



Colgate University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

Education & Research

Co-Curricular Education

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

Credit

Student Sustainability Educators Program

Student Sustainability Outreach Campaign

Sustainability in New Student Orientation

Sustainability Outreach and Publications

Student Group

Organic Garden

Model Room in a Residence Hall

Themed Housing

Sustainable Enterprise

Sustainability Events

Outdoors Program

Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

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

2876

Program name (1st program) :

Green Living Program

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

1507

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

The Green Living Program is a student behavior change program that was developed to educate and engage residents in shifting their priorities and behaviors to reduce the unnecessary consumption of resources (energy, water) to minimize waste generation (through recycling and reuse) and to take greater responsibility for their contribution to University-related environmental impacts. The Green Living Program strives to provide support, resources and information to aid students in their pursuit to be more sustainable and to save financial resources through resource conservation and efficiency.

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

It is a competitive hiring process where students are interviewed and offered positions on a semester or academic year basis.

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

Colgate's Sustainability Coordinator and a student sustainability assistant collaborate on programming, outreach, and training materials for the eco-reps.

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

Colgate's Sustainability Coordinator manages the program and student interns. Funding for interns is budgeted annually.

The website URL for 1st Program :

<http://www.colgate.edu/about/sustainability/greencampusinitiative/residentialgreenliving>

Program name (2nd program) :

RecycleMania Program Coordinator

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :

2876

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

The RecycleMania Program Coordinator is a student intern who creates webpages, recycling guides, hosts recycling (including electronic waste recycling) events, and keeps the community up to date on our recycling progress during the RecycleMania competition and beyond.

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

Students are hired as part of a competitive application process. Colgate's Sustainability Coordinator ultimately hires and supervises the successful applicant.

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

Colgate's Sustainability Coordinator does one-on-one training and education with the Recycling Coordinator.

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

Colgate's Sustainability Coordinator manages the program and student interns. Funding for interns is budgeted annually.

The website URL for 2nd program :

<https://sites.google.com/a/colgate.edu/recyclemania/>

Program name (3rd program) :

Composting

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :

2876

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

The Sustainability Office hires up to three student interns per semester to manage the composting program and educate peers on the value and process of composting at Colgate University.

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

Students are hired as part of a competitive application process. Colgate's Sustainability Coordinator ultimately hires and supervises the successful applicant.

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

Colgate's Sustainability Coordinator and a student sustainability assistant collaborate on programming, outreach, and training materials for the eco-reps.

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

Colgate's Sustainability Coordinator does one-on-one training and education with the composting interns.

The website URL for 3rd program :

<https://sites.google.com/a/colgate.edu/colgate-composting-project/>

Program name (All other programs) :

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

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

The name of the campaign(s) :

RecycleMania and Eco-Olympics (Campus Conservation Nationals)

A brief description of the campaign(s) :

RecycleMania

RecycleMania is a friendly competition among college and university recycling programs in North America and Canada. During 8 weeks each spring, schools compete to reduce waste, increase recycling and raise awareness of conservation issues across campus.

Colgate is registered for the Waste Minimization category. Every week, our total trash AND recyclables will be weighed and reported, and compared to our fellow schools. So, although recycling is still emphasized, this competition will focus on REDUCING AND REUSING goods.

Eco-Olympics (Campus Conservation Nationals)

This is an energy competition between dorms both on campus and between other regional New York institutions (St. Lawrence University, Hobart and William Smith Colleges, Skidmore, and Hamilton College). At Colgate, we measure the electricity competition on a weekly basis between six first-year dorms. The dorm with the greatest electricity reductions wins.

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

RecycleMania

We have increased our recycling rate from 16 percent in RecycleMania 2010 to 20 percent in RecycleMania 2011 to about 25 percent in RecycleMania 2013. Additionally, we have reduced our overall amount of landfill waste per person by over 4lbs since we started the competition in 2010!

Eco-Olympics (Campus Conservation Nationals)

2012 was the first year Colgate participated in the Campus Conservation Nationals. We recently made a decision to purchase the Lucid Building Dashboard and will be installing it this summer. This year's competition was for the purpose of collecting baseline data to compare to future years. We hope our performance (energy efficiency) will improve in future years after the installation of the Building Dashboard. This year, during the three week competition, we saw an improvement in two of our six buildings. We look forward to much improvement in the future!

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

<https://sites.google.com/a/colgate.edu/recyclemania/>

Sustainability in New Student Orientation

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

Yes

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

We have a pre-orientation sustainability packing guide for incoming students on our website. This packing guide encourages the use of CFLs, smart power strips, limiting appliances, and many others.

We also include a green living guide in our "So This is Colgate" manual that is distributed to each student before they arrive to campus. The green living guide orients students to our student groups, sustainability office, and sustainability goals and programs on campus.

Every incoming student gets a reusable bag with recycling tips and a picture of their class logo on it.

We also have zero-waste events for all meals during orientation. This effort is communicated by volunteers and table tents that educate on our recycling and composting efforts.

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

<http://www.colgate.edu/studentlife/incomingstudents/preorientationprograms>

Sustainability Outreach and Publications

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - A vehicle to publish and disseminate student research on sustainability
 - Building signage that highlights green building features
 - Food service area signage and/or brochures that include information about sustainable food systems
 - Signage on the grounds about sustainable groundskeeping strategies employed
 - A sustainability walking map or tour
 - A guide for commuters about how to use alternative methods of transportation
 - A guide for green living and incorporating sustainability into the residential experience
 - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
 - Other
-

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

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

Yes

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

Colgate University has a Sustainability Office directed by Sustainability Coordinator, John Pumilio. The Office actively maintains the sustainability website. The website is on a very favorable location on the overall Colgate website: listed under "About Colgate" on the main Colgate.edu webpage. The sustainability website provides a comprehensive overview of Colgate's sustainability program including, but not limited to, information on: climate action planning, renewable energy, energy efficiency and conservation, alternative transportation, waste minimization, food and dining services, student research, behavior change programs, the Sustainability Council, and others.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :

<http://www.colgate.edu/about/sustainability>

Does the institution have a sustainability newsletter? :

No

A brief description of the sustainability newsletter :

We do not have a newsletter dedicated specifically to sustainability. Instead, we contribute regular articles into already existing publications such as our faculty/staff newsletter (Open 'Gate), our student newspaper (Maroon News), and our environmental studies newsletter. We think this is a better approach since it utilizes existing structures and audiences, and therefore, helps to integrate sustainability more efficiently into the Colgate culture. The articles we write and contribute provide green living tips to our community and/or analyze current topics in sustainability (either on campus or more broadly).

The website URL for the sustainability newsletter :

<http://www.colgate.edu/offices/administrative/humanresources/opengate>

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

Yes

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

Each semester Colgate offers a course entitled ENST 390: Community-based Study on Environmental Issues. Students in the course undertake semester-long group research project exploring some aspect of sustainability on campus or in our community. Students present the results of their research at the end of the semester to our President, Provost, VP of Finance and Administration and other members of our senior administration. We also publish their final reports on our Sustainability website and Environmental Studies website.

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

<http://www.colgate.edu/academics/departments/environmentalstudies/studentresearch.html>

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

No

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

We are about to certify our first LEED building on campus. To highlight the green features of this building, students made a video production found on YouTube and our sustainability website.

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

<http://www.youtube.com/watch?v=tU-o-SzYg80&lr=1&user=cu13video>

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

Yes

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

Dining services provides a station and signage for the vegan bar and local and local/organic food items. We also have signage and banners in our dining hall that identify and raise awareness of local food products under the Pride of New York program (which is a state-wide program run by New York State Agriculture and Markets).

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

<http://www.colgate.edu/studentlife/dining/socialresponsibility.html>

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

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed :

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

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

Yes

A brief description of the sustainability walking map or tour :

We do not have an official map of our key sustainability sites, however, we have a guided walking tour hosted by the Sustainability Office and taken by dozens of students and guests each year. The tour includes a visit to our biomass energy plant, willow plot, organic vegetable garden, and composting facility.

The website URL of the sustainability walking map or tour :

Does the institution have a guide for commuters about how to use alternative methods of transportation? :

Yes

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

We do not have a printable guide, but our alternative transportation website provides information on each of the ways to utilize alternative transportation at Colgate (e.g., bike share program, Zipcar, bus, and rideshare program).

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

<http://www.colgate.edu/about/sustainability/alternativetransportation>

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

Yes

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

The Sustainability Office published a 34 page guide to Greener Living at Colgate. The guide includes information on climate action planning, energy efficiency and conservation, renewable energy, water, alternative transportation, food and dining, and waste management at Colgate. In each section, we provide information on what individuals can do to reduce their carbon and ecological footprints.

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

<http://www.colgate.edu/portaldata//imagegallerywww/4396/ImageGallery/Colgate%20Greener%20Living%20v2.pdf>

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

Yes

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

Our main student newspaper, The Maroon News, has a weekly column and a dedicated reporter assigned to covering sustainability issues at Colgate. Articles include the work of our student groups, updates on ongoing initiatives, student research, events, and many other aspects of our sustainability program.

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

<http://www.maroon-news.com/>

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

Yes

A brief description of this material :

We run a Green Office Program with 16 teams and over 140 employees participating. Each month we publish a "Green Tip of the Month" one-page article that covers how to go green at work.

The website URL for this material :

<http://www.colgate.edu/about/sustainability/greencampusinitiative/greenofficeprogram>

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

Yes

A brief description of this material :

Colgate's Sustainability Office maintains a blog called, "Our Green Journey." The blog covers current topics in sustainability and best practices of individuals and offices on campus.

The website URL for this material :

<http://colgatesustainability.blogspot.com/>

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

Yes

A brief description of this material :

Colgate's Sustainability Office also utilizes social marketing (e.g., Twitter and Facebook). We provide updates on current topics and events and tips of the week. We can be followed on Twitter at: @colgatesstnblty and on Facebook at:

<http://www.facebook.com/ColgateUniversitySustainability>

The website URL for this material :

<http://www.facebook.com/ColgateUniversitySustainability>

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

Yes

A brief description of this material :

We produce podcasts and video clips on student/faculty research and other sustainability programs at Colgate University.

The website URL for this material :

<http://www.colgate.edu/about/sustainability/podcastsandvideos>

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

Yes

A brief description of this material :

We created a website specifically for our Sustainability and Climate Action Plan. The website encourages feedback and provides charts and graphs for individuals to peruse our comprehensive plan.

The website URL for this material :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/>

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

Yes

A brief description of this material :

We maintain a Facebook page for our student run organic Community Vegetable Garden.

The website URL for this material :

<http://www.facebook.com/pages/Colgate-Community-Garden/176668619057028>

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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Student Group

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

The name and a brief description of each student group :

Campus Ecology Group

The Campus Ecology Group serves as a clearinghouse for Colgate students, faculty, staff who are interested in issues of campus sustainability and dedicated to minimizing the environmental impact of university operations. If you are interested in learning more about Colgate's sustainability happenings, and/or interested in getting involved in a green club or initiative, this is the place to start.

Sustainability Council

The Sustainability Council is a president-appointed advisory board to the campus' highest administration. It is composed of administration, faculty, staff and students. They oversee and make suggestions on such things as building practices, conservation issues, energy systems, and climate action. Meets several times per academic year.

Students for Environmental Action; SEA

SEA is Colgate's oldest green group on campus, striving to spread environmental awareness and concern within the Colgate community. We plan to inspire and create successful changes through fundraisers, events, and activities. In our sustainable efforts, we hope to see the effects stretch beyond Hamilton, NY. SEA students are committed to inspiring and engaging our fellow students in environmental action.

Green Thumbs

The Green Thumbs group is meant to promote local and sustainable agricultural practices, which is achieved through the maintenance and management of Colgate's Community Vegetable Garden.

LOJ

Launched in the fall of 2002, The Loj is a residential house on Broad Street that brings together students who share a common interest in the outdoors. The purpose of The Loj is to support various ways of relating to the natural environment such as adventure/recreational activities, environmental activism, academic study and outdoor/experiential education.

Green Gates

Green Gates is an action-oriented organization that strives to do well for the environment by volunteering for projects which promote green initiatives on-campus and in the community.

The Green Summit

The Green Summit is a think-tank that brings together students, faculty, staff, and community members to brainstorm solutions to Colgate's sustainability challenges - and then carry them out!

Green Bikes: Revolutions Initiative

The purpose of Green Bikes is to provide the Colgate community with an affordable alternative to fuel-consuming transportation in Hamilton. Green Bikes: Revolutions Initiative rents bikes to students for a semester at a time with the hope of helping students realize that it is fun, easy, and convenient to go green.

Composting Club

The Composting Club seeks to raise awareness about the practice and benefits of composting and ultimately to create a campus-wide composting system. We currently have composting bins outside of many Greek Houses as well as the LOJ and are in the process of building a compost site at the Community Garden. The Composting Club also supplies buckets to any individuals looking to collect compost in their homes and bring it to one of the composting sites on campus.

13 Days of Green

The 13 Days of Green is a campus-wide event lasting 13 days dedicated to environmental awareness and personal sustainability. We hope to encourage environmentally friendly habits that help make Colgate, and every person here, more sustainable.

Colgate Natural History Club

The Colgate Natural History Club promotes excitement toward the study of and interest in the local natural history, ecosystems, and environment of the Colgate University campus and surrounding lands in Central New York. The purpose is to inform those interested in the local environment through a series of hands-on activities and informative seminars given by Colgate faculty, students, and guests expert in certain topics related to local natural history, ecosystems, and environments. The emphasis is on practical education and activities to instill a sense of the attributes of the region we live in that cannot be gained merely from textbook learning.

Greek Sustainability Council

The Greek Sustainability Council is made up of all the Green/Sustainability Chairs of each Greek letter organization. The council is charged with developing sustainability initiatives that are viable for Greek letter organizations in consultation with the Sustainability Coordinator. The council shares ideas and best practices to assist each Green/Sustainability Chair in their effort to improve each of their houses. In addition to best practices, the group will develop initiatives that can be universally adopted by the entire Greek Community.

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

Sustainability Council

Oversaw the completion of the university's Sustainability and Climate Action Plan published on September 15, 2011.

Green Bikes

Recently purchased 12 new bikes and successfully manages our rental program to students.

Composting Club

Actively manages the university's on-site composting facility. Recently expanded Colgate's composting program to include all fraternity and sorority housing on campus.

Green Gates

Organizing Colgate's annual 13 Days of Green event. They are putting together the calendar of events and securing keynote speakers and other programs to engage the Colgate community.

List other student groups that address sustainability :

Clean Water Coalition, The Green Earth Gang, Hamilton Outdoor Group.

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

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

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Organic Garden

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the garden :

The first seeds of an idea for a garden at Colgate were planted in February 2001, when Heather Schoen '02 did an Environmental Studies project that described the successes of student-run gardens at 12 other colleges and universities, and outlined a plan to start a student organization called "Green Thumbs," focused on promoting local, sustainable agriculture at Colgate. The initial goal of Green Thumbs would be to educate both the Colgate and Hamilton communities about sustainable agriculture, and to build a relationship between students and local farmers whereby students could learn about organic farming through volunteering. The ultimate goal of promoting local, sustainable food sources pointed to the establishment of Colgate's own organic vegetable garden. Today, Colgate's 0.5 acre organic garden is located on campus near the Newell Apartments. The garden is managed by two student interns.

The website URL where information about the garden is available :

<http://www.colgate.edu/about/sustainability/sustainabledining/garden>

Model Room in a Residence Hall

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

No

A brief description of the model room :

Colgate has a sustainability theme house on campus but not a model room.

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

Themed Housing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s) :

Launched in the fall of 2002, The Loj is a residential house on Broad Street that brings together students who share a common interest in sustainability and the outdoors. The purpose of The Loj is to support various ways of relating to the natural environment such as adventure/recreational activities, environmental activism, academic study and outdoor/experiential education. All food scraps are composted at the Loj and the building implements energy efficiency practices.

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

<http://www.colgate.edu/studentlife/housing/juniorandseniorliving/broadstreetcommunity/theloj>

The total number of residents in themed housing. :

12

Sustainable Enterprise

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the enterprise :

A small group of student entrepreneurs have started a new company called the Eco-Campus. They provide green office supplies such as tree-free paper to offices on the Colgate campus. The students have designed their own on-line catalog and deliver all orders within a day. After piloting on the Colgate campus, their goal is to expand to other colleges and universities.

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

<http://colgateeclub.com/tia>

Sustainability Events

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the event(s) :

2012 will be the 12th year of the annual student-led Green Summit. The Green Summit is a think-tank that brings together students, faculty, staff, and community members to brainstorm solutions to Colgate's sustainability challenges - and then carry them out! Many of the initiatives currently implemented on campus had their origin from the Green Summit. For example, the Community Vegetable Garden, Green Bikes, composting, and electronic waste recycling.

The 13 Days of Green is a campus-wide event lasting 13 days dedicated to environmental awareness and personal sustainability. The hope is to encourage environmentally friendly habits that help make Colgate, and every person on campus, more sustainable. The 13 Days of Green is entering its third year and is another student-led endeavor.

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

<http://www.colgate.edu/about/sustainability/getinvolved.html>

Outdoors Program

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program :

Colgate's Outdoor Education program is proud to be among the most respected collegiate programs in the nation, helping Colgate's students, faculty and staff to explore their sense of place, rediscover the natural world and learn about themselves.

Through our Wilderness Adventure pre-Orientation program for first-years, our student staff training program and four sessions of physical education classes and outings, we give students the opportunity to grow, learn highly-technical outdoor skills, hone leadership styles and capitalize on the beauty of the Hamilton area and the Adirondack state park.

Regardless of skill level, we take members of the Colgate community out of the classroom and into some of the region's most beautiful natural settings--often just a brief ride from campus.

The website URL where information about the program is available :

<http://www.colgate.edu/studentlife/sportsrecreation/outdooreducationprogram>

Themed Semester or Year

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

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

Local and sustainable food options. The class reading, for the class of 2012, was The Omnivore's Dilemma by Michael Pollan.

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

The Omnivore's Dilemma by Michael Pollan

The website URL where information about the theme is available :

Curriculum

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

Credit

Sustainability Course Identification

Sustainability-Focused Courses

Sustainability-Related Courses

Sustainability Courses by Department

Sustainability Learning Outcomes

Undergraduate Program in Sustainability

Graduate Program in Sustainability

Sustainability Immersive Experience

Sustainability Literacy Assessment

Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

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

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

No

A copy of the institution's definition of sustainability in the curriculum? :

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

Yes

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

If the course concentrated on each of the main dimensions of sustainability (i.e., economic, social, and environmental), then we considered it sustainability-focused.

If the course concentrated on two of the three dimensions of sustainability and/or a major component of the course concentrated on a key sustainability principle or concept, then we considered the course sustainability-related.

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

No

The website URL where the sustainability course inventory is posted :

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Sustainability-Focused Courses

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

33

The total number of courses offered :

450

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

CORE 120S A Earth Resources

Instructor McDermott, Jeni A.

Management of the Earth's energy, mineral, and water resources is a subject of ongoing controversy and debate. This debate revolves around two related issues: the diminishing supply of some resources and the environmental cost of resource extraction and energy production. This course examines the origin and geologic setting of Earth's resources, and how these factors influence resource exploration, extraction, and use. Environmental and economic aspects of resource extraction are explored. Students examine the public debate about resource management and conservation, as well as the roles of politics and the media in shaping this debate. This course emphasizes student-led discussions of case studies dealing with current resource-related topics. The purpose of this course is to create a framework in which resource issues can be evaluated, integrating the scientific and social issues inherent in resource development.

CORE 123S A Climate Change & Human Hist

Instructor Leventer, Amy

As the "Global Warming Summit" made clear, anthropogenic activity has the potential to dramatically alter global climate. The increased introduction of greenhouse gases, sulfate aerosols, and dust through human activities may result in a variety of regional responses, including warming and cooling, changes in precipitation and drought patterns, and rising sea level. Climate change as a force driving human history, however, is not unique to the 20th century. The primary objectives of this course are to present case studies that

demonstrate the strong role of climate in driving human evolution, adaptation, and societies; and to assess the relationship between climate forcing and man, with a view toward understanding the potential consequences of modern anthropogenic impacts.

CORE 152 A Challenges of Modernity

Instructor Harsin, S. Jill

Modernity is a crucial element of the intellectual legacy to which we are heirs. A matrix of intellectual, social, and material forces that have transformed the world over the last quarter millennium, modernity has introduced new problems and possibilities into human life. Within modernity, issues of meaning, identity, and morality have been critiqued in distinctive ways. People of different social classes, racial groups, ethnic backgrounds, genders and sexual identities have contributed to an increasingly rich public discourse. The human psyche has been problematized, and the dynamic character of the world, both natural and social, has been explored. Urbanization and technological development have transformed the patterns of everyday life. Imperialism has had a complex and lasting impact on the entire globe. The human capability to ameliorate social and physical ills has increased exponentially, and yet so has the human capacity for mass destruction and exploitation. In this course, taught by an interdisciplinary staff, students explore texts from a variety of media that engage with the ideas and phenomena central to modernity. To ensure a substantially common experience for students, the staff each year chooses texts to be taught in all sections of the course. This component of the Core Curriculum encourages students to think broadly and critically about the world that they inhabit, asking them to see their contemporary concerns in the perspective of the long-standing discourses of modernity.

ECON 228 Environmental Economics

Instructor Sirianni, Philip M.

An introduction to the study of environmental problems with the perspective and analytical tools of economics. Sources of market failures with respect to environmental issues are discussed, and methods for analyzing environmental policies are developed. The history and effectiveness of environmental policies in the United States are examined. Prerequisite: ECON 151 or permission of instructor.

ECON 238 A Economic Development

Instructor Mandle, Jay R.

This course explores the content of economic development. It examines both the successes of the developed world and the limits of development elsewhere. Specific topics include the role of population growth, the importance of agriculture, structural change, and globalization.

ENST 232 Environmental Justice

Instructor Baptiste, April K.

In the wake of the environmental movement and the civil rights movement rose a crosscurrent of issues combining problems of social justice and environmental issues. During the past two decades, this crosscurrent has swelled to produce a new social movement: the environmental justice movement. This course explores the terms and ideas of environmental justice by addressing the key issues of environmental racism, distributive justice, political and cultural representation in environmental struggles, alternative theories of justice generated from disenfranchised groups, grassroots politics, and concepts of environmental identity. These issues are introduced and discussed mainly in the context of the U.S. environmental justice movement, with some international context highlighted periodically.

ENST 390 A Comm-Based Study Env Issues

Instructor Baptiste, April K.

This project-based, interdisciplinary course examines current environmental issues in the context of community-based learning. Topics for investigation are selected by faculty, usually in conjunction with the campus sustainability coordinator, the Upstate Institute, or directly with local and regional agencies or organizations. Students get practical experience working in interdisciplinary teams to examine environmental issues with a goal of developing relevant recommendations. Prerequisites: at least two courses related to environmental studies; ENST 202 and ENST 232 are strongly recommended.

FSEM 130 A Energy and Sustainability

Instructor Crotty, Patrick R.

Anybody who follows the news knows that energy is an important issue. Rising gas prices, dwindling global oil reserves, nuclear power

plant disasters, quests for renewable energy technologies; all of these are signs that our civilization is having increasingly serious problems powering itself. But what, exactly, is ‘energy’? Where does it come from, what forms does it take, and how is it distributed? And perhaps most intriguing (and worrisome) of all, how much does our current way of life depend on the continued availability of a certain form of energy, fossil fuels, and how is our use of them affecting the planet long-term? In this class, you will study energy from several different points of view. You will learn about it as an abstract physical concept. You will learn about the astronomical, chemical, and geological processes that cause it to take specific forms, and the technologies human beings have developed to extract and distribute it. Finally, we will consider the current issues our society is having with energy and what its future (and ours) might be. Students who successfully complete this seminar will satisfy their Scientific Perspectives core requirement.

FSEM 180 A Current Economic Issues

Instructor Chandra, Piyush

This seminar will introduce students to basic principles of economics with emphasis on providing tools to analyze economic issues and problems we face every day. The focus of the course will be to develop critical thinking and use of economic reasoning to explain tradeoffs faced by individuals and firms, the economy as a whole, and a wide range of social issues and policy questions. Some examples include causes and consequences of globalization, outsourcing, taxes, social security, unemployment and inflation. Course grade will be determined on the basis of take home assignments, in-class discussion and participation, two short papers and midterm and final exams. Students who successfully complete this seminar will receive course credit for ECON 151 and satisfy one half of their Social Relations, Institutions, and Agents area of inquiry requirement.

FSEM 184 A Geography of Human Rights

Instructor Hays-Mitchell, Maureen

Interest in the protection of human rights has expanded steadily since the end of World War II. Yet despite the laws, institutions, and movements organized around the protection of human rights, widespread and systematic violations continue. In this seminar, we will explore specific cases in order to understand the local, national and global contexts of human rights. Case studies will further allow us to examine social and legal responses to human rights abuses, particularly the activities of truth commissions and international courts, as well as address contemporary debates regarding such pressing issues as violence and power, memory and history, trauma and testimony, and the dilemmas of recovering in societies that have experienced mass atrocity. We will also identify new challenges to traditional conceptualizations of human rights posed by issues such as climate change, conservation, disasters, displacement, and poverty. Because this is a vast subject, we will ground our seminar in the landscapes of terror and hope of Latin America and move to other world regions to examine unique cases of human rights abuses, prosecution and/or protection. Research projects (organized in a series of stages) may address the subject of human rights in any region of the world. This seminar is reading, discussion and research oriented. Students who successfully complete this course will receive one course credit in Geography and satisfy one-half of their Social Relations, Institutions, and Agents area of inquiry requirement.

GEOG 111 A Global Shift: Econ, Soc, & Geog

Instructor Meyer, William B.

This course introduces students to the geographic perspective as a way of enriching their critical understanding of the increasingly globalized world of the early 21st century and the roles played by particular places within this global system. The course focuses particularly on contemporary patterns and processes of change in human well-being throughout the world, the factors and dynamics that underpin this change, and their complex interrelations with the natural and built environment. To this end, this course examines the implications for social and economic development in diverse world regions of phenomena such as international migration, infectious disease epidemics, urbanization, foreign direct investment, democratization movements, and global media. Case studies are drawn from industrialized countries of the Global North, transition economies and societies of the former Soviet Bloc, emerging economies of Asia, and the developing economies of Latin America and Africa.

GEOG 121 A Human Impact on Environment

Instructor Klepeis, Peter J.

The spatial scale, magnitude, and pace of human-induced environmental changes over the past 300 years are unprecedented. It is essential to undertake reasoned assessments of the complex and interrelated political, socioeconomic, technological, cultural, and biophysical

factors leading to environmental changes if society is to manage them appropriately. This course is an introduction to the major environmental problems of resource depletion, pollution, and ecosystem transformation. It explores the effects of environmental changes on society, as well as societal responses to them, and enhances understanding of the causes of these changes from multiple theoretical perspectives.

GEOG 311 A Urban Geography

Instructor Graybill, Jessica

This course is an exploration of contemporary urban geography and academic writing about the city. It introduces students to the ways in which urban geography has played a role, along with other disciplines that focus on the urban, in understanding cities and the issues that surround them. This includes an examination of how cities are conceived, lived, and represented. The course investigates the following topics: What are the various ways that people create, and attempt to materialize, their geographical imaginations of what they want the city to be? What are the ways in which different social groups make claims on space and place, and how does the scale at which these activities occur have effects? What are the critical questions to ask about urban landscapes today? How would you formulate a research proposal on such topics? The course offers a theoretical and practical framework within which to examine the city as a site of socio-cultural and political-economic transformation. In this framework, students analyze how the state, market, and civil society intersect, and how this has changed over the 20th century in the U.S. and other parts of the world.

GEOG 320 A Globalizatn, Devel & Environ~

Instructor Hays-Mitchell, Maureen

This course approaches international development via geography's integrative perspective. It analyzes the concepts of development, sustainability, and underdevelopment as well as the evolution of development theory, policy, and praxis. Particular attention focuses on contemporary issues of sustainable development such as population pressure, environmental degradation, agricultural development and food security, population displacement, rapid urbanization, the informal sector, transnational corporations, and grassroots social movements. The course places the study of development within a global framework, considering further the impact of colonialism, economic restructuring, the role of international organizations, and the implications of international economic and environmental policy for developing countries. Students have the opportunity to apply the concepts studied to specific developing countries or international issues of their choice.

GEOG 401 A Senior Seminar

Instructor Graybill, Jessica

The senior seminar focuses on emerging research within a subfield of contemporary geography chosen by the instructor. Students identify and pursue advanced work on topics within that subfield.

RELG 201 A Contemporary Issues & Values

Instructor Martin, Clarice J.

Many issues confronting us today raise profound value questions. Some issues have roots in the past; others have emerged in our times. Resources to address these issues are likewise both ancient and contemporary. This course explores dimensions of several moral concerns, many of which challenge democratic values, social justice norms, and human rights. Themes of power, justice, human flourishing, and compassion thread through the topics addressed by the course. Issues addressed may include genocide, terrorism, war, and torture; environmental injustices; gender and sexualities; race issues; immigration and refugee dilemmas; reproductive issues; sexual violence; concerns about the "other" and valuations of difference; the effects of poverty and class disparity. In learning about these topics students examine religious and philosophical texts, ideas, and values which suggest resolutions. A central focus is how to live meaningfully in light of the problems in our society and world.

SOAN 245 A Nature, Culture & Politics

Instructor Wallimann, Isidor J.

The words "nature" and "the environment" conjure up visions of wild animals and open landscapes, but are people part of nature, too? This course shows how nature and human culture are intertwined, both in terms of how we shape our environment as well as how it shapes us. Through a series of case studies, students explore this relationship, focusing especially on the way that nature and culture are

"political": inequalities, social problems and movements, and power relations all flow from the way that we interact with our environment. The course takes a global, comparative, and historical view of this process, and includes the following special topics: the rise of environmental awareness and environmental social movements; globalization and environmental values; consumption and the environment; environmental inequalities and justice; risk, technology, and environmental politics; and public policy and the environment.

SOAN 337 A Globalization & Culture

Instructor Wallmann, Isidor J.

What does "globalization" mean, and what does it mean for societies and people facing the onslaught of global corporations? This course examines the phenomenon of globalization from a variety of theoretical perspectives, ranging from neo-liberal economics to cultural anthropology. It analyzes how each of these works defines the causes of globalization and its effects on traditional cultures, community relationships, economic wealth and justice, and political institutions. To put these theoretical works in perspective, interspersed with them will be actual case studies of real people and real communities, ranging from Costa Rican farmers to Thai factory workers, interacting with the forces of globalization. These case studies will allow students to test the abstract analyses and see which theories fit reality.

CORE 120S A Earth Resources

Instructor: Jeni McDermott

Management of the Earth's energy, mineral, and water resources is a subject of ongoing controversy and debate. This debate revolves around two related issues: the diminishing supply of some resources and the environmental cost of resource extraction and energy production. This course examines the origin and geologic setting of Earth's resources, and how these factors influence resource exploration, extraction, and use. Environmental and economic aspects of resource extraction are explored. Students examine the public debate about resource management and conservation, as well as the roles of politics and the media in shaping this debate. This course emphasizes student-led discussions of case studies dealing with current resource-related topics. The purpose of this course is to create a framework in which resource issues can be evaluated, integrating the scientific and social issues inherent in resource development.

CORE 154S A Caribbean Ecol/Envir Concerns

Instructor: April Baptiste

When we think of the Caribbean, the first images that come to mind are beautiful, clear, blue oceans, white sandy beaches, never-ending sunshine, and perpetual serenity with laid-back populations. Yet these images do not capture the presence of the myriad ecological and social concerns of the region. What are the different ecological settings of these islands, ranging from the terrestrial to the marine? What are the human-environment interactions within these ecological contexts? How have these interactions led to stressors within the ecological settings, and what are the implications of these stressors? This course seeks to address how these questions are answered through the use of science and also seeks to highlight some of the limitations of science when contending with complex ecological and social systems, using the Caribbean region as the area of focus.

CORE 162S A Foodwise

Instructor: Julie Chanatry

Food is essential for all of us to survive but we often take food and food preparation for granted. Have you ever wondered why some food tastes as it does or how food preparation can alter the taste or consistency of a dish? What is a balanced diet and why do we strive to have one? In this course students explore how understanding the science of food and cooking enhances our enjoyment of it as well as our benefit from it. Students look at the history and culture of human nourishment, and explore some controversial aspects of food and food technology, such as use of additives, genetically modified organisms, and diets and weight loss programs. If you have an appetite for learning or are just food motivated, this course may appeal to your senses.

ENST 233 A Global Environ Health Issues

Instructor: Frank Frey

Environmental health is a field of interdisciplinary study that integrates human society and behavior with ecological processes to understand environmental dimensions of human health. This 0.5-credit course focuses on knowledge generated in the natural and social sciences that concerns human-environmental interactions and its implications for human health risk. It introduces students to the conceptual and empirical underpinnings of the direct and indirect relationships between environment and health, approaches to measuring

these relationships, and the ways in which health policies, programs, and clinical practices have been organized to reduce risk at various geographic scales: locally, nationally, and internationally. Regional implications of global climate and other global processes provide an important context for the course. This course also explicitly demonstrates the importance of an interdisciplinary approach to investigating questions in global environmental health and the complexity of environmental analysis.

ENST 321 A Global Environmental Justice

Instructor: April Baptiste

Global environmental justice examines both procedural and distributive inequities as well as injustices in political relationships among nation states. Additionally, it places emphasis on a variety of global political issues, which have evolved from environmental concerns that transcend national boundaries. This advanced course expounds on the concepts and theories of environmental justice from an international perspective. It evaluates the international frame of environmental justice from a human rights perspective and its applicability to different case studies. A close examination of the theoretical North-South relationship, in terms of dependency and exploitation of peripheral (South) countries by core (North) countries, is central to the course. It analyzes a constellation of issues labeled as global environmental justice, such as tribal extinctions, dislocations of marginalized communities, and resource conflicts. Real world examples of environmental justice cases are critically assessed to develop an understanding of the complex relationships among actors that lead to environmental injustices.

ENST 333 ES Environ & Commun Health-Africa

Instructor: Frank Frey

The majority of this 0.50 credit extended study is held in villages proximate to Bwindi Impenetrable National Park in southwestern Uganda. The curriculum focuses on health issues including disease prevalence and access to health care in remote villages adjacent to national parks. Ecological dimensions of human health are considered including infectious disease transmission, sanitation and access to water, nutrition and household environment. Students participate in the following educational projects with a diverse array of community leaders: 1) training workshops in research methods for clinical and community health; 2) field studies with health professionals to improve health data collection; 3) community outreach to understand environmental and community health assets and needs in the region. Ideally, students should bring background and interests in environmental studies, biology and geography.

ENST 390 A Comm-Based Study Env Issues

Instructor: Peter Klepeis

This project-based, interdisciplinary course examines current environmental issues in the context of community-based learning. Topics for investigation are selected by faculty, usually in conjunction with the campus sustainability coordinator, the Upstate Institute, or directly with local and regional agencies or organizations. Students get practical experience working in interdisciplinary teams to examine environmental issues with a goal of developing relevant recommendations.

ENST 490 A Seminar-Environmental Studies

Instructor: Frank Frey

In this senior seminar, students discuss the relevant literature (from multiple disciplines) and do research on one or more selected environmental issue or issues, chosen by the instructor. Topics differ from year to year. The goal is to achieve an advanced, interdisciplinary understanding of contemporary environmental issues.

GEOG 121 A Human Impact on Environment

Instructor: Jessica Graybill

The spatial scale, magnitude, and pace of human-induced environmental changes over the past 300 years are unprecedented. It is essential to undertake reasoned assessments of the complex and interrelated political, socioeconomic, technological, cultural, and biophysical factors leading to environmental changes if society is to manage them appropriately. This course is an introduction to the major environmental problems of resource depletion, pollution, and ecosystem transformation. It explores the effects of environmental changes on society, as well as societal responses to them, and enhances understanding of the causes of these changes from multiple theoretical perspectives.

GEOG 205 A Climate & Society

Instructor: Peter Klepeis

Human-induced climate change--global warming--is the defining environmental and social issue of our times. That people are dramatically altering the climate is now the resounding consensus in the scientific community. Potential short- and long-term impacts include biodiversity loss, sea-level rise and coastal flooding, more intense storms, threats to human health, and disruptions of freshwater supplies and food security. But while the global community increasingly understands the basic processes driving climate change, and is starting to appreciate the consequences of a warmer world, the coupled social and biophysical dynamics of global warming are complex and the issue remains controversial. This course explores climate-society relationships in industrial and pre-industrial periods, and considers the multifaceted natural and human dimensions of global warming. It also highlights the integrative natural and social science modes of analysis commonly used in the discipline of geography.

GEOG 321 A Gender, Justice, Envir Change

Instructor: Maureen Hays-Mitchell

This course explores how the environment (both physical and social) shapes, and is shaped by, the roles of men and women in society. The course addresses environmental issues from the dual perspective of gender relations and social justice to advance our understandings of the fundamental relationship between human activities and our physical and social environments. To this end, we work across diverse geographies to explore (1) the social relations underlying environmental problems; (2) the ways in which gender, class, race, and ethnicity intersect in environmental issues; and (3) the social and environmental processes that underlie the construction of gender and the life-worlds of the individuals in those `geographies'. We bring a global perspective to the issues by drawing out local-global linkages. Case studies are drawn from North America, Latin America, Africa, and Asia.

GEOG 322 A Ecologies of the City

Instructor: Jessica Graybill

With half of the world's population living in and around cities, the needs of urban-based populations and economies dominate non-urban peoples, places, and habitats worldwide. This course begins with an introduction to political ecology, a body of knowledge combining political economy and cultural ecology. Political economy is the study of how different societies are connected globally, and cultural ecology is the study of the relationship between a society and its natural environment. Although political ecology largely focuses on places and cultures of "pristine" or "native" nature in "other" countries, this course turns to urban settings to explore how people understand urban areas and what their relationship to the environment in these areas is. Case studies of specific places (from small cities in upstate New York to global cities in distant countries) are used to learn about urban political ecological issues through readings, assignments, discussion, and interaction with local/regional experts on urban environmental problems. Students apply their knowledge about urban political ecology both collaboratively, in a final project conducted in a workshop-type setting, and individually, in a final term paper.

GEOG 325 A Water Resources & Society

Instructor: Ethan Frost

No natural substance is more vital to human existence or used in more different ways than fresh water. This course considers the natural and social processes (with primary focus on the latter) that shape water use both within and outside of the United States, including physical factors, technology, economics, culture, law, and political systems and ideologies. The focus is on the services that water provides, the causes and consequences of water scarcity, and the ways in which water's services might be obtained in more sustainable ways.

GEOG 499 WM Honors: Rural Sustainability

Instructor: William Meyer

WRIT 254 A Rhetoric and Citizenship

Instructor: Jessica Prody

The histories of rhetoric and democratic citizenship are inseparable. This course acknowledges this relationship by introducing students to traditions and theories of citizenship. It asks students to think critically about what citizenship is, what it looks like currently, and what is

should look like in the future, thereby strengthening students' civic engagement and connection to their communities. Throughout the course, students explore citizenship through the lens of rhetorical theory and history, study philosophical debates over citizenship, and debate the current state of citizenship in U.S. society. While engaged in these theoretical discussions, students enact their own civic engagement by examining their communities of obligation, identifying concerns in their communities, and using rhetoric to address a community concern. Students choose an issue important to them, determine an appropriate solution, and advocate that solution to their community through various modes of public discourse.

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

69

The total number of courses offered :

450

Number of years covered by the data :

One

A list of sustainability-related courses offered :

ALST 230 A Intro Latin American Studies

Instructor Rojas-Paiewonsky, Lourdes

This course is an introduction to the development of Latin America's diverse and distinctive cultural heritage and to its contemporary institutions and civilization. The study of pre-Columbian and New World cultures of Spanish and Portuguese America focuses on the interactions of Indian, European, and African cultures and the complexities of what is known as Latin American culture. The course, though not a historical survey, examines the historical origins of contemporary social, cultural, economic, and political issues in Latin America, and in those parts of the world that have been affected by significant numbers of Latin American immigrants. The approach is broadly multidisciplinary, reflecting various perspectives and materials. The course includes lectures, films, and discussions, as well as exhibits and performances when available.

BIOL 476 A Biodiversity/Ecosystem Ecology

Instructor Cardelus, Catherine L.

This research course offers students the opportunity to design their own studies. Research in the lab centers on the causes of species richness patterns and how perturbations (climate change) affect those patterns. Research projects often apply the lens of climate change (e.g., biodiversity loss, global warming, increased carbon dioxide, pollution) and test explicit hypotheses on plant, community, and ecosystem responses (i.e., N deposition, fire frequency) to perturbations. Students have the opportunity to use cutting-edge laboratory,

computer, and field-based methods (e.g., mass spectrometry, ecophylogenetics, carbon dioxide flux) to address these questions. Students are expected to develop their own projects, write a grant proposal, execute the lab and fieldwork associated with the projects, write a final paper, and present their work to the department. Prerequisite: permission of instructor.

CORE 144S A The Psychology of Oppression

Instructor Reid, Landon D.

The United States was founded on the proposition that "all men [sic] are created equal." Nevertheless, over 200 years later, systematic disparities in economic, social, and physical well-being still exist between Whites and people of color, and between men and women. This course explores psychological influences that contribute to prejudice and oppression by majority groups, and how the experience of prejudice and oppression can shape the psychology of minority groups. The focus of the course is on Black-White relations in the United States, but gender relations and relations involving immigrants and other racial and ethnic groups are also considered. The course adopts a scientific perspective, begins with an overview of the scientific method and scientific reasoning, and incorporates "hands-on" activities. The links between scientific evidence and social policy, and current controversial issues are also explored.

CORE 168C A The Arctic

Instructor Kagle, Melissa S.

The circumpolar north spans three continents and eight countries, and encompasses numerous indigenous groups, but is unified by its distinct ecosystem. The region has held sway in the popular imagination as an isolated realm apart, but is in fact an integral part of global society that has both been influenced by outsiders and has influenced the cultures of the West for centuries. This course surveys the land and peoples of the circumpolar north, looking at both traditional cultures and the region's current inhabitants. It is a multi-disciplinary course focused on the interactions of people and their environment which explores the region's geography; indigenous cultures including lifeways, art, and stories; Western exploration of the circumpolar north and its impact on both indigenous people and Western cultures; and current challenges facing the region such as cultural disruption, the discovery of fossil fuels, and the impacts of climate change.

CORE 176C A North American Indians

Instructor Kerber, Jordan

The circumpolar north spans three continents and eight countries, and encompasses numerous indigenous groups, but is unified by its distinct ecosystem. The region has held sway in the popular imagination as an isolated realm apart, but is in fact an integral part of global society that has both been influenced by outsiders and has influenced the cultures of the West for centuries. This course surveys the land and peoples of the circumpolar north, looking at both traditional cultures and the region's current inhabitants. It is a multi-disciplinary course focused on the interactions of people and their environment which explores the region's geography; indigenous cultures including lifeways, art, and stories; Western exploration of the circumpolar north and its impact on both indigenous people and Western cultures; and current challenges facing the region such as cultural disruption, the discovery of fossil fuels, and the impacts of climate change.

ECON 239 ES Role-NGOs in Econ Dev/Ext St

Instructor Mandle, Jay R.

This 0.5-credit extended study course focuses on the role that non-governmental organizations (NGOs) can play advancing the status of women and alleviating poverty. The course is taught in Bangladesh, using the facilities of BRAC, a NGO based in that country. The course has two segments: The first consists of lectures to provide background concerning the level of economic development, the status and role of women, and the role played by NGOs in Bangladesh. The second part of the course involves field trips to observe the work done by BRAC. Pre- or co-requisite: ECON 238 and permission of instructor.

ECON 348 A Health Economics

Instructor Khanna, Jyoti

This course applies economic principles and tools to study the health-care market. It looks at the structure, cost, and distribution of resources within the health-care sector. The course focuses on the socio-economic determinants of health, demand and supply of health insurance, hospital competition, physician practice, government intervention in the health-care market, and comparisons of health-systems around the world. Prerequisite: ECON 251.

ECON 382 A American Economic History

Instructor Haines, Michael

An analysis of selected issues in American economic development using the tools of economics. Topics include basic history of growth and structure since colonial times, population and migration, the labor force, agriculture, money and banking, transportation, slavery, the Civil War, industry studies, the Great Depression, and the growth of the government sector and regulation. Basic economic and demographic theories are applied to historical events.

ENST 202 Environmental Ethics

Instructor Kawall, Jason R

This course is an introduction to the field of environmental ethics. Some of the major figures and philosophies in the environmental movement are studied and critically analyzed with a particular emphasis on the ethical reasoning and its influences on environmental policies and practices. Topics include the historical development of the environmental movement, central debates between preservationist and conservationist ethics, intrinsic and instrumental evaluations of the natural environment and its inhabitants, animal rights and the ethical treatment of animals, shallow and deep ecological distinctions, and anthropocentric versus biocentric and ecocentric evaluations of nature. These considerations involve the study of the arenas of environmental ethics, such as radical ecology, social ecology, ecofeminism, holism, ethical pluralism, environmental justice, traditional environmental knowledge, ethics of consumption, anti-toxics grassroots activism, and global ecological ethics. This course is also crosslisted as PHIL 202.

FSEM 121 A The Air Up There

Instructor Levine, Jonathan

Weather and climate command our attention because they deeply affect life on Earth, in ways both ordinary and extraordinary. Life on Earth also affects atmospheric conditions, now more profoundly than ever, and with vitally important scientific, political, cultural, and ethical implications. This seminar examines what we know and don't know about the atmosphere, exploring the science of rainfall and rainbows, temperature and transparency, and the blue sky of Earth and the pink sky of Mars. It also investigates the limitations of science and efforts to predict weather and climate. Because of the atmosphere's impact on our lives, this seminar also investigates how science interacts with other human endeavors. To what extent does fore-knowledge of atmospheric events such as storms and tornadoes allow people to make wise decisions? How does the science of global warming intersect with the politics and ethics of this issue? What kinds of questions are amenable to scientific investigation, and what kinds of questions are not? Students in this seminar will cultivate a better understanding of the atmosphere, weather phenomena, global climate change, and the power and limitations of scientific inquiry. Students will share and strengthen their knowledge through written, oral, and visual presentations. Students who successfully complete this seminar will satisfy their Scientific Perspectives core requirement.

FSEM 141 A The Good Life: Psych Science

Instructor Shiner, Rebecca L.

Throughout history, men and women have been captivated by questions about what constitutes the good life and how such a life can be cultivated. What is the nature of human happiness, joy, meaning, and pleasure? How can people most effectively cope with the inevitable difficulties faced in life? Are some people simply born more content or more kind than others? How is life satisfaction affected by relationships, material wealth, and spiritual practice? Because this course fulfills the Core Scientific Perspectives requirement, the major focus of the course is on how contemporary psychological research can be used to answer these enduring questions. Students are introduced to original research articles on these topics and to a variety of research methods, and they gain hands-on experience collecting and analyzing data. Throughout the course, students are helped to recognize the unique strengths and limitations of the scientific method for approaching questions such as these, and students are encouraged to articulate their own emerging views of what constitutes a life worth living. Evaluation will be based on a midterm and final exam, a major research paper and presentation, class participation, and shorter written assignments. Students who successfully complete this seminar will satisfy their Scientific Perspectives core requirement.

FSEM 178 A Physical Geography

Instructor Scull, Peter R.

The objective of this course is to provide students with a general understanding of the processes and spatial distribution of the Earth's primary physical systems and the ways in which humans interact with these systems. Course emphasis is divided into three areas:

atmospheric processes, the spatial dynamics of vegetation and soils, and landform development. Students are introduced to the basic physical processes and interactions that operate within each of these categories, with special focus on the ways in which these factors relate to contemporary environmental problems. The goal is to not review the empirical evidence of particular environmental changes but to explore them from various theoretical perspectives. This course is structured around lectures, films, field excursions, and class discussions. In addition to exploring various dimensions of environmental change, this course seeks to enhance the writing, research, and communication skills of students. Peter Scull is a geographer who teaches physical geography and geographic methods. His research interests include the application of remote sensing and geographic information systems to study environmental change. He also uses geotechnologies to study endangered mountain gorilla in the highlands of Central Africa and has led two Colgate extended study courses in Uganda to participate in this research. Students who successfully complete this seminar will receive course credit for GEOG 131 and satisfy one half of their Natural Sciences and Mathematics area of inquiry requirement.

FSEM 192 A Ethnohistory of the Amazon

Instructor Roller, Heather F.

How does one study the lives of people who did not produce their own written histories? This course asks you to do scholarly detective work on the Amazon Basin, from prehistory to the present. Our approach will be ethnohistorical, in that we will examine how various Amazonian peoples have come to understand their own histories and identities. To do so, we will have to rely on documents produced by outsiders (such as early European explorers), as well as on archaeological evidence, oral histories, legal testimonies, visual sources, and modern-day interviews. Topics include the impact of colonization on indigenous groups; the emergence of new cultural groups from the encounter between Native Amazonians, Africans, and Europeans; the relationship of people to the Amazonian environment over time; and the extent to which we can compare contemporary indigenous peoples with pre-conquest societies in the Amazon. The regional focus will be on Brazil, which encompasses the largest part of the Basin, but case studies from other countries will also be considered. Students who successfully complete this seminar will receive credit for a 200-level global history course and satisfy one half of their Social Relations, Institutions, and Agents area of inquiry requirement

FSEM 198 A Fundamentals-Int'l Relations

Instructor Murshid, Navine

The course provides an overview of mainstream international relations theories, namely realism, liberalism, constructivism, and radicalism. The course also teaches students to analyze current events through multiple lenses. Towards the end of the semester, the course will cover new issues in international relations such as political economy, international organizations, environmental issues, and human rights. The required textbook is International Politics by Art and Jervis (9th edition). The book will be supplemented with journal articles. Evaluation will be based on class participation, response papers, a midterm exam, a term paper, and a final exam. Students who successfully complete this seminar will receive credit for POSC 232 and satisfy one half of their Social Relations, Institutions, and Agents area of inquiry requirement.

FSEM 199 A Global Perspect-Emerg Issues

Instructor Byrnes, Timothy A.

This course will focus on five issues of global significance: four chosen by the instructor before the term begins, and one chosen by the class halfway through the semester. We will plan to spend 2-3 weeks examining each issue from a number of different perspectives including, crucially, the perspective of experts and commentators writing on these issues from outside the United States of America. The purpose of this method is to emphasize the degree to which the important issues of today, from energy, to economic development, to conflict based in religious identity (to name just a few), are profoundly global in nature. The search for workable solutions (or at least responses) to these problems requires that the students themselves recognize the complexity of the increasingly globalized world in which they live. This seminar, which will be made up of the Benton Scholars from the class of 2015, is designed to encourage just such a recognition. Students who successfully complete this seminar will satisfy one half of their Social Relations, Institutions, and Agents area of inquiry requirement.

GEOG 131 B Physical Geography

Instructor Frost, Ethan E.

The objective of this course is to provide students with a general understanding of the processes and spatial distribution of the Earth's

primary physical systems and the ways in which humans interact with these systems. Course emphasis is divided into three areas: atmospheric processes, the spatial dynamics of vegetation and soils, and landform development. Students are introduced to the basic physical processes and interactions that operate within each of these categories, with special focus on the ways in which these factors relate to contemporary environmental problems. (Formerly GEOG 102.) This course counts toward the Natural Science and Mathematics area of inquiry/distribution requirement.

GEOG 251 A Environmental Risk Communic

Instructor Klepeis, Peter J.

A half-semester 0.50-credit course. Social science research methodologies are multifaceted, and draw on both quantitative and qualitative approaches. Regardless of approach, however, high quality research is rooted in a sound conceptual design, the appropriate methods of data collection, processing, and analysis, and a theoretically informed interpretation of results. This course explores these elements within the discipline of geography. Students apply qualitative content analysis – an approach that facilitates the analysis of words, concepts, and relationships in texts, such as newspaper articles – to the study of environmental risk communication, an area of scholarship that analyzes flows of information, public discourse, and perceptions of environmental issues. Assignments build to a final project in which students analyze texts using qualitative data analysis software. A key goal of the course is to prepare students for upper-level undergraduate research.

GEOG 310 AX Geopolitics

Instructor Monk, Daniel B.

Broadly defined, Geopolitics is the study of "the relationship among politics and geography, demography, and economics, especially with respect to the foreign policy of a nation." As the study of political geography on a global scale, geopolitics examines the relationship between territories, boundaries, and states in the "closed system" we call: planet earth. But geopolitics is more than an academic field. Geopolitical thought has actually instructed states how to relate to one another in the contest for territory, security, and resources. For example, the history of geopolitical analysis is closely connected to -- and has often justified -- various imperial projects. As a result, this course examines the relation between the development of geopolitical thought on one hand, and geopolitical events on the other. Of particular importance to the relation between theories of geopolitics and the actual geostrategies of states has been the development of conflict on a planetary scale. And so, this course traces that relation through the study of geopolitical thought and practice in the course of: imperial struggles in the 19th century, World Wars and the threat of nuclear wars in the 20th century, and new global challenges such as resource wars and environmental security in our own time. This course is crosslisted as PCON 310.

GEOG 312 A The American City

Instructor Meyer, William B.

This course focuses on the restructuring of American cities in the late 20th century and the implications of that restructuring for the well-being of urban residents. Topics emphasized include the decentralization of people and jobs out of central cities and northeastern metropolitan areas, racial residential segregation, inner-city gentrification, urban public service provision issues, the role of new (Latin American and Asian) urban immigrants, and feminist perspectives on the American city.

GEOG 326 A Environmental Hazards

Instructor Klepeis, Peter J.

Environmental hazards are threats to people and the things they value. Hazards are a complex mix of natural processes and human actions; thus, they do not just happen, but are caused. This course emphasizes the role of institutions, technology, and human behavior in hazard creation, as well as ways in which society responds to hazards of multiple origins: case studies center on earthquakes, hurricanes, and wildfire (natural hazards); toxic pollution (technological hazards); and malaria and invasive species (biologic hazards). A key theme explores ways in which society may mitigate the risk of environmental hazards and manage them more effectively.

GEOG 336 A Biogeography

Instructor Frost, Ethan E.

This course focuses on the factors that influence plant and animal distributions at scales ranging from population to biome. To set the stage for discussing the geography of life, the course first examines the earth's physical setting. This leads to consideration of the

fundamental processes determining plant and animal distributions. The interactions among these processes are also examined, thereby introducing the concept of the ecosystem. The functions of an ecosystem are discussed with focuses on energy and matter flow, population dynamics, succession, and disturbance. The culmination of these processes is reflected in broad-scale geographic patterns. Thus, the characteristics of the major biomes are examined. Finally, because humans and the environment are inextricably linked, this course explores several impacts humans have on the landscape, including fragmentation, extinction, and species introductions. (Formerly GEOG 306.) This course counts toward the Natural Science and Mathematics area of inquiry/distribution requirement.

GEOL 101 A Environmental Geology

Instructor Wong, Martin S.

How do geologic processes and events directly influence human societies? How have humans changed the Earth? Fundamental geologic concepts such as plate tectonics, geologic time, and surficial processes are used as a basis for understanding a variety of natural geologic hazards including earthquakes, volcanoes, landslides, floods, and coastal erosion. Real-world examples of the interplay between human activities and the environment include soil and groundwater contamination, mineral and energy resource development, and threats to the Earth's biodiversity. Also, the course takes a closer look at the geologic record of global change and the debate over global warming. This course is an interdisciplinary approach to environmental geosciences. Three lectures and one laboratory session per week. The required credit-bearing laboratory session GEOL 101L must be taken and passed concurrently with GEOL 101.

GEOL 135 A Oceanography

Instructor Leventer, Amy

A study of the major contemporary concepts of biological, chemical, geological, and physical oceanography. The nature and origin of ocean basins by global plate tectonics, sedimentation, sea water composition, water masses, oceanic circulation, waves, tides, life in the sea, biological productivity, and human impact are all discussed. The importance of the ocean as a dynamic ecosystem is stressed throughout the course.

HIST 220 A American Environmental History

Instructor Bouk, Daniel B.

This course investigates the place of the natural world in American history, drawing on episodes ranging from the Columbian encounter up to today. It measures the impact of Americans on their environment and the degree to which aspects of that environment have shaped human history in turn. Throughout the course, students explore the ways Americans have understood their relationship to nature over the last 500 years. They also apply the methods of environmental history to their own investigation of a particular American place. (US)

SOAN 312 A Social Inequality

Instructor Villarrubia, Jacqueline

This course analyzes social structure and social stratification, emphasizing economic class, life styles, differential prestige, and inequality. The theory of social class and its measurement is discussed, and the change and stability of social class is considered. Comparative examples of stratification are examined, although the emphasis is on the American class system. No first-year students are admitted.

ECON 230 A Economics of Poverty in the US

Instructor: Nicole Simpson

This course discusses issues surrounding poverty with a particular emphasis on the central New York region. Students first analyze how poverty is measured, which includes studying unemployment, the minimum wage, income inequality, and economic immobility using economic theory and data analysis. Students next study various anti-poverty programs in the U.S. such as traditional welfare, the Earned Income Credit, food stamps, and Medicaid. The course includes a significant service learning component, in which students are required to complete at least 10 hours of field work at a local non-profit organization. In addition, various class site visits are an integral part of the course. Graded work includes short papers, exams, and group projects. Seniors are allowed to register only with the permission of the instructor.

ENST 344 A America's Public Lands

Instructor: Paul Pinet

Public land management is inherently complex. Typically there are multiple interested parties and potentially competing goals such as
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wilderness preservation, recreational accessibility, and resource exploitation. Also, the management of public lands may rest with several agencies. Management decisions made in pursuit of one goal often have implications for other goals, stakeholders, and management agencies. Complexity theory offers a new perspective for understanding the complicated workings of ecosystems, economies, and political systems. Such complex adaptive systems are characterized by feedback loops, chaos, nonlinear dynamics, self-organization, and emergence. The aims of this course are to investigate alternative public land management strategies and apply complexity theory 1) to model qualitatively the intricacies of both natural and human-built systems, 2) to propose and evaluate fresh ecological strategies and management policies for conserving public lands, and 3) to investigate new procedures for mitigating tension among competing interests in the use of public land. The course includes some weekend field trips.

GEOG 111 A Global Shift:Econ, Soc, & Geog

Instructor: William Meyer

This course introduces students to the geographic perspective as a way of enriching their critical understanding of the increasingly globalized world of the early 21st century and the roles played by particular places within this global system. The course focuses particularly on contemporary patterns and processes of change in human well-being throughout the world, the factors and dynamics that underpin this change, and their complex interrelations with the natural and built environment. To this end, this course examines the implications for social and economic development in diverse world regions of phenomena such as international migration, infectious disease epidemics, urbanization, foreign direct investment, democratization movements, and global media. Case studies are drawn from industrialized countries of the Global North, transition economies and societies of the former Soviet Bloc, emerging economies of Asia, and the developing economies of Latin America and Africa.

GEOG 251 A Environmental Risk Communication

Instructor: Peter Klepeis

A half-semester 0.50-credit course. Social science research methodologies are multifaceted, and draw on both quantitative and qualitative approaches. Regardless of approach, however, high quality research is rooted in a sound conceptual design, the appropriate methods of data collection, processing, and analysis, and a theoretically informed interpretation of results. This course explores these elements within the discipline of geography. Students apply qualitative content analysis *&* an approach that facilitates the analysis of words, concepts, and relationships in texts, such as newspaper articles *&* to the study of environmental risk communication, an area of scholarship that analyzes flows of information, public discourse, and perceptions of environmental issues. Assignments build to a final project in which students analyze texts using qualitative data analysis software. A key goal of the course is to prepare students for upper-level undergraduate research.

GEOG 311 A Urban Geography

Instructor: William Meyer

This course is an exploration of contemporary urban geography and academic writing about the city. It introduces students to the ways in which urban geography has played a role, along with other disciplines that focus on the urban, in understanding cities and the issues that surround them. This includes an examination of how cities are conceived, lived, and represented. The course investigates the following topics: What are the various ways that people create, and attempt to materialize, their geographical imaginations of what they want the city to be? What are the ways in which different social groups make claims on space and place, and how does the scale at which these activities occur have effects? What are the critical questions to ask about urban landscapes today? How would you formulate a research proposal on such topics? The course offers a theoretical and practical framework within which to examine the city as a site of socio-cultural and political-economic transformation. In this framework, students analyze how the state, market, and civil society intersect, and how this has changed over the 20th century in the U.S. and other parts of the world.

GEOG 318 AX Intl Migration, US Immigration

Instructor: Jacqueline Villarrubia

This course introduces students to approaches to the study of international migration, immigrant assimilation and adjustment, ethnic social and economic stratification, and immigration policy formation and analysis. These topics are explored within the historical and contemporary context of the United States and New York. The class considers theoretical perspectives that have been applied to the study of migration as well as approaches used by sociologists and geographers in empirical analyses of U.S. immigration, immigrant

populations, and ethnic relations. These analytical issues are considered in detail for immigrant and ethnic groups within New York state and the New York metropolitan community. Finally, students consider the relationships among patterns of immigration and ethnic relations, cultural change, international relations and transnational linkages, and U.S. immigration policy reform.

GEOG 326 A Environmental Hazards

Instructor: Peter Klepeis

Environmental hazards are threats to people and the things they value. Hazards are a complex mix of natural processes and human actions; thus, they do not just happen, but are caused. This course emphasizes the role of institutions, technology, and human behavior in hazard creation, as well as ways in which society responds to hazards of multiple origins: case studies center on earthquakes, hurricanes, and wildfire (natural hazards); toxic pollution (technological hazards); and malaria and invasive species (biologic hazards). A key theme explores ways in which society may mitigate the risk of environmental hazards and manage them more effectively.

GEOG 332 A Weather and Climate*

Instructor: Adam Burnett

This course focuses on the principles of meteorology and climatology with particular emphasis on Earth/energy dynamics, atmospheric circulation, and middle latitude climatology. Elements of Earth's energy system are used first to establish the basic causal forces that drive all weather phenomena. These concepts are extended into a section on atmospheric forces and thermodynamics, and used to build an understanding of the middle latitude climate system, including middle tropospheric circulation vorticity concepts and surface cyclone and anticyclone development. During this process, students perform several exercises that focus on atmospheric data analysis and forecasting. These exercises make use of numerous online meteorological data resources and culminate in a case study project involving the detailed analysis of a significant weather event. This course counts toward the Natural Science and Mathematics area of inquiry/distribution requirement.

GEOG 401 A Senior Seminar

Instructor: Adam Burnett

The senior seminar focuses on emerging research within a subfield of contemporary geography chosen by the instructor. Students identify and pursue advanced work on topics within that subfield.

GEOL 101 A Environmental Geology

Instructor: Jeni McDermott

How do geologic processes and events directly influence human societies? How have humans changed the Earth? Fundamental geologic concepts such as plate tectonics, geologic time, and surficial processes are used as a basis for understanding a variety of natural geologic hazards including earthquakes, volcanoes, landslides, floods, and coastal erosion. Real-world examples of the interplay between human activities and the environment include soil and groundwater contamination, mineral and energy resource development, and threats to the Earth's biodiversity. Also, the course takes a closer look at the geologic record of global change and the debate over global warming. This course is an interdisciplinary approach to environmental geosciences. Three lectures and one laboratory session per week.

GEOL 415L A Field Course on Reefs

Instructor: Constance Soja

Intensive investigation of fossil and modern reefs is the focus of this 0.25-credit, field-based *(outdoor laboratory)* course. Student participants complete a project based on collection of data in the field to learn first-hand about coral reefs, one of the most important and most threatened ecosystems on Earth. During a nine-day trip to the tropics over spring break (or January), students engage in practical exercises to study reef communities past and present. Research projects involve snorkeling to make observations of modern reefs and their inhabitants, including aquatic surveys to assess biodiversity. Projects also include comparison of modern reefs with fossil (Pleistocene) reefs exposed on land. Final reports rely on these and other data to assess the changes reef species have experienced in abundance, diversity, and health through time; and to consider debates about the past, present, and future status of coral reefs. Students complete a short final paper and present research results after they return to campus.

GEOL 430 A Acid Rain Seminar

Instructor: Rich April

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Acid rain - more properly termed acid deposition - is a worldwide environmental problem that adversely affects lakes and streams, forest ecosystems, plants and animals, and human health. The course examines this environmental issue from the beginning of the industrial revolution to the present. The science of acid rain - from why and how it forms to what we know about its effects on ecosystems, earth materials, and people - is explored and discussed in detail. Because New York state receives some of the most acidic deposition in the United States, a portion of course time is spent examining the effects of acid deposition on forests, lakes, and streams in central New York and the Adirondack Mountains. Finally, links between science and policy are explored through examination of the Clean Air Act and events leading up to this and subsequent landmark environmental enactments by Congress.

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

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A copy of the sustainability course inventory :

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Sustainability Courses by Department

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

10

The total number of departments that offer courses :

39

A list of departments that offer sustainability courses :

ALST
BIOL
CORE
ECON
ENST
FSEM
GEOG
GEOL
HIST
RELG
SOAN
WRIT

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

700

Total number of graduates :

700

A list of degree programs that have sustainability learning outcomes :

In April of 2010, Colgate's faculty officially approved the goals of a Colgate education. Among them, they specified that a Colgate education should enable students to "recognize their individual and collective responsibilities for the stewardship of the earth's resources and the natural environment" and graduate as "engaged citizens who strive for a just society." To meet these ends, Colgate offers dozens of courses focused on sustainability and climate change.

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

<http://www.colgate.edu/portaldata/imagegallerywww/56901e2d-a91d-435b-82fc-de1a08bea37e/ImageGallery/ColgateUniv.pdf>

A copy of the sustainability course inventory :

A list or sample of the sustainability learning outcomes associated with the degree programs :

Goals of a Colgate Education

A Colgate education should enable

students to:

1. See themselves honestly and critically within a global and historical perspective: recognize that their beliefs, identities, interests, and values are in part a reflection of their background, education, and life experiences.
2. Understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline: articulate questions for research and craft a coherent argument so as to produce a substantial work in their chosen field.
3. Conduct interdisciplinary inquiry: synthesize viewpoints from multiple disciplinary perspectives so as to overcome the limitations of any one perspective.
4. Appreciate the myriad modes of human creative expression across time and place.
5. Investigate human behavior, social relations, and institutions in order to understand the complex relationship between self and society.
6. Examine natural phenomena using the methods of science, and understand the role of science in contemporary society.
7. Acquire valuable habits of mind: listen and read well; think critically and creatively; ask challenging questions; gather relevant information and construct cogent arguments to answer them.
8. Communicate well: speak and write correctly and precisely; speak and read a second language; present information effectively.
9. Set an example of ethical behavior in public and in private: take a principled stand for what they believe and be accountable for their actions; uphold the legal and ethical uses of information.
10. Be engaged citizens and strive for a just society: embrace their responsibilities to local, national, and global communities; use their influence for the benefit of others.
11. Respect nature and the diversity of life on earth: recognize their individual and collective responsibilities for the stewardship of the earth's resources and the natural environment.
12. Grow in both confidence and humility: affirm a set of values while respecting and learning from the diverse perspectives, identities, ways of life, and philosophies of others.
13. Continue learning beyond college: sustain a lifelong curiosity and grow in knowledge and wisdom.

Undergraduate Program in Sustainability

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

Yes

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

Environmental Studies Program

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

<http://www.colgate.edu/academics/departments/environmentalstudies.html>

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

Environmental Economics

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

<http://www.colgate.edu/academics/catalogue/coursesofstudy/economics#cpenecon>

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

Geography

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

<http://www.colgate.edu/academics/departments/geography>

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

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Graduate Program in Sustainability

Criteria

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

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Sustainability Immersive Experience

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

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

Yes

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

Australia Study Group

University of Wollongong

Director Fall 2012: Professor Paul Pinet, Department of Geology and Environmental Studies

The University of Wollongong, located on the coast of New South Wales, approximately 50 miles south of Sydney, is the study site for the Australia Study Group. This study-abroad program is designed for students who have demonstrated a strong affinity for broad-based, interdisciplinary exploration of environmental studies.

The academic offerings and extensive resources of the University of Wollongong, as well as the opportunity to live and study with Australian students, allow study-group participants a unique means to broaden and deepen their understanding of the historical, cultural and biological diversity of Australia.

The overall goal of this study group experience is to acquaint students with the historical, geographic and environmental processes that have shaped the modern state of Australia. This experience will immerse students in a foreign culture, exposing them to contrasting ways of thinking about and configuring the world, which will deepen their understanding of their own beliefs and identity.

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

Sustainability Literacy Assessment

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

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

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

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

A brief description of how the assessment was developed :

We do not have a sustainability assessment.

A brief description of how the assessment was administered :

We do not have a sustainability assessment.

A brief summary of results from the assessment :

We do not have a sustainability assessment.

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

Incentives for Developing Sustainability Courses

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

Yes

A brief description of the program(s) :

Each year, Colgate hosts a multi-day training and information sharing retreat for all faculty. The Sustainability Office in collaboration with interested faculty, host a session on incorporating sustainability into the curriculum. The goal is to introduce faculty to innovative ways to introduce sustainability in their existing syllabi through the experience of those who are already doing it.

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

Professional development in a fun, engaging setting with meals and beverages included.

The website URL where information about the program is available :

Research

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

Credit

- Sustainability Research Identification
- Faculty Engaged in Sustainability Research
- Departments Engaged in Sustainability Research
- Sustainability Research Incentives
- Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

Yes

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

Sustainability research focuses on a key principle of sustainability (such as social equity or environmental stewardship); addresses a sustainability challenge (such as climate change or rural poverty); or furthers our understanding of the interconnectedness of societal and environmental challenges. Sustainability research leads toward solutions that support economic prosperity, social well-being, and ecological health.

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

No

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

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

No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

Faculty Engaged in Sustainability Research

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

Departments Engaged in Sustainability Research

Criteria

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

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

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

Sustainability Research Incentives

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

Submission Note:

Besides the Upstate Institute, faculty in all departments and programs closely engage students in research projects. For example, more than 100 undergraduates work in concert with faculty members on projects that touch the frontiers of discovery--many with a focus on sustainability.

Students and faculty from all academic divisions participate. The assistantships are funded directly by Colgate, corporate or foundation grants, individual donors, or individual faculty research grants. This funding provides students a weekly stipend of about \$400.

Colgate understands and supports the educational value of full-time research participation by our students, and the university is widely recognized as a national leader in undergraduate research.

On-campus research opportunities are advertised through Colgate's department chairs, division directors, and the Center for Learning, Teaching, and Research.

More on Colgate's undergraduate research opportunities can be found here:

<http://www.colgate.edu/academics/undergradueresearch.html>

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

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

Yes

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

Colgate University's Upstate Institute supports student research in various ways in the community. Students doing honors level senior research can be supported by being named an Upstate Research Fellow. The Upstate Institute has funded several research projects in past years that benefit the region.

In the summer of 2011, 16 Colgate students worked with community, not-for-profit and government organizations as part of the Upstate Institute Field School.

The Field School matches students with regional community, government or non-profit organizations to develop and implement projects that bolster organizational capacity. Field School fellows work with a community partner to create and complete projects that will have a positive social, economic, cultural or environmental impact on the upstate New York region.

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

<http://upstate.colgate.edu/research.aspx>

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

Yes

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

Colgate University's Upstate Institute supports faculty research in various ways in the community. We seek to encourage faculty research on, or directly pertaining to, the upstate region of New York by providing support for both the costs of research as well as a stipend award for the Colgate faculty investigator. The Upstate Institute has funded several research projects in past years that benefit the region.

Colgate faculty may submit proposals for research on topics related to the broad region of upstate New York. Faculty members or groups of faculty may also propose to organize a scholarly symposium, conference, or workshop that addresses issues concerning or related to the upstate New York region.

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

<http://upstate.colgate.edu/research.aspx>

Interdisciplinary Research in Tenure and Promotion

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

Submission Note:

The weblink is for our faculty handbook. Pages 32-35 discuss the tenure process.

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

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

Yes

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

Interdisciplinary research is valued at Colgate University and is given equal weight to single discipline research during the tenure process. In some cases, interdisciplinary research is prioritized. For example, Colgate's Picker Institute for Interdisciplinary Study in the Sciences and Mathematics, which funds up to \$250,000 per year in faculty projects, are explicitly interdisciplinary. The Picker website is

<http://pickerisi.colgate.edu/>

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

<http://www.colgate.edu/portaldata/imagegallerywww/87419dab-508f-4bc1-b6d1-c4580a90e02a/ImageGallery/Faculty%20Handbook%20Revisions%20for%20web%20030211.pdf>

Operations

Buildings

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

Credit

Building Operations and Maintenance

Building Design and Construction

Indoor Air Quality

Building Operations and Maintenance

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution owns and operates buildings that are:

- 1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,
and/or
 - 2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:
 - Impacts on the surrounding site
 - Energy consumption
 - Usage of environmentally preferable materials
 - Indoor environmental quality
 - Water consumption
-

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

Total building space that meets "Eligible Buildings Criteria" :

2305648 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

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0 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

An electronic copy of the guidelines or policies :

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

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

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

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

Building Design and Construction

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

66800 Square Feet

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

66800 Square Feet

New building space that is LEED Certified :

0 Square Feet

New building space that is LEED Silver certified :

0 Square Feet

New building space that is LEED Gold certified :

0 Square Feet

New building space that is LEED Platinum certified :

0 Square Feet

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

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/energy-and-buildings>

An electronic copy of the guidelines or policies :

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

September 15, 2011

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

All new construction and major building renovations strive for LEED Silver standard or equivalent and a 30-40% energy performance improvement over ASHRAE 90.1 2007.

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

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

Trudy Fitness Center (14,800 sq-ft): LEED certification pending.

Lathrop Hall (52,000 sq-ft): LEED registered.

Indoor Air Quality

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

2265973 Square Feet

Total occupied building space :

2265973 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices :

The Environmental Health and Safety (EHS) Office provides safety and advisory services to the entire campus community. The office is responsible for assessing and evaluating the environment, managing identified risks, advocating safe work practices, presenting quality educational programs and ensuring compliance with university and regulatory standards.

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

<http://www.colgate.edu/offices/administrative/financeandadministration/environmentalhealthandsafetyoffice.html>

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit

Greenhouse Gas Emissions Inventory

Greenhouse Gas Emissions Reduction

Air Travel Emissions

Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/emissions-inventory>

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

Does the inventory include embodied emissions from other purchased products? :

No

Does the inventory include emissions from solid waste disposal? :

Yes

Does the inventory include another Scope 3 emissions source not covered above? :

Yes

If yes, please specify :

Outsourced bus travel

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

Yes

If yes, please specify :

Employee business travel in personal vehicles

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

Yes

If yes, please specify :

Paper consumption

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

9802 Metric Tons of CO₂ Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005 :

0 Metric Tons of CO₂ Equivalent

Third-party verified carbon offsets purchased, 2005 :

0 Metric Tons of CO₂ Equivalent

On-campus residents, 2005 :

2784

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

968

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

0

Scope 1 and 2 gross GHG emissions, performance year :

8666 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year :

0 Metric Tons of CO2 Equivalent

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

Start: June 1, 2010; End: May 31, 2011

On-campus residents, performance year :

2876

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

939

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

0

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

Fiscal Year

Air Travel Emissions

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does the institution have policies and/or programs in place to reduce emissions from air travel? :

Yes

A brief description of the policies and/or programs :

Sustainability and Climate Action Plan, 2011

Project 4.7.1 Increased use of video and teleconferencing options

One potential mitigation strategy to reduce the need for air travel involves the increased use of newer video and teleconferencing technologies such as Skype and Tandberg's Movi software system. High-end units and even room-sized installations provide a possible avenue to more robust use of teleconferencing, while "grass-roots" uses of PC-based solutions like Skype have already made substantial inroads at Colgate in ways that provide cost-effective and flexible solutions. Individual faculty are currently using Skype to collaborate with researchers at other institutions, as well in job searches to narrow down their list of semifinalists to the finalists whom they wish to invite to campus.

Milestone:

By 2014, Colgate staff, faculty, and students significantly increase the use of video conferencing technologies to connect with colleagues and peers at other institutions.

Metrics and Timeline:

By 2014, Colgate reduces air travel emissions by 2% from 2010 emissions due in part to increased use of new video and teleconferencing technologies.

Recommended Action:

Upgrade current Cisco VOIP system and further research and identify the best video and teleconferencing options for Colgate.

The website URL where information about the policies and/or programs is available :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/air-travel>

Local Offsets Program

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :

No

A brief description of the program :

Colgate University does not currently invest in local offsets. In FY 2012, Colgate entered into an agreement with Patagonia Sur for the purchase of 5,000 tons of offsets per year for 15 years. The project is a reforestation project in The Patagonia Sur Nature Reserve in the Palena province of southern Chile. Over the course of 15 years, approximately 225,000 native trees will be planted on roughly 428 acres of land which will become the Colgate University Forest. The Patagonia Sur reforestation project is acquiring Verified Carbon Standard (VCS) certification. Importantly, the agreement creates academic opportunities for students and faculty to conduct research within the Colgate Forest and The Patagonia Sur Nature Reserve in general.

The website URL where information about the program is available :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/carbon-offsets>

Dining Services

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

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit

Food and Beverage Purchasing

Trayless Dining

Vegan Dining

Trans-Fats

Guidelines for Franchisees

Pre-Consumer Food Waste Composting

PostConsumer Food Waste Composting

Food Donation

Recycled Content Napkins

Reusable Container Discounts

Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

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

18.82

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

Dan Purdy and Sons. Colgate is proud of our relationship with Dan Purdy and Sons of nearby Sherburne, N.Y. As the only USDA federally inspected local agricultural processors of meats, poultry and seafood in the region, Purdy and Sons streamlines Colgate's purchase and consumption of locally produced food for our dining halls. Moreover, Purdy and Sons specializes in responsible and organic farming practices.

Learn more:

<http://www.purdyfoods.com/>

Common Thread Community Supported Agriculture. Starting in fall semester 2009, Dining Services began purchasing produce from Common Thread (located only 5 miles north of campus near Lake Moraine). Moreover, over 20 Colgate faculty and staff have shares through Common Thread including interim Colgate President Lyle Roelofs. By supporting Common Thread, shareholders get delectable

and nutritious locally grown food while helping to support our local economy and neighbors. When you join the farm you are making a practical step towards supporting a vibrant and healthy food system. Learn more:

<http://www.commonthreadcsa.com/>

Mento Produce. Colgate's produce supplier, providing local in season produce, to the university. Mento is located in nearby Syracuse, New York. Learn more:

<http://www.mentoproduce.com>

Crowley Dairy. Colgate's milk supplier is Crowley Dairy, from Binghamton, N.Y. Crowley's delivers locally produced milk from Madison, Chenango, and Cortland counties. Learn more:

<http://www.crowleyfoods.com>

Fair Trade Coffee. Colgate Dining Services is dedicated to serving fair trade coffee in all resident and retail locations. Fair trade certified means an independent monitor guarantees producers work in decent conditions and are paid a fair wage for their product. Learn more:

<http://www.fairtradefederation.org/>

Additionally, Colgate supports the following upstate New York farms through our purchasing practices:

Old Farm (Edmonton, NY) - beef

Red Jacket Orchards (Geneva, NY) - juices

Chobani (New Berlin, NY) - organic yogurt

Cayuga Pure Organics (Ithaca, NY) - organic beans and grains

Upstate Harvest (Chenango County, NY) - organic granola

Donations and charitable activities

The Colgate Hunger Outreach Program (CHOP) addresses issues of hunger in Madison County and strives to educate the Colgate community about the deeper issues surrounding hunger and poverty.

Colgate volunteers participate directly in one or more of the following ways: working in the Friendship Inn soup kitchen, volunteering at the Hamilton Food Cupboard, and salvaging food from various locations on campus to deliver to the soup kitchen. Learn more:

<http://www.colgate.edu/DesktopDefault1.aspx?tabid=2850>

Additionally, Colgate Dining Services collaborates with local merchants to provide 80 meals weekly to the Friendship Inn.

Salvage: Don't Throw it Out Campaign run by the Center for Outreach, Volunteerism, and Education (COVE) collects hundreds of pounds of unused food items at the end of the academic year and donates them to the Hamilton Food Cupboard and a local shelter in Utica, N.Y. Read more about Salvage and watch this video!

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

<http://www.colgate.edu/about/sustainability/sustainabledining>

Trayless Dining

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

:

Yes

A brief description of the trayless dining program :

We are currently practicing "Trayless Tuesdays" (during spring semester 2012). We will be going permanently trayless at the start of fall semester 2012.

List the year the program was started :

April 10, 2012

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

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

15

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

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

100

The website URL where information about the program is available :

Vegan Dining

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the vegan dining program :

Colgate's main dining hall, Frank Dining Hall, has always had vegetarian and vegan options at each meal. However, in February 2012, the vegetarian/vegan station was greatly expanded and the feedback has been very positive.

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

<http://offices.colgate.edu/diningservices/WebPageMenu/weeklymenu.html>

Trans-Fats

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

No

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

Colgate's Dining Services uses Canola oil in all our fryers, which has zero trans fats. We do not use vegetable shortening in the bakery for pie crusts and such.

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

Guidelines for Franchisees

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the guidelines for franchisees :

Sustainability and Climate Action Plan

Guideline: Increase purchase and consumption of local food on campus

The environmental impacts and greenhouse gas emissions associated with the production and transportation of food can be extensive. Purchasing local food - food that is grown and processed within 250 miles of the institution - can minimize these impacts. Smaller, more local farms - as opposed to larger, intensely commercialized agribusinesses - often produce food in a more sustainable manner by employing organic growth methods, low tillage, efficient irrigation, less chemical inputs, and promoting a diversified crop base. These farming practices help to minimize agriculture's impact on the environment. Purchasing food from local producers also brings us in closer contact with the farmer thus forming stronger community bonds while at the same time boosting the local economy.

Goal: By 2015, 30% of Colgate's food purchases come from local sources (within a 250-mile radius).

The website URL where information about the guidelines is available :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/food-and-dining>

Pre-Consumer Food Waste Composting

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

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

Colgate University manages an on-campus compost facility that is a collaborative operation involving students, facilities, and dining services. Dining Services staff collects pre-consumer food waste in our composting bins. The bins are picked up by Colgate's grounds staff. Students manage the on-campus open windrow facility.

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

85

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

100

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

0

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

10

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

<https://sites.google.com/a/colgate.edu/colgate-composting-project/>

PostConsumer Food Waste Composting

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

No

A brief description of the postconsumer food waste composting program :

We will be rolling out post-consumer composting during the 2013 academic year.

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

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

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

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

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

<https://sites.google.com/a/colgate.edu/colgate-composting-project/>

Food Donation

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

Each week, Colgate University's Dining Services delivers over 80 meals to the Friendship House (a local soup kitchen).

The website URL where information about the food donation program is available :

<http://www.colgate.edu/studentlife/dining/socialresponsibility.html>

Recycled Content Napkins

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the purchasing behavior :

All napkins on campus are non-bleached, post-consumer content. Additionally, we use one-at-a-time dispensers that promote conservation and reduce waste.

The website URL where information about the purchasing is available :

<http://www.colgate.edu/studentlife/dining/socialresponsibility.html>

Reusable Container Discounts

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations? :

Yes

A brief description of the reusable mug program :

We used to give a 10% discount to students/employees with reusable mugs. However, the students thought it would be more effective if we distributed punch cards and gave one free cup of coffee for every 10 purchased. The program has been successful.

Amount of the discount offered for using reusable mugs :

10

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

The website URL where information about the reusable mug discount program is available :

<http://www.colgate.edu/studentlife/dining/socialresponsibility.html>

Reusable To-Go Containers

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse? :

No

A brief description of the reusable to-go container program :

This is something we are currently looking into and is being pushed by the Sustainability Office and various student clubs.

The website URL where information about the reusable to-go container program is available :

Energy

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

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

Credit

Building Energy Consumption

Clean and Renewable Energy

Timers for Temperature Control

Lighting Sensors

LED Lighting

Vending Machine Sensors

Energy Management System

Energy Metering

Building Energy Consumption

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

472280 MMBtu

Building space, 2005 :

2248025 Gross Square Feet

Total building energy consumption, performance year :

445065 MMBtu

Building space, performance year :

2305648 Gross Square Feet

List the start and end dates of the energy consumption performance year :

Fiscal Year 2011 (June 1, 2010 - May 31, 2011)

Clean and Renewable Energy

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

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

0 MMBtu

Option 2: Non-electric renewable energy generated :

281023 MMBtu

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

0 MMBtu

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

0 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

445065 MMBtu

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

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

Colgate's primary source of heating and domestic hot water comes from the campus 900 Boiler horsepower (BoHP) wood chip boiler. The wood chip boiler provides over 85% of Colgate's heating energy from our Central Plant.

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

A brief description of RECs or other similar renewable energy products purchased during the previous year,

including contract timeframes :

A brief description of cogeneration technologies deployed :

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

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/energy-and-buildings>

Timers for Temperature Control

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the technology used :

Colgate's Energy Management System communicates with our Central Plant to provide heating/cooling according to class schedules and building occupancy.

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

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the technology used :

Motion sensors are the standard for all renovations and new construction. Our new Trudy Fitness Center uses motion sensor and daylight harvesting technologies.

The percentage of building space with lighting sensors :

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

LED Lighting

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the technology used :

LED technology is used for our art displays and museums.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

50

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

Vending Machine Sensors

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

No

A brief description of the technology used :

N/A

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the management system :

Colgate's Energy Management System allows us to track energy consumption and performance in all buildings on campus connected to our Central Plant. We are connecting this system to a real-time dashboard monitoring program (Lucid) in summer 2012.

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

65

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

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

Energy Metering

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the metering system :

We have over 20 major buildings on campus that are sub-metered to record all energy and water consumption.

The percentage of building space with energy metering :

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

Grounds

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

Credit

Integrated Pest Management

Native Plants

Wildlife Habitat

Tree Campus USA

Snow and Ice Removal

Landscape Waste Composting

Integrated Pest Management

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

The size of the campus grounds :

515 Acres

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

515 Acres

A brief description of the IPM plan(s) :

Colgate University has been applying IPM principles on campus grounds and athletic fields for years. It is truly a practice not a written plan.

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

Native Plants

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

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

Our campus grounds, buildings, and landscaping are lined with all local and native tree species, shrubs, and flower gardens.

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

Wildlife Habitat

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

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

Colgate manages about 876 acres of protected forest that is mostly unfragmented and contains intact local ecosystems. Additionally, Taylor Lake -located on the main campus- attracts many different species of birds such as mergansers, ducks, geese, and other types of waterfowl.

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

Tree Campus USA

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

No

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

We are currently pursuing "Family Forest" protection for our forested landscape.

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

Snow and Ice Removal

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the snow and ice removal program, policy, or practice :

We have replaced road salt with treated salt that is more environmentally benign.

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

Landscape Waste Composting

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the composting or mulching program :

All of Colgate's grass trimmings are mulched up during the mowing process, we do not collect clippings. Furthermore, all tree limbs and yard waste is collected, chipped, and used to provide energy in our wood-fired boiler.

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

100

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

100

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

Purchasing

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

Credit

Computer Purchasing

Cleaning Products Purchasing

Office Paper Purchasing

Vendor Code of Conduct

Historically Underutilized Businesses

Local Businesses

Computer Purchasing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors? :

No

The website URL where the EPEAT policy, directive, or guidelines are posted :

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

Colgate University does purchase a substantial number of EPEAT computers including:

HP 8000 Elite

Apple iMac, 20-inch, 2.26GHz Intel Core 2 Duo, Ed(MC015)

Apple iMac, 21.5-inch, 2.5GHz Intel Core i5 (MC309)

Apple iMac, 21.5-inch, 2.7GHz Intel Core i5 (MC812)

Apple iMac, 21.5-inch, 2.8GHz Intel Core i7 (Z0M5)

Apple iMac, 27-inch, 2.7GHz Intel Core i5 (MC813)

Apple iMac, 27-inch, 3.1GHz Intel Core i5 (MC814)

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

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

Yes

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

<http://www.colgate.edu/offices/administrative/financeandadministration/purchasing.html>

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

All green cleaning supplies are ordered through our Associate Director of Building Maintenance. All products are Green Seal certified.

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

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products :

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

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

Yes

The URL where the recycled paper policy, directive, or guidelines are posted :

<http://www.colgate.edu/offices/administrative/financeandadministration/purchasing/greenpurchasing.html>

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

Every year, Colgate sends out a campus wide email reminding employees/students that we have an institution-wide preference to purchase recycled paper. In 2011, our purchasing department contracted for competitive pricing for recycled paper making it actually cheaper than non-recycled. Today, almost all paper purchased and used on campus is from recycled content.

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

Yes

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

13897 US/Canadian \$

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

27024 US/Canadian \$

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

1188 US/Canadian \$

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

0 US/Canadian \$

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

14808 US/Canadian \$

Total expenditures on office paper :

56917 US/Canadian \$

Vendor Code of Conduct

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

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

No

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

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

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

Colgate specifies in all general and subcontractor contracts that renovation and building debris must be removed and properly recycled or disposed of in accordance with all federal and New York State laws.

Historically Underutilized Businesses

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of how the institution meets the criteria :

Colgate University has established a Historically Underutilized / Small Business Procurement Program to track and promote procurement with small, disadvantaged and women-owned businesses.

Program Objectives:

- 1) Inform the campus community on the needs and capabilities of small, disadvantaged, and women-owned businesses.
- 2) To increase participation of small, disadvantaged, and women-owned business concerns in the Colgate University procurement process.

Program Highlights:

The Colgate University Purchasing Department will continue to collect and compile vendor data related to the business classifications of vendors providing services and goods to the university. By doing so, the above data will continue to become available on an annual basis to monitor and highlight program trends.

The above goals are an effort to demonstrate that the Purchasing Department and the Colgate community can effectively include Historically Underutilized Businesses in the procurement process.

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

<http://www.colgate.edu/offices/administrative/financeandadministration/purchasing/hubpurchasing>

Local Businesses

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the program :

Colgate has long-established purchasing preferences for local businesses and products. Students can use their student I.D. cards ('Gate Card) at numerous vendors and restaurants in our village. Furthermore, our purchasing department and other departments can use budget codes with local vendors to foster local purchasing and support of businesses in our community.

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

Transportation

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

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

Credit

Campus Fleet

Student Commute Modal Split

Employee Commute Modal Split

Bicycle Sharing

Facilities for Bicyclists

Bicycle and Pedestrian Plan

Mass Transit Programs

Condensed Work Week

Telecommuting

Carpool/Vanpool Matching

Cash-out of Parking

Carpool Discount

Local Housing

Prohibiting Idling

Car Sharing

Campus Fleet

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

2

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

0

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

1

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

Total number of vehicles in the institution's fleet, including all of the above :

95

Student Commute Modal Split

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

100

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

0

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

65

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

18

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

17

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

0

The website URL where information about alternative transportation is available :

<http://www.colgate.edu/about/sustainability/alternativetransportation>

Employee Commute Modal Split

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

24

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

76

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

10

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

5

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

0

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

1

The website URL where information about alternative transportation is available :

<http://www.colgate.edu/about/sustainability/alternativetransportation>

Bicycle Sharing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

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

The Green Bikes program was originally conceived in fall of 2005 as a community bicycle program. The goal of the program was to provide the Colgate and Hamilton community with inexpensive, convenient, human-powered transportation to decrease reliance on automobiles.

Our current fleet consists of 12 bicycles that are rented to specific individuals on a semester basis. It promotes responsibility and accountability for the maintenance and usage of the bike.

We also hold tune-up workshops to support all bicycle commuters on campus. The goal is to increase the program by 80 bicycles by 2015.

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

<http://www.colgate.edu/about/sustainability/alternativetransportation/greenbikes>

Facilities for Bicyclists

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the facilities :

Huntington Gym has lockers and shower facilities for bicycle commuters and secure bike storage is found in the Drake Hall tunnel (the new site for the Green Bikes Program).

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

Bicycle and Pedestrian Plan

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

In 2010, Colgate student Tue Nguyen '14, completed a bicycle commuting assessment and plan as part of his Global Change and You class. The plan surveyed Colgate students on their ownership and use of bicycles for commuting purposes. Tue's report also proposed a set of recommendations to improve bicycle commuting in the years ahead including increased bike racks, expanding our green bikes program, and utilizing facilities to support bicycle commuters.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

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

Colgate offers a free commuter shuttle bus for all students, employees, and residents in the Hamilton, NY community. The Colgate Cruiser is convenient and provides an alternative way to meet new people. The Cruisers' route includes the main campus and the village of Hamilton providing easy access to the Colgate Bookstore, Hamilton Movie Theater, Barge Canal Coffee House, off-campus residence halls and apartments, and other local stores and restaurants in the downtown area.

The website URL where information about the program is available :

<http://www.colgate.edu/about/sustainability/alternativetransportation>

Condensed Work Week

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program :

Colgate employees can and do work a condensed work week if approved by their supervisor in advance.

The website URL where information about the program is available :

<http://offices.colgate.edu/hr/Handbook.pdf>

Telecommuting

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

Does the institution offer a telecommute program for employees? :

Yes

A brief description of the program :

Colgate employees can and do telecommute if approved by their supervisors in advance.

The website URL where information about the program is available :

<http://offices.colgate.edu/hr/Handbook.pdf>

Carpool/Vanpool Matching

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program :

Colgate utilizes a ridesharing program called Purpool.

Purpool is an online tool that makes it easy for Colgate's employees/students to organize their workplace-based carpools and to track your savings while making new friends and helping the environment.

When signed into Purpool the individual only interacts with other Colgate affiliates to promote safety and privacy.

Purpool allows individuals to search for other Colgate members who live in our area using a map interface as well as an alphabetical index.

The website URL where information about the program is available :

<http://www.colgate.edu/about/sustainability/alternativetransportation>

Cash-out of Parking

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

Institution does not have parking spaces.

Carpool Discount

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

Institution does not have parking spaces.

Local Housing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the incentives or programs :

The university maintains several houses and a five-unit apartment complex (see photos below) for lease by faculty and staff. Rent levels are established to recover Colgate's costs of maintaining properties. Colgate does not make a profit on its rental properties by adding a profit margin to rents, nor does it attempt to recover the opportunity costs of maintaining rental properties rather than investing the property value elsewhere. In fact, at present Colgate is minimally subsidizing most renters by not fully recovering its costs.

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

<http://www.colgate.edu/offices/administrative/financeandadministration/facultyhousing.html>

Prohibiting Idling

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

In 2012, Colgate established a new "No Idling" policy that prohibits idling for more than five minutes at a time. This new policy was the result of our Sustainability and Climate Action Plan.

The website URL where information about the policy is available :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/ground-transportation>

Car Sharing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program :

Colgate's Student Government Association spearheaded the effort to bring Zip Car to campus in 2011.

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

<http://www.zipcar.com/colgate/>

Waste

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

Credit

Waste Reduction

Waste Diversion

Construction and Demolition Waste Diversion

Electronic Waste Recycling Program

Hazardous Waste Management

Materials Exchange

Limiting Printing

Materials Online

Chemical Reuse Inventory

Move-In Waste Reduction

Move-Out Waste Reduction

Waste Reduction

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

Weight of materials recycled, 2005 baseline year :

140 Tons

Weight of materials composted, 2005 baseline year :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

929 Tons

Weight of materials recycled, performance year :

170 Tons

Weight of materials composted, performance year :

3 Tons

Weight of materials disposed as garbage, performance year :

778 Tons

List the start and end dates of the waste reduction performance year :

June 1, 2010 through May 31, 2011

On-campus residents, 2005 :

STARS Reporting Tool | AASHE | Sierra Magazine

Snapshot | Page 141

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

1218

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

0

On-campus residents, performance year :

2626

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

1189

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

0

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

June 1, 2010 through May 31, 2011

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

Yes

A brief description of the plan of action to achieve waste reduction goals :

Reduce landfill waste by 300 tons or by 39% by 2015.

The website URL where information about the institution's waste reduction initiatives is available :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/>

Waste Diversion

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

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

185 Tons

Materials disposed in a solid waste landfill or incinerator :

778 Tons

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

Diversion happened through our recycling program for all plastics and paper products, on-campus composting, our electronic waste recycling program, free online office swap program, and our end of the year salvage program.

Construction and Demolition Waste Diversion

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

432 Tons

Amount of construction and demolition materials landfilled or incinerated :

482 Tons

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

Colgate specifies in all general and subcontractor contracts that renovation and building debris must be removed and properly recycled or disposed of in accordance with all federal and New York State laws.

Electronic Waste Recycling Program

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

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

Colgate's electronic waste recycling program uses Regional Computer Recycling & Recovery (RCR&R) out of Rochester, NY. RCR&R is certified for safety and proper recycling techniques/protocols. They are a zero waste facility. See their website for more information:

<http://www.ewaste.com/>

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

Colgate has a salvage program where all Colgate-owned electronic waste (such as computers and peripheries, televisions, etc.) are refurbished and re-sold or recycled properly through Regional Computer Recycling & Recovery (RCR&R) in Rochester, NY.

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

All small personal electronic devices (such as phones, iPods, cords and cables, digital cameras, CDs, etc.) are also collected in one of eighteen stations around campus.

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

<http://colgatesustainability.blogspot.com/2010/06/where-does-colgates-electronic-waste-go.html>

Hazardous Waste Management

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :

The Environmental Health and Safety (EHS) Office provides safety and advisory services to the entire campus community. The office is responsible for assessing and evaluating the environment, managing identified risks, advocating safe work practices, presenting quality educational programs and ensuring compliance with university and regulatory standards.

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

The Environmental Health and Safety (EHS) Office provides safety and advisory services to the entire campus community. The office is responsible for assessing and evaluating the environment, managing identified risks, advocating safe work practices, presenting quality educational programs and ensuring compliance with university and regulatory standards.

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

<http://www.colgate.edu/offices/administrative/financeandadministration/environmentalhealthandsafetyoffice.html>

Materials Exchange

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the program :

Colgate operates a Salvage program that takes and refurbishes all electronic devices (computers, televisions, printers, digital projectors, etc.) and furniture (desks, closets, tables, etc.) for reuse or recycle.

The university's Green Office Program also operates a free office swap program for all Colgate employees.

The website URL where information about the program is available :

<http://www.colgate.edu/about/sustainability/greencampusinitiative/greenofficeprogram/resourcecenter>

Limiting Printing

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

No

A brief description of how printing is limited :

We installed print-release stations throughout Colgate's public printing areas. Students/employees must now release their print jobs before printing happens. This has saved many thousands of sheets of paper annually. We also default double-sided printing for all public printing stations.

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

Materials Online

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :

Yes

A brief description of the practice :

We have all of our course catalogs, schedules and directories online and no longer make hard copies of our directories.

The website URL where information about the practice is available :

<http://www.colgate.edu/home>

Chemical Reuse Inventory

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

No

A brief description of the program :

Not at this time.

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the program :

Colgate provides all incoming students with a guide to green living at Colgate. The tips in this guide focus on waste reduction and resource conservation.

The website URL where information about the program is available :

<http://www.colgate.edu/studentlife/incomingstudents/forms>

Move-Out Waste Reduction

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program :

Each year, a group of Colgate volunteers collects items donated or left behind by students leaving campus for the summer in a “salvage” program that benefits over 35 community organizations.

Items range from food, kitchen utensils, and cleaning supplies to clothing, bedding, and furniture. Over 70 volunteers spend more than 470 hours collecting and sorting the items for pick up by the organizations, nearly all of which are located in Madison, Onondaga, and Chenango counties.

The website URL where information about the program is available :

<http://blogs.colgate.edu/2011/05/cove-salvage-program-helps-35.html>

Water

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

Credit

Water Consumption

Stormwater Management

Waterless Urinals

Building Water Metering

Non-Potable Water Usage

Xeriscaping

Weather-Informed Irrigation

Water Consumption

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Water consumption, 2005 baseline year :

113726668 *Gallons*

Water consumption, performance year :

75432060 *Gallons*

List the start and end dates of the water consumption performance year :

June 1, 2010 through May 31, 2011

On-campus residents, 2005 :

2534

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

1218

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

0

On-campus residents, performance year :

2626

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

1189

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

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

Start: June 1, 2010; End: May 31, 2011

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

Yes

A brief description of the plan of action to achieve water use reduction goals :

Colgate has a goal to reduce its water consumption by an additional 6 million gallons or 8% by 2015.

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

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/water-conservation>

Stormwater Management

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

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

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

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

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes

A brief description of the institution's stormwater management initiatives :

All major renovations and new construction projects utilize retention ponds and porous surfaces in parking areas.

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

Does the institution have a living or vegetated roof? :

No

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

Does the institution have porous paving? :

Yes

A brief description of the institution's porous paving :

All major renovations and new construction projects utilize retention ponds and porous surfaces in parking areas.

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

All major renovations and new construction projects utilize retention ponds and porous surfaces in parking areas.

Does the institution have stone swales? :

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

A brief description of the institution's vegetated swales :

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

No

A brief description of other technologies or strategies for stormwater management employed :

Waterless Urinals

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

Does the institution use at least one waterless urinal? :

No

A brief description of the technology employed :

We use low-flow toilets but not waterless due to maintenance costs and waste.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the water metering employed :

All of our major buildings are sub-metered to measure water consumption.

The percentage of building space with water metering :

60

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :

Yes

A brief description of the source of non-potable water and how it is used :

We do collect stormwater run-off in rain barrels to assist with the irrigation of our 0.5 acre organic garden.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources :

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :

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

Xeriscaping

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

A brief description of the program or practice :

All plants used for campus landscaping are native and do not need irrigation.

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

Weather-Informed Irrigation

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

Institution does not have irrigated grounds.

Planning, Administration & Engagement

Coordination and Planning

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

Credit

Sustainability Coordination

Strategic Plan

Physical Campus Plan

Sustainability Plan

Climate Action Plan

Sustainability Coordination

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

Colgate's Sustainability Council is charged with:

Encouraging the development of a coordinated environmental vision for short-term and long-term planning for the University to ensure a safe, healthy and sustainable environment including the protection of the integrity and beauty of the campus and surrounding wildlife habitat.

Making recommendations concerning conservation issues including resource use and development, energy efficiency, waste reduction and recycling, pollution abatement, environmentally-responsible building methods and other measures consistent with environmentally sustainable practices.

Assisting the institution with environmental audits on a regular basis (ca. 10 year periods).

Promoting and publicizing the environmental activities and successes of the institution as part of our overall strategic goal of deepening Colgate's status as a leading liberal arts institution.

The council is composed of faculty, administrators, and students and will include the vice president for administration, the associate vice president for facilities, the directors of Environmental Studies and Outdoor Education, three additional faculty appointed by the president from the natural and social sciences and the humanities, and the manager of Environmental Health and Safety.

This composition will ensure strong ties between the educational and operational components of the institution and maintain close communication among these entities. The president may also make temporary appointments to this council when a particular expertise is needed for a specific project. The chair will be one of the faculty members, elected for a two-year term by the members of the committee.

Members of the committee, including affiliations :

Christopher Henke, Associate Professor of Sociology
Council Chair and Social Sciences representative

Barbara Brooks, director of public relations and marketing
Communications representative

Julie Dudrick
Upstate Institute project director

Paul Fick
Associate vice president for facilities

Tim McCay, associate professor of biology and environmental studies
Environmental Studies Program Director

Michael Michonski '12
Student representative

Lauren Miller '11
Student representative

Beth Parks, associate professor of physics and astronomy
Natural sciences representative

Cary Peppermint, Assistant Professor of Art and Art History
Humanities representative

John Pumilio
Sustainability coordinator

Geoffrey Reid, assistant director of residential education for civic engagement & diversity initiatives
Residential life representative

Abby Rowe
Director of Outdoor Education

Trish St. Leger
Associate provost

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

<http://www.colgate.edu/about/sustainability/sustainabilitycouncil.html>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

Colgate employs a Sustainability Coordinator who directs the Sustainability Office. The Office also has a program assistant and several student interns each semester.

The number of people employed in the sustainability office :

7

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

<http://www.colgate.edu/about/sustainability/about.html>

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

John Pumilio

Sustainability coordinator's position title :

Sustainability Coordinator

A brief description of the sustainability coordinator's position :

The sustainability coordinator oversees Colgate's sustainability program and directs the Sustainability Office. The coordinator establishes short- and long-term goals and helps to implement action items for major institutional plans (such as the Sustainability and Climate Action Plan). The coordinator also works with many students, staff, and faculty across campus and assists in the formal curriculum.

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

<http://www.colgate.edu/about/sustainability/sustainabilitycoordinator.html>

Strategic Plan

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted :

2003

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

No

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

The 2003 strategic plan did not include environmental sustainability in a substantial way. Colgate has currently embarked on a new strategic planning process and that plan will incorporate sustainability in a fundamental way.

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

Yes

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

Diversity issues, access, and financial aid were important elements of the 2003 strategic plan to strive to provide equal access to potential and current Colgate students.

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

No

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

The website URL where information about the strategic plan is available :

<http://www.colgate.edu/news/blog/archives/archivedisplay?nwID=1740>

Physical Campus Plan

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

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

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

Yes

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

The 1997 Lower Campus Master Plan focused heavily on promoting a pedestrian campus by creating a Traverse Walk connecting upper and lower campus.

The year the physical campus plan was developed or adopted :

1997

The website URL where the physical campus plan is available :

<http://www4.colgate.edu/scene/nov1997/campus.html>

Sustainability Plan

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

Yes

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

The preparation of Colgate's Sustainability and Climate Action Plan was lead by Colgate's Sustainability Council and Sustainability Coordinator. The Council and Coordinator were informed by the work of seven subcommittees representing over 35 faculty and staff. Students contributed throughout the data collection process through research in our formal curriculum. Additionally, Council members presented to the President's Staff on three separate occasions. Altogether, the Sustainability and Climate Action Plan took over 18 months to complete.

A brief description of the plan's measurable goals :

The preparation of Colgate's Sustainability and Climate Action Plan was lead by Colgate's Sustainability Council and Sustainability Coordinator. The Council and Coordinator were informed by the work of seven subcommittees representing over 35 faculty and staff. Students contributed throughout the data collection process through research in our formal curriculum. Additionally, Council members presented to the President's Staff on three separate occasions. Altogether, the Sustainability and Climate Action Plan took over 18 months to complete.

Projects range from low-cost, high-impact behavior-change strategies such as the Green Office and Green Living Programs, to capital-intensive and technologically complex engineering projects such as the heating plant upgrade (fuel switching from #6 oil to natural gas). By 2015, our goal will be to implement these projects and in the process:

eliminate fuel oil #6 consumption on campus by replacing it with natural gas (depending on its future availability in Hamilton, N.Y.).
reduce electricity consumption by nearly 5,000,000 kWh
reduce fuel oil #2 consumption by over 10,000 gallons
reduce gasoline consumption by over 3,000 gallons
reduce diesel consumption by 800 gallons
reduce water consumption by nearly 6,000,000 gallons
reduce landfill waste by over 300 tons
reduce paper consumption by over 10,000 pounds
reduce food purchasing expenditures by over \$100,000
reduce air travel expenditures by nearly \$20,000

Cumulatively, these projects are expected to eliminate approximately 3,700 tons of greenhouse gas emissions.

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

Continuous monitoring and tracking of our progress is an essential component of Colgate's sustainability program and climate action planning effort. For each sustainability initiative and mitigation strategy identified in this report we have highlighted our milestones, metrics and timelines, and those who will take the lead responsibility in pursuit of those targets. As a result, monitoring and evaluating our progress was not an afterthought but built directly into each strategy. In addition, Colgate will continuously track our progress through:

The publication of our annual Greenhouse Gas Inventory.

Publication of the Sustainability Office's Annual Sustainability Review.

Updating our Sustainability and Climate Action Plan on a routine basis in compliance with the ACUPCC reporting guidelines.

Tracking our sustainability "Dashboard Indicators" that offer a snapshot of our progress overtime. Colgate's Dashboard Indicators include:

Colgate's annual Greenhouse Gas Emissions Inventory in MTeCO2

Total electricity consumption in kWh

Fuel oil #6 consumption in gallons

Fuel oil #2 consumption in gallons

Wood chips consumed in tons

Landfill waste generated in short tons

Colgate's annual recycling rate

Paper consumption in pounds of paper purchased for each type of paper stock (e.g. 30% recycled, 50% recycled, 100% recycled, etc.)

Local food purchased measured as a percentage of money spent on food produced within a 150 mile radius.

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

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/>

The year the plan was developed or last updated :

2011

Climate Action Plan

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

Yes

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

The Sustainability and Climate Action Plan establishes the goal of achieving climate neutrality by 2019.

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

Projects range from low-cost, high-impact behavior-change strategies such as the Green Office and Green Living Programs, to capital-intensive and technologically complex engineering projects such as the heating plant upgrade (fuel switching from #6 oil to natural gas). By 2015, our goal will be to implement these projects and in the process:

eliminate fuel oil #6 consumption on campus by replacing it with natural gas (depending on its future availability in Hamilton, N.Y.)
reduce electricity consumption by nearly 5,000,000 kWh
reduce fuel oil #2 consumption by over 10,000 gallons
reduce gasoline consumption by over 3,000 gallons
reduce diesel consumption by 800 gallons
reduce water consumption by nearly 6,000,000 gallons
reduce landfill waste by over 300 tons
reduce paper consumption by over 10,000 pounds
reduce food purchasing expenditures by over \$100,000
reduce air travel expenditures by nearly \$20,000

Cumulatively, these projects are expected to eliminate approximately 3,700 tons of greenhouse gas emissions.

Year the climate plan was formally adopted or approved :

2011

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

Yes

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

1, 2, 3

The reduction level (percentage) institution has committed to :

35

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

June 1, 2009

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

17353

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

June 30, 2019

The website URL where information about the climate plan is available :

<https://sites.google.com/a/colgate.edu/2011-2015-sustainability-and-climate-action-plan/>

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit

Diversity and Equity Coordination

Measuring Campus Diversity Culture

Support Programs for Underrepresented Groups

Support Programs for Future Faculty

Affordability and Access Programs

Gender Neutral Housing

Employee Training Opportunities

Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

Does the institution have a diversity and equity committee? :

Yes

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

Colgate is committed to creating and supporting a culture of diversity and excellence.

Members of the committee, including job titles and affiliations :

Terica Adams '12

tadams@colgate.edu

Saffiate Ba '14

sba@colgate.edu

April Baptiste
Assistant Professor of
Environmental Studies

abaptiste@colgate.edu

315-228-6740

Elise Bronzo '10
Outreach/Programming
Coordinator,
ALANA Cultural Center

ebronzo@colgate.edu

315-228-7752

Isaiah Buchanan
Admission Counselor

ibuchanan@colgate.edu

315-228-7711

Lauren Checo '12

lcheoco@colgate.edu

Andrea Finley '13

afinley@colgate.edu

Karen Giannino
Senior Associate Dean of
Admission

kgiannino@colgate.edu

315-228-7103

Aurelius Henderson
Assistant Dean/Advisor
[STARS Reporting Tool](#) | [AASHE](#) | Sierra Magazine

for Opportunity Programs

ahenderson@colgate.edu

315-228-7368

Marilyn Hernandez-Stopp '14

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Tiffany Huggins
Senior Assistant Dean of
Admission

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315-228-7710

Hélène Julien
Associate Professor of French and Women's Studies; Academic Director of OUS

hjulien@colgate.edu

315-228-7664

Lisa Lee '12

llee@colgate.edu

Samantha Lee '14

slee@colgate.edu

Melissa Melendez '14

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Daniel Monk
Professor of Peace & Conflict
Studies and Professor of
Geography

dmonk@colgate.edu

315-228-7806

Shaterra Redd '11
Program Coordinator, Office
of Undergraduate Studies

sredd@colgate.edu

315-228-6550

Alex Restrepo '12

arestrepo@colgate.edu

Micky Silverman '14

msilverman@colgate.edu

Heather Gruber Stinson
Senior Assistant Dean of

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

<http://www.colgate.edu/admission/diversityandadmission/multiculturalrecruitmentcommittee.html>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

ALANA Cultural Center

The ALANA Cultural Center serves as a learning center, social space, and focal point where students, faculty and staff gather to understand the Africana, Latin American, Asian American, and Native American cultures, struggles and accomplishments.

The center serves an advising and facilitating role for ALANA student organizations and collaborates with academic programs concerned with multicultural issues and education, particularly Africana and Latin American Studies, Asian Studies, and Native American Studies.

ALANA provides a home and meeting place for students of color and affirms their cultural identities and histories through visual arts and reading materials and through intellectual, educational, and social programming.

The center also supports and engages all members of the Colgate community interested in exploring issues of inclusiveness and multiple identities. All students, staff, faculty, and community members are invited to participate in these activities.

The number of people employed in the diversity office :

9

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

<http://www.colgate.edu/offices/campuslife/alanaculturalcenter.html>

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Thomas Cruz-Soto

Diversity coordinator's position title :

Assistant Dean of Multicultural Affairs

A brief description of the diversity coordinator's position :

Thomas A. Cruz-Soto Jr. is assistant dean of multicultural affairs for Colgate University. Mr. Cruz-Soto's roles include administrative advising and oversight of the ALANA Cultural Center and International Student Services.

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

--

Measuring Campus Diversity Culture

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

The ALANA Affairs Committee was charge by President Herbst on October 4, 2011 to recommend ways to make Colgate a more inclusive campus. On December 6th, the Committee completed their report.

The document is divided into two sections: Strategic Planning Recommendations and Short-Term Goals. The report's strategic recommendations include changes in administrative structure, admission and retention priorities, residential education, and systematic methods to analyze our progress. The report's short-term goals include strengthening policy awareness and effectiveness, building multicultural competency, and improving programming to bridge differences.

Year the assessment was last administered :

2011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

Diversity and inclusivity are a major component our campus strategic planning process that is currently underway.

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

Support Programs for Underrepresented Groups

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

Yes

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

Colgate University has a number of programs that offer support to underrepresented groups on campus including:

Alana Cultural Center

The ALANA Cultural Center serves as a learning center, social space, and focal point where students, faculty and staff gather to understand the Africana, Latin American, Asian American, and Native American cultures, struggles and accomplishments.

The Office of LGBTQ Initiatives

The LGBTQ Initiatives Office is dedicated to supporting our lesbian, gay, bisexual, transgender, queer and ally students by enhancing diversity and visibility throughout the campus community. By working together with other offices across campus, LGBTQ Initiatives can help make Colgate a safe and welcoming place for all members of the LGBTQ and Ally community.

Voices of Colgate

A direct connection for prospective students and parents to connect with current students of various ethnic backgrounds who are multilingual.

Multicultural Open House

The Multicultural Open House is a special opportunity to experience campus life at Colgate. You will meet current students, faculty, and staff, all while participating in activities sponsored by multicultural student organizations, attending classes, and touring the campus.

Heritage Month celebrations

Throughout the year various cultural celebrations take place such as African American, Hispanic Heritage, Asian Awareness, and Native American History Months. ALANA has space and some funding available for students, faculty , and staff cultural events.

Breaking Bread

With the goal of helping build partnerships between student organizations, this program provides funding for dinner for student groups who wish to work together and develop future collaborations.

Student Ambassador Program

Every year 10 to 15 students are selected to serve as ALANA's student ambassador team. These students are responsible for event planning and the overall operation of the center. Pay is competitive and hours of work are based on performance.

Alumni Of Color Organization (AOC)

ALANA in collaboration with the office of alumni affairs promotes opportunities and events to re-engage alumni to the Colgate community and help mentor and professionally guide participating students with their future carrier or additional educational choices.

VISION (multi-cultural group leader) meetings

Members of multicultural and Greek life organizations come together on a monthly basis to discuss programming and campus issues. The purpose of "VISION" is to have student groups support each others' events and not duplicate services.

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

Colgate University has a number of programs that offer support to underrepresented groups on campus including:

Alana Cultural Center

The ALANA Cultural Center serves as a learning center, social space, and focal point where students, faculty and staff gather to understand the Africana, Latin American, Asian American, and Native American cultures, struggles and accomplishments.

The Office of LGBTQ Initiatives

The LGBTQ Initiatives Office is dedicated to supporting our lesbian, gay, bisexual, transgender, queer and ally students by enhancing diversity and visibility throughout the campus community. By working together with other offices across campus, LGBTQ Initiatives can help make Colgate a safe and welcoming place for all members of the LGBTQ and Ally community.

Multicultural Open House

The Multicultural Open House is a special opportunity to experience campus life at Colgate. You will meet current students, faculty, and staff, all while participating in activities sponsored by multicultural student organizations, attending classes, and touring the campus.

Heritage Month celebrations

Throughout the year various cultural celebrations take place such as African American, Hispanic Heritage, Asian Awareness, and Native American History Months. ALANA has space and some funding available for students, faculty , and staff cultural events.

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

Colgate University has a number of programs that offer support to underrepresented groups on campus including:

Alana Cultural Center

The ALANA Cultural Center serves as a learning center, social space, and focal point where students, faculty and staff gather to understand the Africana, Latin American, Asian American, and Native American cultures, struggles and accomplishments.

The Office of LGBTQ Initiatives

The LGBTQ Initiatives Office is dedicated to supporting our lesbian, gay, bisexual, transgender, queer and ally students by enhancing diversity and visibility throughout the campus community. By working together with other offices across campus, LGBTQ Initiatives can help make Colgate a safe and welcoming place for all members of the LGBTQ and Ally community.

Multicultural Open House

The Multicultural Open House is a special opportunity to experience campus life at Colgate. You will meet current students, faculty, and staff, all while participating in activities sponsored by multicultural student organizations, attending classes, and touring the campus.

Heritage Month celebrations

Throughout the year various cultural celebrations take place such as African American, Hispanic Heritage, Asian Awareness, and Native American History Months. ALANA has space and some funding available for students, faculty , and staff cultural events.

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

<http://www.colgate.edu/admission/diversityandadmission.html>

Support Programs for Future Faculty

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

Colgate University has a number of programs that offer support to underrepresented groups on campus including:

Alana Cultural Center

The ALANA Cultural Center serves as a learning center, social space, and focal point where students, faculty and staff gather to understand the Africana, Latin American, Asian American, and Native American cultures, struggles and accomplishments.

The Office of LGBTQ Initiatives

The LGBTQ Initiatives Office is dedicated to supporting our lesbian, gay, bisexual, transgender, queer and ally students by enhancing diversity and visibility throughout the campus community. By working together with other offices across campus, LGBTQ Initiatives can help make Colgate a safe and welcoming place for all members of the LGBTQ and Ally community.

Multicultural Open House

The Multicultural Open House is a special opportunity to experience campus life at Colgate. You will meet current students, faculty, and staff, all while participating in activities sponsored by multicultural student organizations, attending classes, and touring the campus.

Heritage Month celebrations

Throughout the year various cultural celebrations take place such as African American, Hispanic Heritage, Asian Awareness, and Native American History Months. ALANA has space and some funding available for students, faculty , and staff cultural events.

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

<http://www.colgate.edu/admission/diversityandadmission.html>

Affordability and Access Programs

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?

:

Yes

A brief description of the institution's participation in federal TRIO programs :

Unknown

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

Need-based financial aid can help bridge the gap between what a family is asked to contribute and the full cost of attendance. Colgate awards an average of \$40,400 for students receiving financial aid and 100% of admitted students with a demonstrated need have their financial aid met in full.

Colgate has also established the goal of becoming a "need-blind" institution. Our Passion for the Climb fundraising campaign is focused on expanding financial aid resources for economically challenged students.

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

Unknown

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

Unknown

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

Beinecke Memorial Scholarship

award of \$34,000 for juniors planning to attend graduate school in the arts, humanities and social sciences
superior intellectual ability, scholastic achievement and personal promise.

documented history of receiving need-based financial aid during undergraduate years

U.S. citizen or a U.S. National from American Samoa or the Commonwealth of the Northern Mariana Islands

Colgate can nominate one candidate; 20 selected nationally

The Dolores Zohrab Liebmann Fund Fellowships

graduating seniors planning to pursue graduate study as well as independent research or study projects in the United States
field of study includes humanities, social sciences or natural sciences including law, medicine, engineering architecture or other formal professional training

must demonstrate need for financial assistance

award covers cost of tuition and stipend up to \$18,000 for one academic year, once received must reapply each year

U.S. citizenship required

Colgate can nominate up to three candidates; 15 selected nationally

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

Our Admission and Financial Aid offices assist parents of low-income students throughout the financial aid process.

We have an online chat resource available to anyone who has questions about the admission and financial aid process.

Colgate also produces publications and guidebooks for low-income families.

Colgate awards an average of \$40,400 for students receiving financial aid and 100% of admitted students with a demonstrated need have their financial aid met in full.

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

STARS Reporting Tool | AASHE | Sierra Magazine

Snapshot | Page 190

Colgate's Admission staff actively recruits in economically challenged communities in search of the brightest students demonstrating great potential.

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

Unknown

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

Unknown

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

Unknown

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

<http://www.colgate.edu/admission>

Gender Neutral Housing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

No

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

Colgate has a very active Office of LGBTQ Initiatives that offers critical support for our LGBTQ community. Additionally, there are gender-neutral restrooms in several of our buildings. Most of these are single occupancy facilities.

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

<http://www.colgate.edu/offices/campuslife/lgbtq.html>

Employee Training Opportunities

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the cultural competence trainings and activities :

Colgate's Alana Cultural Center hosts numerous activities and programming that raises awareness and educates our campus community on cultural issues.

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

<http://www.colgate.edu/offices/campuslife/alanaculturalcenter.html>

Student Training Opportunities

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the cultural competence trainings and activities :

Colgate's Alana Cultural Center hosts numerous activities and programming that raises awareness and educates our campus community on cultural issues.

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

<http://www.colgate.edu/offices/campuslife/alanaculturalcenter.html>

Human Resources

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

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

Credit

Sustainable Compensation

Employee Satisfaction Evaluation

Staff Professional Development in Sustainability

Sustainability in New Employee Orientation

Employee Sustainability Educators Program

Childcare

Employee Wellness Program

Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

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

1080

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

1050

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

We contract with employers that pay a fair living wage and/or are unionized.

Colgate's compensation program provides salary and benefits that are competitive with the external labor market in order to attract, retain and motivate a diverse, talented and effective staff.

The university's pay program recognizes each staff member's value and contributions by tying increases in compensation to job performance, and particularly by rewarding individuals who meet high performance standards, and differentiating between superior

performers and others.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

2011

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

<http://www.colgate.edu/offices/administrative/humanresources/compensation.html>

Employee Satisfaction Evaluation

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

Yes

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

All Colgate employees participate in an annual performance review and in 2011 we had 100% participation.

In 2011, the university also completed a campus climate survey that surveyed employees satisfaction at Colgate.

The year the employee satisfaction evaluation was last administered :

2011

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

<http://www.colgate.edu/offices/administrative/humanresources.html>

Staff Professional Development in Sustainability

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :

No

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

Not available at this time.

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

Sustainability in New Employee Orientation

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

Yes

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

The sustainability coordinator presents to each group of new employees on Colgate's sustainability program and on ways they can get involved.

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution :

939

Program name (1st program) :

Green Office Program

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

140

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

Each office area that wants to participate selects a team leader or eco-rep to organize their effort.

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

Each participant receives a presentation from the Sustainability Office and the eco-rep works closely with the sustainability coordinator throughout the program.

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

The sustainability coordinator, the sustainability office program assistant, and a student coordinator all help to run the program. The Green Office Program also receives an annual operating budget sufficient to carry out the programs goals.

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

<http://www.colgate.edu/about/sustainability/greencampusinitiative/greenofficeprogram>
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Program name (2nd program) :

Northwest Earth Institute Discussion Courses

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

20

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

Volunteer basis (first come, first serve).

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

The group meets weekly to discuss an aspect or topic on sustainability based on short readings and articles.

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

This is a joint program between Colgate's Sustainability Office and Health and Wellness Initiative.

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

Program name(s) (all other programs) :

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

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

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

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

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

Childcare

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

Yes

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

Colgate provides scholarships or subsidies for employees whose children attend Chenango Nursery School (CNS). The goal of the scholarship fund is to help make CNS affordable for more Colgate employees. There is some flexibility in the established guidelines based on individual circumstances. There are also other outside sources of funding that may be available to employees.

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

<http://www.chenangonurseryschool.org/>

Employee Wellness Program

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

Yes

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

The Employee Assistance Program (EAP) is designed to help with problems related to substance abuse, marital and family issues, financial or legal concerns and job stress and other personal problems.

The EAP provides confidential, short-term, solution focused counseling (usually 4 – 6 sessions) for employees and families. For longer term counseling needs, a referral is made to appropriate resources within the community. Your needs are matched with the most appropriate and most cost-effective resources and are coordinated with your health insurance coverage.

Family Services Associates (FSA) is Colgate's EAP provider. FSA is the largest integrated out-patient provider of mental health and substance abuse services in Onondaga County with offices in Liverpool, Syracuse and DeWitt. Colgate employees and their families may be seen at any of the above locations or at their satellite location in Hamilton at 58B Utica Street.

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

<http://www.colgate.edu/offices/administrative/humanresources/worklifeprograms.html>

Socially Responsible Retirement Plan

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

Yes

A brief description of the socially responsible investment option for retirement plans :

The institution offers the Social Equity retirement fund for all Colgate employees through TIAA Cref.

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

Investment

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

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

Credit

- Committee on Investor Responsibility
- Shareholder Advocacy
- Positive Sustainability Investments
- Student-Managed Sustainable Investment Fund
- Sustainable Investment Policy
- Investment Disclosure

Committee on Investor Responsibility

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?

:

No

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

While the University does not have any investment policy provisions or use any investment managers that consider environmental/sustainability factors, Colgate's Sustainability Council in collaboration with our Sustainability Coordinator is currently exploring these issues and their impact across the entire campus.

Furthermore, the Board of Trustees of the University currently imposed a restriction on investing in companies doing business in the Sudan, therefore in certain instances Colgate has chosen to alter investment policies from a socially responsible perspective.

Members of the CIR, including affiliations :

Not available

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

Shareholder Advocacy

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

There are two possible approaches to earning this credit.

- 1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
and/or
- 2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

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

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

No

Has the institution conducted a negative screening of its entire investment pool within the last three years? :

Yes

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

The Board of Trustees of the University currently imposed a restriction on investing in companies doing business in the Sudan, therefore in certain instances Colgate has chosen to alter investment policies from a socially responsible perspective.

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution invests in any of the following:

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

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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

Total value of the investment pool :

667000000 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

0 US/Canadian \$

Value of holdings in community development financial institutions (CDFIs) :

0 US/Canadian \$

Value of holdings in socially responsible mutual funds with positive screens :

5000000 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above :

While the University does not have any investment policy provisions or use any investment managers that consider environmental/sustainability factors, Colgate's Sustainability Council in collaboration with our Sustainability Coordinator is currently exploring these issues and their impact across the entire campus.

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

No

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

We have experimented with this in the past and this is a possibility being currently being explored.

The website URL where information about the fund is available :

Sustainable Investment Policy

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

No

A brief description of the sustainable investment policy :

The University aims to optimize investment return and, although Colgate has provided primary and significant financial support to a local community development organization in Hamilton, New York since 2000, the University is not currently invested in renewable energy funds, community development financial institutions/loan funds or on-campus water efficiency projects through the endowment.

While the University does not have any investment policy provisions or use any investment managers that consider environmental/sustainability factors, Colgate's Sustainability Council in collaboration with our Sustainability Coordinator is currently exploring these issues and their impact across the entire campus.

Furthermore, the Board of Trustees of the University currently imposed a restriction on investing in companies doing business in the Sudan, therefore in certain instances Colgate has chosen to alter investment policies from a socially responsible perspective.

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

No

A brief description of the institution's investment disclosure practices :

Information is not made available

The website URL where information about investment disclosure available :

Public Engagement

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

Credit

Community Sustainability Partnerships

Inter-Campus Collaboration on Sustainability

Sustainability in Continuing Education

Community Service Participation

Community Service Hours

Sustainability Policy Advocacy

Trademark Licensing

Graduation Pledge

Community Service on Transcripts

Farmers' Market

Community Sustainability Partnerships

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Yes

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

The Upstate Institute at Colgate University provides connections between the university and the regional community to engage students, faculty, staff and residents in research and a reciprocal transfer of knowledge through five core activities. Our projects provide a model of community collaboration and civic engagement for our students and within higher education. The institute values scholarly collaboration as a way to support the Upstate New York region.

The website URL where information about sustainability partnerships is available :

<http://upstate.colgate.edu/home.aspx>

Inter-Campus Collaboration on Sustainability

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Yes

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

Colgate actively collaborates with St. Lawrence University, Skidmore College, Hamilton College, and Hobart and William Smith Colleges on a number of regional conferences (such as the Adirondack Youth Summit) and annual competitions (such as the Campus Conservation Nationals). We also collaborate strategically on sustainability initiatives both in operations, in our respective communities, and in the curriculum.

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

The New York Six
Northeast Sustainability Consortium
The New York Coalition of Sustainability Officers

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

Colgate's sustainability coordinator is on the American College and University Presidents' Climate Commitment Implementation Advisory Committee.

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

Sustainability in Continuing Education

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

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

Yes

Number of sustainability continuing education courses offered :

4

Total number of continuing education courses offered :

10

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

No

A brief description of the certificate program :

Year the certificate program was created :

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

<http://upstate.colgate.edu/programs/lifelonglearning.aspx>

Community Service Participation

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

The number of students engaged in community service :

150

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

2876

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

<http://upstate.colgate.edu/home.aspx>

Community Service Hours

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

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

10000

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

2876

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

<http://upstate.colgate.edu/home.aspx>

Sustainability Policy Advocacy

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

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

No

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

Individual faculty members, staff, and students support various sustainability programs either individually or within their groups. However, the institution as a whole has not endorsed or supported sustainability policy.

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

Trademark Licensing

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

No

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

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

Graduation Pledge

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

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

No

A brief description of the graduation pledge program :

Not available at this time.

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

Community Service on Transcripts

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

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

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

No

A brief description of the practice :

Not at this time.

The website URL where information about the practice is available :

Farmers' Market

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

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

Does the institution host a farmers' market for the community? :

No

A brief description of the farmers' market :

There is a large and very active farmer's market in the village green only minutes away from the main campus.

The website URL where information about the market is available :

<http://www.farmersmarketonline.com/fm/VillageofHamiltonFarmersMarket.html>

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

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

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

Innovation 2

Criteria

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

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

Innovation 3

Criteria

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

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

Innovation 4

Criteria

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

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

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Yes

Provide a brief description of the presentations, speakers or skits :

Each year we host a completely zero waste event for all incoming students at an orientation meal.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Yes

Provide a brief description of the presentations :

Residential Advisors are briefed by sustainability office interns and information regarding our recycling and green living programs are placed into each incoming student's welcome packet.

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Yes

Provide a brief description of the activities :

We provide composting at orientation meals and each student is asked to do their part in composting.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon

offsets? :

Yes

Provide a brief description of the efforts :

Each year we host a completely zero waste event for all incoming students at an orientation meal.

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

Provide a brief description :

Food Education

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Yes

Provide a brief description :

Course Title: Food (CORE 333 A)

Food is more than just what we eat---it is also a commodity with complex global markets; it is highly regulated through our political processes and institutions; and it forms a key part of our culture and the social rhythms of everyday life. This course explores these many dimensions of food, focusing especially on key questions about where it comes from, how it is produced, and how it is embedded in our economic, political, and cultural institutions. Students enrolled in this course will participate in a service learning internship at Common Thread Community Farm in Madison, NY. This component of the course will require an additional 2-3 hour per week time commitment.

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

Yes

Provide a brief description :

Colgate's main dining hall, Frank Dining Hall, hosts farm to fork events and labels vegan stations and other food items coming from local farmers.

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

Provide a brief description :

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

Yes

Provide a brief description :

Our student-run, organic garden hosts events and workshops and volunteer work parties that engage the campus community. Furthermore, food grown in the garden is served in our main dining hall and at various events around campus.

We also have two very active student clubs focused on promoting local/sustainable food choices: 1) Green Thumbs and 2) Good Food Forum.

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

Students in our Food course (CORE 333 A) work on a local farm as part of their work. Furthermore, the Colgate Community Garden employees students to manage the garden each year.

Food and Beverage Purchases

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details of its food and beverage purchases.

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

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

25

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

12

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

Student research in our formal curriculum

List items procured for dining services from on-campus organic garden(s) :

PEPPERS

Northstar

Bell

Cayenne

Habernero

Hot Red Cherry

Big Chile

Big Bertha

SQUASH

Zucchini

Yellow straight-neck

Acorn

Spaghetti

Pumpkins

Magda

Kambocha

Butternut

Gourds (variety)

BRASSICA

Broccoli- premium crop

Kale- winterbor

Cauliflower

Brussel sprouts

Swiss chard- multicolor

Spinach (variety)

HERBS

Lavender

Curled parsley

Lemon Basil

Sweet Basil

Savory

Chives

Oregano

Tarragon

Rosemary

Mint

Lemonbalm

Dill

Cilantro/Corriander

Thyme

Sage

TOMATOES

Cobra

Mr. Stripey

Yellow Cherry

Mortgage Lifter

Celebrity

Big Beef

Bellstar

Brandywine

Roma

Juliet

Rainbow

LETTUCE/GREENS

Baby Romaine

Arugula

Mesclun

Endive

Summer Crisp

Redleaf

Greenleaf
Asian tatsoi

ROOT
Carrots
Scallions
Leeks
Radishes

CUCUMBERS
Olympian
Sultan
Northern Picklers

BEANS and PEAS
Alaskan peas
Tendergreen improved bush beans
Caselode
Melting sugar/sweet
Snap
Snow
Soybeans

EGGPLANT
White eggplant
Purple eggplant

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

2

List all Fair Trade certified items purchased :

Asprettos fair trade and 100 percent naturally grown products at Frank Dining Hall.

Green Mountain organic and fair trade products at the Coop, Cutting Edge Bistro, and catered events.

Confinement-Free Food Purchases

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

We purchase free-range eggs from our local distributor

Percentage purchased :

10

Comments :

We arrange these orders through Dan Purdy and Sons, Inc. out of nearby Sherburne, NY.

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

We purchase local free-range pork from our local distributor

Percentage purchased (1st product) :

10

Comments (1st product) :

We arrange these orders through Dan Purdy and Sons, Inc. out of nearby Sherburne, NY.

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

We purchase local free-range pork from our local distributor

Percentage purchased (2nd product) :

5

Comments (2nd product) :

We arrange these orders through Dan Purdy and Sons, Inc. out of nearby Sherburne, NY.

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

Percentage purchased (3rd product) :

Comments (3rd product) :

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

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Pork

Percentage purchased (1st product) :

10

Comments (1st product) :

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

Beef

Percentage purchased (2nd product) :

5

Comments (2nd product) :

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

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

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

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

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

Pork

Percentage purchased (1st product) :

10

Comments (1st product) :

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

Beef

Percentage purchased (2nd product) :

5

Comments (2nd product) :

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

Chicken

Percentage purchased (3rd product) :

15

Comments (3rd product) :

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

Percentage purchased (4th product) :

Comments (4th product) :

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

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Albacore tuna

Percentage purchased (1st product) :

100

Standard used (1st product) :

MSC, Monterey Bay, Dolphin Safe

Comments (1st product) :

Sodexo has recently committed to sourcing 100% of their contracted seafood from sustainable sources by 2015. Colgate University is working with our Sodexo team, suppliers and distribution partners to phase out seafood that is not certified by either the

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Salmon

Percentage purchased (2nd product) :

40

Standard used (2nd product) :

MSC, Monterey Bay

Comments (2nd product) :

Sodexo has recently committed to sourcing 100% of their contracted seafood from sustainable sources by 2015. Colgate University is working with our Sodexo team, suppliers and distribution partners to phase out seafood that is not certified by either the

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Haddock

Percentage purchased (3rd product) :

20

Standard used (3rd product) :

MSC, Monterey Bay

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

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

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

No

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

No

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Yes

Does the institution offer other types of dishware at its dining services locations? :

Provide a brief description. :

Colgate's Dining Services uses pre-recycled, compostable napkins in all locations. Frank Dining Hall uses non-disposable china or hard plastic for meal service. Corn-based compostable packaging (take-out containers, clamshells) and flatware is used where

Energy Initiatives

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its energy initiatives.

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

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

10

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

3

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

2

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

3

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

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

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

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

4

The percentage of total electricity use from wind. :

5

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

0

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

5

The percentage of total electricity use from hydro. :

84

The percentage of total electricity use from other. :

2

Provide a brief description. :

Colgate purchases electricity off the grid through our local municipality. Through an agreement with local suppliers, we get about 84% of our electricity from Niagara Falls hydroelectric.

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

0

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

78

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

5

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

0

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

0

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

17

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

0

Provide a brief description. :

Colgate uses 23,000 tons of locally produced wood chips on an annual basis. Our back up fuel is fuel oil and that will be phased out by 2014. We also grow some of our own energy in the form of fast-growing willow.

If cogeneration, please explain. :

Procurement

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

85

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

75

Does the institution's vendor code or policy require vendors to use less packaging? :

Yes

Bike Sharing

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

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

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

The number of bicycles available through bike sharing programs :

12

Water Initiatives

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its water initiatives.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

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

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

0

Endowment

Responsible Party

John Pumilio
Sustainability Coordinator
Sustainability Office

Criteria

Institution provides details about its endowment.

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

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

667000000 US/Canadian \$

Date as of :

Dec. 31, 2011

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

Yes

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

We have a sustainability fund that is overseen by the Sustainability Council and a garden fund to help with the ongoing operations of our 0.5 acre organic garden.

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

No

Size of capital commitments made within past 3 years :

Provide a brief description :

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

Yes

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

Yes

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

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

Yes

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

Yes

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

Yes

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

Yes

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

No

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

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

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

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

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

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

No

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

No

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

No

Sustainability Staffing

Responsible Party

John Pumilio

Sustainability Coordinator

Sustainability Office

Criteria

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

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

140

FTE staff on payroll :

2

FTE student intern/fellow :

6