (RECs), which are available from a variety of nationwide retailers, are created when a new renewable energy facility generates electricity and the environmental benefits of that electricity are sold to the REC buyer. Each REC represents all of the environmental benefits associated with a specific quantity of renewable electricity generation. Second, some electric utilities have green power programs that offer customers the opportunity to purchase some or all of their electricity from certified renewable energy sources. Third, in areas where electricity markets have been deregulated, customers may be able to choose an electricity provider that effectively offers a direct connection to renewable energy as an option.

The Green-e Renewable Energy Certification Program is the leading voluntary certification and verification program in the United States for renewable energy products. Green-e certification intends to make sure that these products meet environmental and consumer protection standards.

Colby-Sawyer College

Colby-Sawyer College purchases 100% of its electricity from a coal burning power plant in Bow, New Hampshire. A commitment to investing in on-campus catalyzed electricity, purchasing renewable power, or RECs through one of the three other ways mentioned in the guidance section above. In our policy recommendations (Tier 3 policy 30) we suggest two alternative energy sources that could be utilized on campus, photovoltaic energy and wind energy, each are attractive opportunities.

OP Credit 10: On-Site Combustion with Renewable Fuel

Criteria

A specified percentage of the institution’s on-site energy combustion for heating and cooling is from renewable sources, such as biomass and renewably derived hydrogen.

- 1 pt: Institution derives 15 percent or more of its on-site combustion for heating and cooling from renewable sources.
- 2 pts: Institution derives 50 percent or more of its on-site combustion for heating and cooling from renewable sources.
- 3 pts: Institution derives 100 percent or more of its on-site combustion for heating and cooling from renewable sources.

For this credit, renewable energy technologies that are used to generate electricity and renewable fuels used for transportation do not count, as those benefits are captured in OP Credit 9 and OP Credit 25 respectively.
Documentation

Complete the online STARS submittal form for this credit. The form requests:

- Total BTUs of energy for heating and cooling from on-site combustion from all sources
- Total BTUs of energy generated for heating and cooling from on-site renewable sources
- A brief description of renewable energy sources used for on-site combustion for heating and cooling
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are using fuel from renewable sources for on-campus combustion. Using renewable fuel sources, such as biomass, instead of fossil fuels reduces greenhouse gas emissions and several other pollutants. Renewable fuel sources can be grown or obtained locally, which mitigates emissions and other impacts of transporting other fuels longer distances and can help strengthen local economies. Harvesting methane from landfills and wastewater treatment plants similarly decreases emissions and transforms a waste product to a source of energy.

Colby-Sawyer College

Colby-Sawyer College does not have any on-site renewable fuel combustion. One alternative is to consider the WoodFuels proposal. WoodFuels, local company producing 100% renewable wood pellets proposed to replace 80,000 gallons of propane with a renewable source. This investment would boost the college from 0 points to 1 point. See Tier 1 policy 2 for details regarding Woodfuels

OP Credit 11: Greenhouse Gas Emissions Reduction

Criteria

Institution achieved specified net reductions in its Scope 1 and Scope 2 greenhouse gas (GHG) emissions from a 2005-06 academic year baseline. For this credit, purchasing carbon offsets that have been verified by a third party may count towards a portion of the reduction.

- 1 pt: Institution reduced GHG emissions by at least 5 percent, or purchased carbon offsets to achieve a net reduction of at least 50 percent.
- 2 pts: Institution reduced GHG emissions by at least 20 percent, or purchased carbon offsets to achieve a net reduction of 100 percent.
- 3 pts: Institution reduced GHG emissions by at least 40 percent.
- 4 pts: Institution reduced GHG emissions by at least 65 percent.
- 5 pts: Institution reduced GHG emissions by 100 percent (carbon neutrality), with carbon offsets comprising no more than 15 percent of the reduction.
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.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The total GHG emissions during the 2005-06 academic year (the baseline)
- The total GHG emissions during the previous academic year
- The total amount of carbon offsets purchased during the performance period and a brief narrative description of the purchased carbon offsets
- A brief description of actions the institution has taken to reduce its greenhouse gas emissions
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have reduced their net GHG emissions. Using a baseline of AY 2005-06 allows all campuses the same reference point for measuring progress and provides a metric that is comparable between campuses of different sizes.

The GHG Protocol, developed by the World Resources Institute and the World Business Council for Sustainable Development, is the most widely-used international accounting tool for quantifying GHG emissions. It provides the accounting framework for nearly every GHG program and standard in the world, including the Chicago Climate Exchange and the California Climate Action Registry. Clean Air-Cool Planet’s Campus Carbon Calculator is consistent with GHG Protocol standards.

Scope 1 refers to an institution's direct GHG emissions, such as the emissions from on-site fuel combustion. Scope 2 refers to emissions generated off-site in the production of energy that the institution purchases. This primarily means electricity but can also include steam and chilled water.

Green-e Climate, the Voluntary Climate Standard, and the Gold Standard are three organizations that provide third-party certification for carbon offsets. These standards provide assurance that offsets are real, measured permanent, verified, and beyond business-as-usual GHG emission reductions.

**Colby-Sawyer College**

The first year of data collection for Colby-Sawyer was 2007. Bound by the ACUPCC’s requisites, Colby-Sawyer College must meet their criteria. The first large step may be signing on with Woodfuel’s renewable heating proposal, discussed in more detail under our policy recommendations (tier 1 policy 2.)
Energy and Climate: Tier Two Credits

1. Institution uses timers to regulate temperatures based on occupancy hours.
2. Institution uses motion, infrared, and/or light sensors to reduce energy use for lighting.
3. Institution uses LED lighting.
4. Institution has installed vending machine motion sensors.
5. Institution has engaged in energy-related performance contracting.
6. Institution uses more efficient fume hoods.
7. Institution has a centralized energy management system.
8. Institution uses geothermal energy.

Colby-Sawyer College
Colby-Sawyer College has a master control panel in the basement of Colgate and the administrative building, which command most of the heat controls on campus during the evening hours. Infrared or motion detecting lighting is extremely limited, however motion activated heaters are operational in the Ivey Science building. Our recommendation under Tier 2 policy 18 outlines the environmental and monetary benefits of motion sensitive lights.
This section 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 all regions while using water wisely and without the use of harmful chemicals.

**OP Credit 12: Organic Campus**

**Criteria**

Institution applies to its grounds only pesticides and fertilizers that are allowable under the U.S. Department of Agriculture’s standards for organic crop production. For this credit, campus grounds do not include on-campus farms.

**Documentation**

- The size of maintained grounds, in acres
- The URL where the organic campus policy is posted, if applicable
- A brief description of landscaping and pest-management strategies
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Colby-Sawyer College**

Colby-Sawyer College does not meet USDA standards for organic crop production. Where Colby-Sawyer has a significant amount of maintained lawns and fields, using organic fertilizers would be a good chance to increase our environmental responsibility.
OP Credit 13: Non-Potable Water Use for Irrigation

Criteria

Institution meets a specified percentage of its irrigation water needs with non-potable water.

- 1 pt: Institution meets 50 percent of its irrigation water needs with non-potable water.
- 2 pts: Institution meets 100 percent of its irrigation water needs with non-potable water.

This credit does not apply to institutions with cultivated grounds comprising less than one percent of the institution’s total area.

Documentation

- The volume of potable water used for irrigation, in acre feet
- The volume of non-potable water used for irrigation, in acre feet, by source (e.g., reclaimed water, harvested rainwater, gray water)
- A brief description of policies, strategies, and technologies in place to reduce potable water usage for irrigation
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party.

Colby-Sawyer College

Colby-Sawyer College does not currently use any non-potable water for irrigation. Using gray-water and non potable water will allow the college to cut back on the amount of resources and energy it is consuming through the use of potable water. For more details regarding non potable water, see Tier 3 policy 33.

Grounds: Tier Two Credits

1. Institution uses integrated pest management.
2. Institution landscapes with native plant species.
3. Institution protects, restores, and/or creates habitat on campus.
4. Institution inventories and maps all campus trees and other landscape assets.
5. Institution uses pervious paving.
6. Institution has bio-swales, rain gardens, or other vegetated areas designed to filter storm water runoff.
7. Institution follows best management practices for snow and ice removal.

Colby-Sawyer College

The tier two credits listed above are secondary credits to the OP credits in this section. Colby-Sawyer College is already in concurrence with some of these stipulations. Susan’s swamp and the field below Lethbridge Lodge act as storm water and runoff filters (In accordance with number 6). Much of the landscaping
recently done on campus involved the use of invasive species, however Colby-Sawyer is in the process of creating a tree and shrub nursery for native species. These plants will be used for natural history education and landscaping around campus (Tier Two credits 2 and 3). Although the campus does not use impervious paving we have the means to learn about them. During the addition expansion of the Ivey parking lot, a walkway linking the parking lot to Colby Farm was built using pervious material. This small walkway can be used to test and monitor how effective impervious surfaces are. Evidence from these experiments could show how effected pervious surfaces are compared to impervious ones. Unfortunately our assessment did not include complete experiments with this surface. This would be an effective analysis for determining future decisions about what surface types to use.
Materials, Recycling, and Waste Minimization

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This section 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 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. In addition, waste reduction campaigns can engage the entire campus community in contributing to a sustainability goal.

**OP Credit 14: Waste Minimization**

**Criteria**

Institution demonstrates a three-year downward trend in waste generated per capita. Total waste generation is measured by weight, and includes all materials recycled, composted, and disposed of as trash except construction, demolition, hazardous, universal and non-regulated chemical waste. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition.

**Documentation**

- The weight in pounds of materials recycled, composted, and disposed of as garbage for each year
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to waste minimization
Guidance

This credit recognizes institutions that have reduced waste generation over time. While other credits recognize the benefits of recycling, this credit acknowledges that reducing the use of materials in the first place and lessening the total amount of materials discarded offers significant environmental benefits. Using a trend rewards institutions for improving their performances without unfairly penalizing institutions with characteristics that may lead to higher levels of waste generation per capita, such as a high percentage of students living on campus.

Colby-Sawyer College

Colby-Sawyer College does not currently have any policies in place concerning waste minimization. The weight in pounds of materials recycled, composted, and disposed off are not recorded by the college. The college earned no credit for waste minimization practices. See Tier 1 policy 13 for information on Recyclemania, a college recycling initiative.

OP Credit 15: Waste Diversion

Criteria

Institution achieves a specified landfill diversion rate.

- 1 pt: Institution achieves a 15 percent diversion rate.
- 2 pts: Institution achieves a 35 percent diversion rate.
- 3 pts: Institution achieves a 50 percent diversion rate.

Landfill diversion rate is calculated by dividing the weight of materials diverted from the landfill or incinerator by the sum of the weight of materials sent to a landfill or incinerator and the weight of the materials diverted from the landfill or incinerator. For this credit, calculations do not include construction, demolition, hazardous, universal, and non-regulated chemical wastes. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition. Materials diverted from the landfill or incinerator include any solid waste that was destined for disposal in a municipal waste landfill or incinerator but was diverted by recycling, composting, donating, re-selling, or reusing. Materials sent to landfill or incinerator include any solid waste that was sent for disposal in a municipal waste landfill or incinerator.

Documentation

- The weight in pounds of materials recycled, composted, reused, donated, re-sold, or otherwise diverted
- The weight in pounds of materials disposed in a solid waste landfill or incinerator
Guidance

This credit recognizes institutions that have achieved significant diversion rates. Diversion rate is a common measurement used to evaluate the success of waste reduction efforts.

Colby-Sawyer College

Colby-Sawyer College does not divert enough solid waste towards recycling, composting, donating, re-selling, or reusing to warrant receiving any points and has no mechanism in place to measure and monitor efforts. The college earned no credits for its waste diversion practices. See Recyclemania; Tier 1 policy 13.

OP Credit 16: Construction and Demolition Waste Diversion

Criteria

Institution diverts at least 75 percent of its 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. The diversion rate is calculated by dividing the weight or volume of materials recycled, donated, or otherwise recovered by the sum of the weight or volume of materials land filled or incinerated and the weight of materials recycled, donated, or otherwise recovered.

Documentation

- The weight in pounds or volume in cubic yards of construction and demolition materials recycled, donated, or otherwise recovered
- The weight in pounds or volume in cubic yards of construction and demolition materials land filled or incinerated

Guidance

This credit recognizes institutions that have diverted at least 75 percent of their construction and demolition wastes. Construction and demolition is a significant source of waste that falls outside of an institution’s standard waste stream and may be handled by a separate contractor or waste hauler. This credit is similar to the Materials and Recycling Credit 2.2: Construction Waste Management in the Leadership in Energy and Environmental Design (LEED) for New Construction rating system.

Colby-Sawyer College

Colby-Sawyer College has not diverted at least 75 percent of their construction and demolition waste. The college has not recorded any amount of weight being diverted from construction and demolition waste for any recycling purpose. The college earned no credit for construction and demolition waste diversion practices.
OP Credit 17: Electronic Waste Recycling Program

Criteria
Institution has a comprehensive electronic waste (e-waste) recycling and/or reuse program. The program includes collecting all institution-owned electronic products and, at least annually, electronic materials from students. All of the e-waste collected is refurbished, donated, or recycled domestically.

Documentation

- The weight in pounds, volume in cubic yards, or number of electronic materials collected for reuse or recycling
- The destination(s) for collected materials

Guidance
This credit recognizes institutions that have waste recycling and/or reuse programs. Waste typically contains toxic components, such as lead and mercury, that can contaminate soil and groundwater, and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or resold at reduced cost to nonprofit organizations and community groups. Domestic recycling helps to make sure workers' basic safety is protected and environmental standards are met.

Colby-Sawyer College
Colby-Sawyer College does not record the volume of electronic materials collected for reuse or recycling. The college does collect electronic materials such as batteries and ink cartridges, but does not keep records of volume. The college could easily earn this credit if they began to record the volume at which the electronic materials are recycled and recued. The college earned no credit for an electronic waste recycling program.

OP Credit 18: Hazardous Waste Minimization

Criteria
Institution tracks and safely disposes of all hazardous, universal, and non-regulated chemical waste

Documentation

- The total pounds of chemical waste shipped to outside vendors, and whether or not the weight includes containers and packaging
- The total pounds of radioactive waste removed from institution
- The total pounds of biological/medical waste shipped to outside vendors
- A brief description of institution’s hazardous waste disposal policies and activities
Guidance

This credit recognizes institutions that track and safely dispose of all hazardous, universal, and non-regulated chemical waste. These waste streams can be particularly dangerous to human health and wildlife.

Colby-Sawyer College

Colby-Sawyer College does not record any weight associated numbers to hazardous chemical waste used on campus. Without records being kept on hazardous waste the college is at an immediate disadvantage on creating policies to minimize hazardous waste. The college earned no credit for hazardous waste minimization practices.

Materials, Recycling, and Waste Minimization:

Tier Two Credits

1. Institution has a pre-consumer food waste composting program.
2. Institution has a post-consumer food waste composting.
3. Institution composes yard waste.
4. Institution has a surplus department or office supplies exchange that facilitates reuse of materials.
5. Campus dining operations offer discounts for reusable mugs.
6. Institution has replaced paper materials, such as course catalogs, registration, and directories, with online alternatives.
7. Institution limits free printing in computer labs and libraries.
8. Campus dining operations use bulk condiment dispensers and decreased packaging for to-go food service purchases.
9. Institution has a program to reuse chemicals.

Colby-Sawyer College

Colby-Sawyer College has great potential in fulfilling most of the tier two credits. The college has already taken steps towards an extensive composting program for both the pre-consumer and post-consumer waste. Also, the college now offers free reusable mugs to all students. Students must first sign a contract agreeing not to use non-reusable mugs in order to help reduce waste on campus. Many of the tier two credits are opportunities the college could easily take advantage of, such as, reducing paper materials with online alternatives, and limiting student printing in computer labs. These two ideas are addressed in the policy section of this document, found under Tier 1 policies 11 & 14.
Purchasing

PURCHASING

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This section 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.

**OP Credit 19: ENERGY STAR Purchasing**

**Criteria**

Institution purchases ENERGY STAR qualified products, or the equivalent, for all products categories covered by the program. This credit applies to all purchases that the institution has a central mechanism for tracking.

**Documentation**

- The URL where the ENERGY STAR policy, or equivalent, is posted, if applicable
- A copy of a Request for Proposals (REP) that included the ENERGY STAR requirement, if available
- A brief description of steps institution has taken to ensure that it purchases only ENERGY STAR qualified or equivalent products when applicable
- The number of ENERGY STAR products institution purchases and dollars spent on ENERGY STAR products
- The institution’s total expenditures
- The value of expenditures institution has a central mechanism for tracking
• The percentage of expenditures on products covered by ENERGY STAR that institution has a central mechanism for tracking, if known
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party.

Guidance

This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing ENERGY STAR qualified products or the equivalent, when available. The ENERGY STAR program, which is administered by the U.S. Environmental Protection Agency and U.S. Department of Energy, is a leading standard for energy efficiency for more than fifty product categories, including appliances, heating and cooling, electronics, lighting, food service, and office equipment. Relative to non-qualified products, ENERGY STAR products use 25 to 50 percent less energy, have extended product lives and decreased maintenance costs, and do not compromise quality or performance.

Colby-Sawyer College

Colby-Sawyer College currently purchase ENERGY STAR appliances, but there is no policy in place. Our recommendation under Tier 1 policy 3 recommends upgrading old appliances and purchasing only ENERGY STAR appliances.

OP Credit 20: EPEAT Purchasing

Criteria

Institution purchases Electronic Products Environmental Assessment Tool (EPEAT) Silver registered products, or the equivalent, for all products covered by the standard. This credit applies to all purchases that the institution has a central mechanism.

Documentation

• The URL where the EPEAT policy, or equivalent, is posted, if applicable
• A copy of a Request for Proposals (REP) that includes the EPEAT requirement, if available
• A brief description of steps institution purchased and dollars spent on EPEAT Silver (or higher) equivalent products when applicable
• The number of EPEAT products covered by EPEAT that the institution has a central mechanism for tracking, if known
• The percentage of expenditures on products covered by EPEAT that the institution has a mechanism for tracking, if known
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party.
Guidance

This credit recognizes institutions that are making environmentally preferable purchasing decisions by exclusively purchasing EPEAT Silver products or that equivalent, when applicable. EPEAT, which was developed by the Zero Waste Alliance with a grant from the U.S. Environmental Protection Agency, incorporates energy efficiency, the reduction and elimination of environmentally sensitive materials, materials selection, design for end-of-life, product longevity and life cycle extension, end-of-life management, corporate performance, and packaging characteristics of products into its evaluation criteria.

Colby-Sawyer College

Colby-Sawyer College does not purchase electronic products that have the certification of Electronic Products Environmental Assessment Tool Silver. As the college moves towards becoming a carbon neutral campus it should consider purchasing electronic products that meet this certification. As our electronic equipment expires we should consider replacing it with EPEAT Silver products.

OP Credit 21: Purchasing Green Cleaning Products

Criteria

Institution purchases environmentally preferable cleaning products, as outlined below. This credit applies to all purchases that the institution has a central mechanism for tracking.

For Cleaning Products

- Green Seal GS-37 Environmental Standard for General-Purpose, Bathroom, Glass and Carpet Cleaners Used for Industrial and Institutional Purposes
- Environmental Choice CCD-110 for Cleaning and De-greasing Compounds
- Environmental Choice CCD-146 for Hard Surface Cleaners
- Environmental Choice CCD-148 for carpet and Upholstery Cleaners

For disinfectants, metal polish, floor finishes, strippers, and other products not covered by the standards outlines above

- Green Seal GS-40 Environmental Standard for Industrial and Institutional Floor-Care
- Environmental Choice CCD-112 for Biological Digestion Additives for Cleaning and Odor Control
- Environmental Choice CCD-113 for drain and/or Grease Trap Additives
- Environmental Choice CCD-115 for Odor Control Additives
- Environmental Choice CCD-147 for Floor Care Products
Documentation

- The URL where the Green Seal, Environmental Choice, or equivalent policy is posted, if applicable
- A copy of a Request for Proposals (REP) that includes the green cleaning product requirement, if available
- A copy or relevant sections of the cleaning and/or painting services contract(s), if applicable
- A brief description of steps institution has taken to ensure that it purchases only Green Seal, Environmental Choice, or equivalent cleaners and floor care products
- The percentage of expenditures on cleaning products that institutions has a central mechanism for tracking, if know
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contract information for the responsible party

Guidance

This credit recognizes institutions that are purchasing green cleaning products. Many traditional cleaning products contain toxins that harm human health and the environment. Exposure impacts are pronounced for cleaning staff and individuals with chemical sensitivities.

Green Seal certification is administered by an independent non-profit organization that develops science-based certification criteria specific to several product categories and services. The certification system recognizes products that improve health and wellbeing, reduce toxic pollution and waste, conserves resources and habitats, and minimizes global warming and ozone depletion.

Environmental Choice is administered by EcoLogo, North America’s oldest environmental standard and certification organization. The certification system was launched by the Canadian federal government in 1988. Environmental Choice meets ISO 14024 standard for Type I (third-party certified, multi-attribute) environmental labels.

Colby-Sawyer College

Colby-Sawyer College does not purchase green cleaning products. A change in purchasing habits towards cleaning products can easily be altered. Purchasing Environmental Choice or Green Seal cleaning products will earn Colby-Sawyer College one credit.
OP Credit 22: Environmentally Preferable Paper Purchasing

Criteria

Institutions purchase or has a policy to purchase only environmentally preferable copy paper and bathroom paper products. For this credit, environmentally preferable paper meets one of the following criteria:

- 100 percent post-consumer recycled content and processed chlorine free or
- Certified by the Forest Stewardship Council (FSC) and total chlorine free or
- 100 percent tree-free material or
- Any combination of the above such that 100 percent of the paper is comprised of environmentally preferable materials

Documentation

- The URL where the environmentally preferable paper policy is posted, if available
- Product information for centrally-tracked paper purchases
- A brief description of steps institution has taken to ensure that only environmentally preferable paper is being purchased
- The percentage of expenditures on paper that institution has a central mechanism for tracking, if known
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that are purchasing environmentally preferable paper products. The use of environmentally preferable paper helps conserve forests, water, and energy; prevents pollution; and helps to protect biodiversity. FSC certification is the most widely used social and environmental standard for pulp and paper products made from virgin fibers. Tree Free paper is made of alternative fibers that tend to grow rapidly so harvesting these materials tends to have a smaller environmental impact than harvesting trees.

Colby-Sawyer College

Colby-Sawyer College does not purchase environmentally preferable paper products. Similar to cleaning products this purchasing habit could easily be changed. Each year Colby-Sawyer College consumes about 3,018 reams of paper. This is approximately 3,000 sheets of paper per student. Last year Colby-Sawyer College spent $16,573.23 on paper alone. If Colby-Sawyer College reduced printing by 35% they would save $5,800.62. With these savings the college could then buy 100% recycled paper. Purchasing 100% recycled paper would earn Colby-Sawyer College one credit.
OP Credit 23: Environmentally Preferable Furniture Purchasing

Criteria

At least 50 percent of institution’s furniture expenditures go towards products that meet at least one of the following criteria:

• Product contains at least 10 percent post consumer or 20 percent post-industrial material or
• Product contains at least 70 percent of salvaged materials or
• Products contain at least 50 percent rapidly renewable material, or
• Products contain at least 50 percent Forest Stewardship Council (FSC)-certified wood, or
• Product contains at least 50 percent material harvested / extracted and processed within 500 miles of the institution

Documentation

• Total expenditures on environmentally preferable furniture, and the criterion or criteria the furniture meets
• Total furniture expenditures
• A brief description of programs, policies, or strategies to purchase environmentally preferable furniture
• The percentage of total furniture expenditures that are centrally tracked, if known
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that purchase environmentally preferable furniture. From beds and picnic tables to lab benches and desks, higher education institutions spend a significant amount of money on furniture.

There are several options or environmental attributes that make furniture environmentally preferable. Making furniture with post-consumer or post-industrial waste or salvage materials conserves energy, reduces waste, and mitigates the need to extract virgin materials, such as trees and metal. Using rapidly renewable materials tends to have a smaller environmental impact than using materials that take longer to renew, such as petroleum and old growth wood. FSC-certification is a rigorous third-party certification system that rewards sustainably managed forests. Locally grown and manufactured products have a smaller transportation-related environmental impact and help support local economies.
Colby-Sawyer College does not purchase environmentally preferable furniture. As Colby-Sawyer expands it can implement the purchasing of environmentally preferable furniture in the new dorms. Furniture is something that often needs to be replaced, and by replacing it with environmentally preferable furniture the college would be making a statement that it is environmentally conscious.

**OP Credit 24: Vendor Code of Conduct**

**Criteria**

Institution has an act on vendor code of conduct that set expectations about the social and environmental responsibility of vendors with whom the institution does business.

**Documentation**

- The URL where the vendor code of conduct is posted or a copy of the code
- The data the vendor code of conduct was adopted
- A brief description of programs and strategies institution has implemented to ensure the does is followed
- A brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have taken proactive steps to ensure that their vendor meets minimum standards of environmental and social responsibility.

Colby-Sawyer College does not have a vendor of conduct. The college should draw up a code of conduct each vendor must agree to before the college will purchase their product. Creating a vendor code of conduct could earn the college on credit.
Transportation

This section 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, including heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low income communities proximate to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems. Furthermore, at times these activities are accompanied by human rights abuses and the profits from fossil fuel purchases may support hostile and/or repressive governments. At the same time, campuses can reap benefits from implementing sustainable changes to their transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large paved surfaces, which can help campuses better manage storm water. Also, institutions may realize cost savings and help support local economies by reducing their dependency on petroleum based fuels for transportation.

### OP Credit 25: Fleet Greenhouse Gas Emissions

**Criteria**

Institution’s motorized fleet emits specified levels of greenhouse gases per passenger mile traveled.

- 1 pt: 0.5 or fewer pounds of carbon dioxide equivalent (CO2e) per passenger mile traveled.
- 2 pts: Zero pounds of CO2e per passenger mile traveled (carbon neutral fleet).

For this credit, the institution’s motorized fleet includes all institution owned and operated vehicles. Fleet emissions should be calculated in a way that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards. Only emissions generated directly by vehicle operation are counted in this credit, and carbon offsets may not be applied to this credit.

To calculate passenger miles traveled by each vehicle, multiply the number of miles each vehicle traveled by that vehicle’s average occupancy. Fleet passenger miles are calculated by taking the sum of the passenger miles traveled by each vehicle in the fleet. If regular vehicle occupancy data are unavailable,
data may be gathered by a survey conducted during regular school session, as long as the survey incorporates seasonal, weekend, and out of session variability. This credit does not apply to institutions without a motorized fleet.

Documentation

- The total number of passenger miles traveled by vehicles in the institution’s fleet
- The greenhouse gas emissions from institution’s fleet in pounds of CO2e
- A brief description of institution’s methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce its fleet emissions

Guidance

This credit recognizes institutions that use cleaner fuels, fuel efficient vehicles, and/or multi-passenger vehicles. Institutions can help shape markets by creating demand for more efficient vehicles and cleaner fuels. In addition, institutions can realize efficiencies by increasing the number of passengers per vehicle. The credit measures fleet greenhouse gas emissions in terms of passenger miles traveled to prevent penalizing institutions that operate shuttles. For context, 0.5 pounds of CO2E per passenger mile is roughly twice as efficient as the average single occupancy vehicle. The GHG Protocol, administered by the World Business Council for Sustainable Development (WBCSD) and the World Resources Institute (WRI), is the most widely used international accounting tool for quantifying greenhouse gas emissions and it provides the accounting framework for nearly every greenhouse gas standard and program in the world.

Colby-Sawyer College

Colby-Sawyer College does not record the passenger miles traveled by each vehicle in the fleet. The greenhouse gas emission from the institutions fleet was calculated to be 1,336,007 pounds of CO2. The number of gallons used by the fleet was calculated by going through invoices at facilities and adding up the total number of gallons used in a year. Then a website (http://www.newhampshiregasprices.com) was used to determine the average gas price in New Hampshire per year which then told us how much we had to divide the each year’s gas expenditure by. Unfortunately the files could not separate conventional gas from diesel fuel. Since Colby-Sawyer only has two diesel vehicles, we decided to fold it all into regular gas category. Because the college only records half of the data required for fleet greenhouse gas emission the college did not receive any credit. For the college to calculate the total number of passenger miles traveled by vehicles in the institution’s fleet they will have to create a specific policy. One that makes all drivers of intuitional fleet vehicles record their miles and calculate how many passengers on average they are accompanied by. A way the college could increase their chances of receiving this credit would be by purchase more fuel efficient vehicles, which can use cleaner fuel sources.
OP Credit 26: Commute Modal Split

Criteria

A specified percentage of the institution's faculty, staff, and students get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

- 1 pt: More than 25 percent of institution’s population primarily uses preferable modes of transportation.
- 2 pts: More than 50 percent of institution’s population primarily uses preferable modes of transportation.
- 3 pts: More than 95 percent of institution’s population primarily uses preferable modes of transportation.

Commute modal split data may be gathered anytime within the last five years. If data for faculty, staff, and students were collected separately, they may be aggregated based on full-time equivalent populations.

Documentation

- The percentage of institution’s population walking, bicycling, or using other non-motorized means as their primary method of transportation
- The percentage of institution’s population van or carpooling as their primary method of transportation
- The percentage of institution’s population riding campus shuttle as their primary method of transportation
- Transportation
- The percentage of institution’s population driving alone as their primary method of transportation

Guidance

This credit recognizes institutions where a significant portion of the campus community uses preferable modes of transportation to travel to and from the institution. Commute modal split is a common measure used to evaluate the sustainability performance of a transportation system.

Colby-Sawyer College

Colby-Sawyer College does not record the percentage of faculty, staff and students that travel to school daily by means other than single occupancy vehicles. However, we did conduct a survey and found that in 2008 faculty alone traveled an estimated 1,540,816 miles commuting to and from work. Colby-Sawyer College’s human resources department is currently creating a survey to better understand how faculty and staff are traveling to work each day. The information gained would help to complete this credit to determine what percentage of faculty and staff are not driving to work by themselves. The college earned no credits for commute modal split practices.
OP Credit 27: Commuter Options

Criteria
Institution meets the criteria for being recognized by the Best Workplaces for Commuters program.

Documentation
- A brief list of incentives for preferable modes of transportation that demonstrate how the institution meets the Best Workplaces for Commuters guidelines

Guidance
This credit recognizes institutions with strong programs in place to encourage employees to use preferable modes of transportation. The National Standard of Excellence in commuter benefits, developed by the U.S. Environmental Protection Agency, is used to determine whether employers qualify for designation under the Best Workplaces for Commuters program. To encourage their employees to bike, walk, carpool, or take mass transit to and from campus, institutions can implement a variety of programs, incentives, and facilities. Examples of such tools include transit subsidies, bicycle facilities, awards programs, and parking incentives for carpoolers. More information about the Best Workplaces for Commuters Program is available at www.bestworkplaces.org.

Colby-Sawyer College
Colby-Sawyer College has not been recognized by the Best Workplaces for Commuter program. Incentives need to be created for faculty, staff, and students to use preferable modes of transportation. The college earned no credit for commuter options.

OP Credit 28: Air Travel

Criteria
Institution calculates greenhouse gas emissions from institution funded air travel.

Documentation
- The greenhouse gas emissions from air travel in pounds of CO2 equivalent
- A brief description of institution’s methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce emissions from air travel
Guidance

This credit recognizes institutions that are measuring greenhouse gas emissions from institution funded air travel. Air travel is a significant contributor to global climate change but often is excluded from emissions inventories due to data collection and emissions calculation challenges. In addition, while there are viable alternatives for many other greenhouse gas emissions sources, there are fewer comparable alternatives for air travel. This credit aims to foster creative solutions to reducing air travel emissions.

Colby-Sawyer College

Colby-Sawyer College does not record the amount of greenhouse gas emitted from institutional funded air travel; in 2008 the college emitted 486,019.6 pounds of CO₂. In order to obtain flight information, each college department that is responsible for utilizing air travel was evaluated, considering that there is no budget for air travel and no way to determine how much air travel was occurring. Sharon Beaudry and Kathleen Karr of the Human Resources Department, Kathleen Horton and Gina Reich of development office and Sue Maurer, the Academic Vise President assisted us with collecting our data. Given that miles traveled in a trip aren’t typically reported by the school, some inferences had to be made in order to estimate miles traveled. We used an air miles calculator in order to conclude miles traveled, given that we had already obtained departure and destination locations. We plugged the locations into the calculator and it gave us the distance for the shortest path between the two points http://www.airtimetable.com/Air_mile_calculator.htm. Colby-Sawyer College does not currently require air miles traveled by faculty to be recorded and has not taken steps to reduce emissions from air travel.
This section 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 community engagement. Furthermore, institutions can support the development of sustainable products and services by investing in these industries. Likewise, they 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. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

AF Credit 1: Investment Transparency

Criteria

Institution makes a snapshot of its investment pool and proxy voting records (including abstentions) publicly available on the internet. The snapshot and voting records are updated at least annually. The snapshot includes a listing of all direct investments and a summary of amount held in all other asset classes, including names of all funds held.

STARS uses the definition of “investment pool” used by the National Association of College and University Business Officers (NACUBO) in their annual endowment survey: “the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies.” This may include funds managed by a foundation associated with the institution. This credit does not apply to schools that do not have an investment pool.
Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL of the website where the information is available
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that make information about their investments publicly available. Investment transparency contributes to an open exchange of information, which is consistent with the mission of higher education. Making the information available publicly enables discussion about whether the institution's investment decisions reflect a commitment to sustainability.

Colby-Sawyer College

Colby-Sawyer College does not currently list its endowment holdings on its website, and because they do not invest in individual stocks, Colby-Sawyer does not receive proxy vote requests. The college updates its endowment performance on a quarterly basis, and makes that available to anyone who requests it. Colby-Sawyer College does not meet the requirements for this credit.

The information concerning investment transparency has been provided by Douglas Lyon, Treasurer of Colby-Sawyer College.

AF Credit 2: Committee on Investor Responsibility

Criteria

Institution has a formally established and active body that makes recommendations to the Board of Trustees, or sub-committee thereof, on 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 other interested parties. This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The charter or mission statement of the committee or a brief description of its purview and activities
- The membership of the committee, including affiliations
- The meeting schedule of the committee
- A summary of committee's activities or annual report
- The URL of committee's website, if applicable
A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with Multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

Colby-Sawyer College

We do not have a specific committee on investor responsibility. See Tier 3 Policy 38, which recommends a screen for non-socially responsible investments and investing in positive sustainability investments.

AF Credit 3: Screening for Negative Investments

Criteria

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 affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well. This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The date of the most recent screening
- The industry or industries excluded from investments
- The divestment efforts in which school participated in the past three years
- A copy of letters sent to fund managers encouraging divestment or negative screening
- The value of holdings identified and sold due to the screen (Optional)
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes schools that withhold investments from companies or industries that are particularly unsustainable. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening enables institutions to align their investments with their values. In addition, screening may protect institutions from the financial consequences of fines, lawsuits, customer boycotts and damages to a company’s reputation that may result from unsustainable corporate behavior.

Colby-Sawyer College
Colby-Sawyer College does not conduct screening for negative investments.
AF Credit 4: Positive Sustainability Investments

Criteria

Institution invests in any of the following: sustainable industries, such as renewable energy or sustainable forestry; businesses with exemplary sustainability performances; a sustainability investment fund, such as a community development financial institution (CDFI) or a renewable energy investment fund; and/or a socially responsible mutual fund with positive screens. A positive screen means that the fund managers select businesses based on positive social and environmental performance. Investment in a socially responsible mutual fund with only negative screens (i.e., excluding egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

- 1 pt: Up to 5 percent of the institution's investment pool is invested positively to advance sustainability.
- 2 pts: Between 5 and 15 percent of the investment pool is invested positively to advance sustainability.
- 3 pts: 15 to 30 percent of the investment pool is invested positively to advance sustainability.
- 4 pts: More than 30 percent of the investment pool is invested positively to advance sustainability.

This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The investment pool's total value
- The amount invested directly in sustainable industries and the names of the corresponding companies
- The amount invested in sustainability investment funds, including CDFIs, and the names of the funds
- The amount invested in positively screened mutual funds and names of the funds
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that seek positive investments that promote sustainability. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services. Investing in CDFIs promotes the sustainability principle of helping provide credit to individuals and communities who are under-served by conventional lending institutions. In addition, CDFIs provide an opportunity for institutions to invest in their local communities. This credit uses percentage of total investment pool to provide a metric that is comparable between campuses, without penalizing smaller investors. In addition, using a percentage allows institutions to track their progress over time.
Colby-Sawyer College
colby-sawyer college does not have any positive sustainability investments at this time.

AF Credit 5: Shareholder Engagement

Criteria

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.
This credit does not apply to schools that do not have an investment pool.

Documentation

Complete the online STARS submittal form for this credit. The form requests

- A copy of correspondence with the companies that was sent during the previous three academic years
- A copy of the relevant shareholder resolutions that were filed or co-filed during the previous three academic years
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that engage with companies in which they hold investments to address social and environmental responsibility. Filing and co-filing shareholder resolutions and directly communicating with the companies in which the school is invested can be important tools in improving the sustainability performance of those businesses.

Colby-Sawyer College
Colby-Sawyer College does not practice shareholder engagement.

Investment: Tier Two Credits

1. Institution has a responsible investment policy.

Colby-Sawyer College
Colby-Sawyer College does not have a responsible investment policy that fulfills the requirements for this credit.
Planning

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</table>

This section seeks to recognize institutions that have incorporated sustainability into their primary campus plans and those that have developed plans to move towards sustainability. Strategic and master plans guide an institution and its physical campus. These important documents establish an institution’s priorities and influence budgeting and decision-making for the institution. 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.

**AF Credit 6: Strategic Plan**

**Criteria**

Institution’s current formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The strategic 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 master plan (which is covered in AF Credit 7) nor an independent sustainability plan (which is covered in AF Credit 8) counts for this credit.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the strategic plan (and amendment, if applicable) is posted
- The date the strategic plan or amendment was adopted
- A brief description of how the strategic plan or amendment addresses the environmental, social, and economic dimensions of sustainability
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic plans. The strategic plan is the premier guiding document for an institution; it shapes the institution's priorities and guides budgeting and policy making. Including sustainability at a high level in the plan signals an institution’s commitment to sustainability and may help infuse an ethic of environmental and social responsibility throughout the campus community.

Colby-Sawyer College

We do have a strategic plan, but it does not qualify for this credit because the strategic plan does not include guiding documents on sustainability at a high level which covers the entire institution. Colby-Sawyer is currently working to create a comprehensive institutional action plan to meet its goals in its commitment to the American College and University President’s Climate Commitment (ACUPCC); the college’s goal is to become climate neutral. Initiatives recommended by the 2006 – 2007 GreenROUTES group are being considered to meet the College’s goals, and the policies recommended by the GreenROUTES group of 2008 – 2009 will provide further opportunities for the College to meet the goals that have been set since the signing of the ACUPCC.

AF Credit 7: Master Plan

Criteria

Institution’s current master plan or equivalent guiding document includes sustainability at a high level. The master plan covers the institution’s entire physical campus. An amendment to the master 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 AF Credit 6) nor an independent sustainability plan (which is covered in AF Credit 8) counts for this credit.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the master plan (and amendment if applicable) is posted
- The date the master plan or amendment was adopted
- A brief description of how the master plan or amendment includes sustainability
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their master plans. An institution’s master plan shapes the development and maintenance of its physical campus.
Incorporating sustainability into the campus master plan may help an institution realize sustainability objectives when making decisions about its facilities.

**Colby-Sawyer College**

Colby-Sawyer does not have a master plan with sustainability as a priority.

**AF Credit 8: Sustainability Plan**

**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.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the sustainability plan is posted
- The date the sustainability plan was adopted, if applicable
- A brief description of the sustainability plan and a summary of progress toward achieving plan objectives.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. Developing a sustainability plan provides an exceptional learning opportunity for an institution’s stakeholders to learn what it takes to become sustainable, using the campus as a laboratory. A sustainability plan provides a road map for achieving sustainability and may help guide decision-making. Having measurable goals with corresponding timeframes may help motivate institutions to maintain their commitments to sustainability and implement sustainable practices. There are benefits from formal and informal plans. A formal plan signals institutional commitment to sustainability. An informal plan provides an avenue for sustainability advocates to articulate a bold sustainability vision and provides a framework for the institution to discuss its sustainability performance and goals.

**Colby-Sawyer College**

Colby-Sawyer does not have a developed sustainability plan yet; the institution adopted the American College and University Presidents’ Climate Commitment, but does not have a developed sustainability plan as yet, but is considering the policies and initiatives provided by members of the Environmental Studies Major, GreenROUTES, which is
developing policies and initiatives for the college based on assessments the students performed for the Climate Action Plan, for the College over the 2008 – 2009 academic year.

**AF Credit 9: Climate Plan**

**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). A formal sustainability plan that includes climate change goals, strategies, and timeframes counts for this credit.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The URL where the climate plan is posted
- The date the climate plan was adopted
- A statement of the climate plan’s overall and short-term goals
- A brief description of progress toward achieving plan goals
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
- Colby-Sawyer does not have a developed formal climate plan.

**Guidance**

This credit recognizes institutions that have developed a formal strategy to reduce their greenhouse gas emissions. Adopting a formal plan indicates the institution’s commitment to reducing its global warming impact. A climate action plan is a major component of the American College & University Presidents Climate Commitment. Since multiple facets of an institution’s operations can help reduce emissions, developing a climate action strategy can help an institution realize its sustainability goals as well as climate targets.

**Colby-Sawyer College**

Colby-Sawyer does not have a developed climate plan as yet to mitigate its greenhouse gas emissions. The institution’s president has recently signed the American College and University President’s Climate Commitment, which call for the development of a climate plan. The completed plan is due in September 2009; the Green ROUTES group is currently working on designing part of the plan.
Sustainability Infrastructure

SUSTAINABILITY INFRASTRUCTURE

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This section seeks to recognize institutions that have dedicated staff and other resources to sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainable changes within an institution.

**AF Credit 10: Sustainability Officer**

**Criteria**

Institution has a paid sustainability officer who addresses multiple issues. An employee who focuses on just one issue, such as a diversity officer or alternative transportation coordinator, would not count toward this credit.

- 1 pt: Any percentage of a paid staff member’s time is dedicated to coordinating sustainability initiatives and this responsibility is included in the individual’s job description.
- 2 pts: Institution has a full-time paid sustainability officer.
- 3 pts: Institution has a full-time paid sustainability officer with both academic and operational purview who reports directly to the institution’s president, a vice president, or equivalent.

**Documentation**

Complete the online STARS submittal form for this credit. The form requests:

- The name, title, and brief job description of the sustainability officer.
- The office or department where the sustainability officer is housed and the position to whom the sustainability officer reports
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party
Guidance

This credit recognizes institutions that have devoted staffing resources to coordinating sustainability efforts. A sustainability officer may help an institution organize its sustainability efforts and realize its sustainability goals. Designating staff resources for sustainability coordination signals an institution’s commitment to sustainability. Making this task a full-time position signifies a stronger commitment. Likewise, having the officer report directly to a president or vice president and granting him or her academic and operational purview indicates the officer has a good deal of influence within the institution and that the institution prioritizes sustainability.

Colby-Sawyer College
Colby-Sawyer College does not have a paid staff employee whose job description includes environmental sustainability or coordination.

AF Credit 11: Sustainability Recognition Program

Criteria

Institution has an awards program that recognizes sustainability achievements. Awards and recognition may be granted to individuals, buildings, departments, colleges, or other organizations within the campus community. Awards and recognition are publicized throughout the institution and are granted at least annually.

Documentation

Complete the online STARS submittal form for this credit. The form requests:

- The URL of the sustainability recognition program’s website
- A brief description of the sustainability recognition program
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have a sustainability recognition program. Awards and recognition programs help advertise sustainability achievements and reward the people and/or entities that have spearheaded or supported sustainable changes. In addition, awards and recognition programs create an incentive for further improvement.
Colby-Sawyer College
At this point in time Colby-Sawyer College does not have an awards system for individuals, buildings, departments, colleges or any other organization. Environmental efforts and achievements do take place on campus, and therefore implementing such an award system would be essential for bringing attention to such contributions.

AF Credit 12: Inter-Campus Collaboration on Sustainability

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

Documentation
Complete the online STARS submittal form for this credit. The form requests:

- A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions.
- The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member
- A brief summary of additional ways the institution collaborates with other campuses to advance sustainability.
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that collaborate with other schools to help build campus sustainability broadly. Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

Colby-Sawyer College
Colby-Sawyer College earns 0 points for this credit because the college does not participate in partnerships with other colleges to promote sustainability. The ACUPCC will help Colby-Sawyer become more familiar with other colleges that are recognized for their environmental leadership and hopefully to establish connections with such colleges.
Sustainability Infrastructure: Tier Two Credits

1. Institution has a sustainability communications, outreach, or education coordinator.
2. Institution has a recycling manager.
3. Institution has an energy manager.
4. Institution has an alternative transportation coordinator.
5. Institution has a sustainable food procurement coordinator.
6. Institution has a social responsibility and/or environmental justice coordinator.
7. Institution has an alumni sustainability fund.
8. Institution has an alumni sustainability network.
9. Institution has a student government position focused on sustainability (e.g., an environmental affairs commissioner).
10. Institution has a payroll deduction option for campus sustainability projects.
11. Institution is a signatory to Talloires Declaration.
12. Institution has a website describing its practices and efforts.

Colby-Sawyer College

Colby-Sawyer College does not meet any of the tier two credits above. The exploration of sustainability at Colby-Sawyer is a recent concept. However, since Colby-Sawyer has signed the ACUPCC, many of these positions, networks and funds may become essential for completion of requisites.
Community Relations and Partnerships

This section 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 feeding the homeless, students can make tangible contributions that address sustainability challenges through community service. In addition, 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.

AF Credit 13: Community Service Infrastructure

Criteria

Institutions have permanent community service coordinator, office, or other mechanism in place to facilitate and promote community service participation.

Documentation

- A brief description of the community service coordinator, including name, job title, job description, and the date the position was created, if applicable
- A brief description of the community service office including its mission, a brief summary of its activities, and the date it was founded, if applicable
- A brief description of other programs, policies, or systems in place to foster community service
• A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognized institutions that have devoted resources to encourage community service. Having a community service coordinator or office indicates institutional support for community service and helps facilitate participation.

Colby-Sawyer College

Colby-Sawyer College encompasses a community service club, but there is not a permanent community service coordinator.

AF Credit 14: Student Participation in Community Service

Criteria

Institutions engages a specified percentage of its student body in institution-organized or coordinated, unpaid community service activities, including, but not limited to, service that earns academic credit

• 1pt: Between 25 and 50 percent of the student body participates in community service
• 2pt: 50 to 90 percent of the student body participates in community service
• 3pt: Over 90 percent of the student body participates in community service

Documentation

• A brief description of the institution’s system for tracking community service participation
• The number of students participating in community service during the previous year
• A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that have engaged a significant portion of their student body in community service, as measured by how widespread participation is at the institution. This credit focuses on institution-sponsored or coordinated community service activities because data on community service that is not institution-sponsored or coordinated is often unavailable.

Colby-Sawyer College

Colby-Sawyer College does not have clear numbers of students participating in community services on a regular basis. This can be easily documented with a more formal club, and community service coordinator.
AF Credit 15: Student Hours Contributed in Community Service

Criteria

Institution engages students in a specified number of hours of institution-organized or coordinated, unpaid community service per full-time equivalent student per year.

- 1pt: Institution engages students in at least 1 and less than 5 hours of community service per full-time equivalent student per year
- 2pt: Institution engages students in 5 to 10 hours of community service per full-time equivalent student per year
- 3pt: Institution engages students in more than 10 hours of community service per full-time equivalent student per year

Documentation

- The total number of hours contributed to community service during the previous year
- A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions whose students devote a significant amount of time to community service, as measured by the average amount of time students devote to community service per year. This credit measures the amount of time students devote to community service. The credit focuses on institution-sponsored or facilitated community service activities because data on community service that is not institution-sponsored or coordinated is often unavailable.

Colby-Sawyer College

Colby-Sawyer College does not keep track of the number of hours student participates in community services, other than for discipline purposes. This could be easily documented with proper supervision of the club.

AF Credit 16: Financial Incentives for Public Service Careers

Criteria

Institution has financial incentives programs for graduates to JD and/or MBA programs who enter public service careers.
**Documentation**

- A brief description of each of the institution’s loan repayment assistance or other financial incentive programs for MBA and JD programs.
- The date the programs began
- A brief summary of the impact of the programs, including the number and percentage of graduates participating in the programs
- A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that offer incentives for their graduates to enter public service careers. The burden of paying off student loans can dissuade qualified graduates from seeking careers in public service, as these jobs tend to be lower paid. Offering financial incentives helps attract people to public service careers and can be a useful strategy in fulfilling shortages in high-need vocations.

**Colby-Sawyer College**

Colby-Sawyer College does not offer economic incentives for students to enter the public service sector once they graduate from college.

**AF Credit 17: Outreach & Partnership Carnegie Designation**

**Criteria**

Institution meets the criteria of the Carnegie Foundation for the advancement of Teaching’s “Outreach & Partnerships” Elective Classification

**Documentation**

- A brief description of how the institution meets the criteria for the Outreach & Partnerships designation (a Community Engagement Elective Classification).
- A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that meet the criteria for earning the Outreach & Partnerships Designation from the Carnegie Foundation for the Advancement of Teaching. This designation is given to “institutions that provided compelling evidence of one or both of two approaches to community engagement. Outreach focuses on the application and provision of institutional resources for community
use with benefits to both campus and community. Partnership focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).”

To earn the Outreach & Partnerships designation, institutions must describe their community outreach programs, institutional resources provided to meet community needs, and examples of faculty scholarship associated with community partnerships.

Colby-Sawyer College
Colby-Sawyer does not meet the Carnegie Foundations for Outreach and Partnership criteria. We could strive to meet these criteria, which would help us get one step closer to sustainability.

AF Credit 18: Public Policy Engagement

Criteria
Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

Documentation

- A brief description of how the institution engages in public policy for sustainability, including the issues, bills, ordinance, for or against which the institution has advocated
- A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that have promoted sustainability through public policy advocacy. There are myriad public policies that address sustainability, including several specific to higher education, for which institutions can advocate. Given the prominence and importance of colleges and universities in their communities, institutions can be powerful voices in advancing sustainability legislation.

Colby-Sawyer College
Colby-Sawyer College does not advocate for federal, state or local public policies towards sustainability. To fulfill this requirement we would have to have people advocate at these levels for sustainability.
Diversity Access and Affordability

### DIVERSITY ACCESS AND AFFORDABILITY

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This section seeks to recognize institutions that are working to advance diversity, access, and affordability both on campus and in society at large. 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 justice, society must work to address discrimination and promote equality. Higher education opens doors to opportunities that can help create a more equitable world. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to addressing diversity and promoting a culture of inclusiveness important components of creating an equitable society. In addition, a diverse student body, faculty, and staff provide a rich resource for learning and collaboration.

**AF Credit 19: Diversity Committee**

**Criteria**

Institution has a diversity committee or other body with broad stakeholder representation, including students and administrators that meet at least once per semester or term, and is charged by the administration or board of trustees to advise on and implement policies and programs related to diversity on campus.
Documentation

- The charter or mission statement of the committee or a brief description of the committee’s purview and activities
- The committee membership, including affiliations
- The committee meeting schedule
- The URL for the committee’s website, if applicable
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College meets the criteria for having a diversity committee. The college could provide the supporting documentation to meet these criteria.

AF Credit 20: Diversity Officer

Criteria

Institution has a diversity officer who reports to the president or provost, and has responsibility for directing or coordinating diversity initiatives. For institutions with 5,000 or fewer students, the diversity officer is at least 0.5 fulltime equivalents. For institutions with more than 5,000 students, the diversity officer is fulltime.

Documentation

- The name and title of the diversity officer
- The job description of the diversity officer
- The date the diversity officer position was created
- The title of the position to whom the diversity officer reports
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College has taken steps toward equality and non-discrimination on campus. The college currently does not have an official diversity officer position.
AF Credit 21: Non-Discrimination Policy

Criteria

Institution has a comprehensive non-discrimination statement that prohibits discrimination on the basis of race, ethnicity, culture, religion, national origin, sex, age, disability, sexual orientation, medical condition, gender identity, pregnancy, parental status, marital status, and veteran status.

Documentation

- A copy of the institution’s non-discrimination policy
- The date the policy was adopted
- A brief description of how the policy is implemented and/or upheld
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College has an extensive non-discrimination policy found in the handbook and on the website. The policy addresses everything in the criteria for this credit.

AF Credit 22: Diversity Plan

Criteria

Institution has a diversity plan or plans that cover the entire institution. The diversity plan may be a standalone document, part of the strategic plan, or a set of separate plans at the school or department level, as long as all areas of the institution are covered by a plan.

Documentation

- A copy of the diversity plan(s)
- The date(s) the plan(s) were adopted
- A brief description of the goals and strategies outlined in the plan(s) and progress made in achieving those goals
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

This credit is not awarded because although diversity is mentioned within the strategic plan, there seems to be no deadlines or very specific goals and or strategies presented here. If the College does have a diversity plan, it would be good to include it somewhere on the website or in the handbook.
AF Credit 23: Recruiting for Student Diversity

Criteria

Institution has programs and policies in place to recruit a diverse student body.

Documentation

- A brief description of policies and programs in place to attract a diverse student body, including the dates those programs were enacted
- A brief summary of the results of those policies and programs, including the composition of the student body according to the diversity breakdowns the institution uses
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer recently accepted 19 students from Cambridge MA, in an effort to increase diversity within the College and will continue this initiative next year. This credit is awarded here due to the progressive scholars program.

AF Credit 24: Support Programs for Under-represented Groups

Criteria

Institution has mentoring, counseling, or other programs in place to support under-represented groups on campus.

Documentation

- A brief description of the programs institution has to support under-represented groups on campus, including the dates those programs were implemented
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College has a program in place to support under-represented groups on campus. This credit is awarded because of the counseling services provided by Baird Health and Counseling and also through groups like Safe Zones.
AF Credit 25: Support Programs for Under-represented Ph.D. Candidates

Criteria

Institution has or participates in a mentoring or other program that supports doctoral candidates from underrepresented groups.

Documentation

- A brief description of the programs and policies in place to support doctoral candidates from underrepresented groups
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer doesn’t meet the criteria for specific programs that assist under-represented Ph.D. candidates. This doesn’t mean that the college doesn’t give support to these individuals; however a program like this would create a well rounded diversity initiative.

AF Credit 26: Affordability and Access Programs

Criteria

Institution has policies and programs in place to make the institution accessible and affordable to low income students.

Documentation

- A brief description of the programs institution has to support underrepresented groups on campus, including the dates those programs were implemented
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College has an aid program for low-income students. This credit is awarded due to the substantial aid programs that this institution has in place.
Human Resources

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This section seeks to recognize institutions that treat and remunerate their workers responsibly and fairly. Just as businesses addressing sustainability include human capital as part of the triple bottom line, colleges and universities can contribute to an equitable and sustainable society by offering benefits, wages, and other policies that respect and ethically compensate their human capital.

**AF Credit 27: Sustainable Compensation**

**Criteria**

Institutions periodically evaluates, and updates as appropriate, its wages and benefits policies to ensure that total compensation (wages plus benefits) for the lowest-paid employees is sufficient to enable these employees to meet their basic needs. Student workers are not covered by this credit.

**Documentation**

- A brief description of how the institution evaluates its compensation policies, including the methodology used to calculate the appropriate compensation and how often compensation policies are reviewed
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that take proactive steps to ensure that their lowest paid workers earn a sustainable compensation
Colby-Sawyer College
Colby-Sawyer College in 2008, conducted a compensation study, which was done by consultants from PricewaterhouseCoopers. The study, which reviewed multiple factors such comparable college, created updated salary ranges for faculty and staff. We are currently in the middle of implementing all aspects of the study’s recommendations. These new compensation policies will be updated with economic and market factors on a regular basis (every 1 to 3 years).

AF Credit 28: Faculty and Staff Benefits

Criteria
Institutions provide healthcare to employees
- 1pt: All full-time employees receive full health care coverage
- 2pt: All employees with at least 0.75 full time equivalence receive full health care coverage
- 3pt: All employees with at least 0.5 full time equivalence receive full health care coverage

Documentation
- A copy of the institution’s most recent health care policy for employees, or a brief summary of the policy
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Guidance
This credit recognizes institutions that provide health care coverage to employees. Human health is an important component of sustainability. Institutions can help build a healthy and productive workforce by providing healthcare benefits to their employees.

Colby-Sawyer College
Colby-Sawyer College offers full benefits to 100% of full-time faculty and staff. This does not allow us to obtain the most points possible. In order to get all possible points we would need to provide full benefits to at least 0.5 full time equivalent employees. Colby-Sawyer does provide sustainable health care to their employees.
**AF Credit 30: Parental Leave**

**Criteria**

Institutions grants parental leave to all employees, including graduate students

**Documentation**

- A brief description of the institution's parental leave policy
- The date the institution adopted policy
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that grant parental leave to their employees. Parental leave recognizes unpaid family work of raising children, and is an important tool to promote gender equality in the workplace.

**Colby-Sawyer College**

Colby-Sawyer College has a parental leave policy in place for quite some time which was in the form of Short Term Disability. September of 2008 we updated the policy which allows for up to 7 weeks of paid time off for primary care giver. A secondary caregiver has 1 week of paid time. Of course we also must, according to federal law, allow up to 12 weeks off - unpaid for a birth or adoption of child. Colby-Sawyer fulfills this requirement.

**AF Credit 31: Domestic Partner Benefits**

**Criteria**

Institutions provide equal benefits to employees’ same-sex domestic partners as to employees’ spouse

**Documentation**

- A brief description of the institution’s equal benefits policy or program and that date it was implemented
- A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

**Guidance**

This credit recognizes institutions that provide equal benefits to domestic partners.
AF Credit 32: Employee Satisfaction Survey

Criteria

Institutions conduct a survey at least once every three years to measure employee satisfaction. The survey may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey.

Documentation

- A copy of the survey used to measure employee satisfaction
- The date the survey was last administered
- A brief summary or a copy of a report summarizing the results from the survey
- A brief description of policies or programs implemented to address issues raised by the survey
- A statement that the submitted information is accurate to the best of the responsible party’s knowledge and contact information for the responsible party

Guidance

This credit recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction. Surveying employees about job satisfaction helps institutions gauge their performance as an employer and can help identify strengths and areas for development.

Colby-Sawyer College

Colby-Sawyer College on regular bases solicits feedback from all employees on a number of subjects. So rather than all encompassing employee satisfaction survey, we solicit feedback on specific topics on a regular basis (two to three times a semester). Colby-Sawyer fulfills this requirement. The tier two credits are policies the college should fulfill after all the tier one credits. Colby-Sawyer College does fulfill the first tier two credit by offering on-site child care with the Windy Hill School.
Human Resources: Tier Two Credits

1. Institution has an on-site childcare facility or partners with local facility to meet the child care needs of students, faculty, and staff
2. Institution has a whistle-blower policy and established method to raise complaints and concern without fear or reprisal.
3. Institution offers part-time schedules and job share arrangements.

Colby-Sawyer College

Colby-Sawyer has an excellent on site child care for campus community members.
Trademark Licensing

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<td>AF Credit 34</td>
<td>Designated Suppliers Program</td>
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This section seeks to recognize institutions that take steps to ensure that apparel and other products bearing the institution’s name are made in environmentally and socially responsible ways. Colleges and universities can promote fair, just, and sustainable labor and manufacturing practices by proactively screening, selecting, and monitoring the factories that produce apparel that bears their logo.

AF Credit 33: Independent Monitoring of Logo Apparel

Criteria

Institution is a member of an organization that conducts monitoring and verification to ensure that products bearing the institution’s name or logo are produced under fair conditions (e.g., the Worker Rights Consortium or the Fair Labor Association).

Documentation

- A brief description of the programs and policies in place to support doctoral candidates from underrepresented groups
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College does not conduct independent monitoring of logo apparel. Most of the clothing items bearing Colby-Sawyer’s name, for sale in the College’s bookstore are made in countries that practice unfair labor, either through working conditions or by utilizing child labor. The clothing worn by athletes bearing Colby-Sawyer’s name also fall under this category. This is an aspect of Colby-Sawyer that could be changed fairly easily and would result in a more socially responsible campus.
AF Credit 34: Designated Suppliers Program

Criteria

Institution participates in the Worker Rights Consortium’s Designated Suppliers Program.

Documentation

- The date the institution joined the Designated Suppliers Program
- A brief description of the institution’s involvement in the Designated Suppliers Program
- A brief description of the institution’s efforts to add factories to be included under the program
- A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Colby-Sawyer College

Colby-Sawyer College is not a part of the Designated Suppliers Program. Becoming a part of this type of program would ensure that Colby-Sawyer is purchasing/distributing clothing and other goods that are not made by young children in compromising working conditions.

Conclusion

The criteria for each of the STARS credits illustrate the discrepancies between a sustainable college and Colby-Sawyer College. Amongst the largest challenges the Green ROUTES team faced while working to meet the AASHE requisites was the serious lack of data records. Much of the requested data was simply not applicable due to the insufficient infrastructure which would house such data. Unfortunately, this was not our only challenge in attempting to complete the STARS report. While facing serious difficulty finding the data that was available, we also had to acknowledge that Colby-Sawyer is not participatory in many of the sustainable efforts and initiatives that exist elsewhere. The STARS report has been a useful guide to determine the norms that exist within a sustainable college community. From these norms, and the results of our assessment, we can determine where the gaps are in our college and seek to close them with effective policies and investments. The next chapter will address some specific policy recommendations that will move Colby-Sawyer College towards greater sustainability.