

# Earlham College

The following information was submitted through the [Campus Sustainability Data Collector](#) 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.

<b>Credit</b>
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

## 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.

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

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

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**Program name (1st program) :**

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

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

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

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

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

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

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

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

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

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

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

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

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**The website URL for 2nd program :**

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**Program name (3rd program) :**

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

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

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

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

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

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**The website URL for 3rd program :**

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**Program name (All other programs) :**

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

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

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

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

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

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**The website URL for all other programs :**

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

*"---" 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) :**

Earlham Energy Wars

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

Earlham will be participating in a nation-wide contest to reduce electricity use in the residence halls on our campus this spring. Over the course of three weeks (March 26-April 16), dorms Warren, Wilson, Bundy, and Barrett will be competing to see which residence hall can reduce its electricity use the most compared to its own previous use. The goal is to save energy across campus, and the residents of the winning residence hall who participate in the competition will all get coupons for free burritos from a local restaurant.

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

None yet - in progress.

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

<http://www.buildingdashboard.net/earlham>



# Sustainability in New Student Orientation

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## Responsible Party

**Kumar Jensen**

Student

Environmental Studies

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## 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.

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*"---" 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 :

During the Earlham College New Student Orientation (NSO), an official sustainability committee strives to integrate sustainability into incoming students' experience. Past projects have included partnering with local energy provider Richmond Power & Light to give away CFLs, power strips and Kill-a-watts (energy consumption meter) to students, fun and educational activities involving discerning recyclable materials from non-recyclable, as well as a local bike ride around Richmond pointing out significant sustainability-related locations such as the local Clear Creek Food Co-op. Students in the dining hall help direct new students on composting food. Additionally, there is a resource board that is strategically located in the student center that encourages ride-sharing, freecycle, bus routes and other helpful information.

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

[http://cs.earlham.edu/~sustainability/index.php/Education\\_and\\_Research#New\\_Student\\_Orientation](http://cs.earlham.edu/~sustainability/index.php/Education_and_Research#New_Student_Orientation)

# Sustainability Outreach and Publications

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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 :**

Earlham's sustainability website, nested within the Center for Environmental Action website, contains information on sustainability programming, sustainability planning, and student sustainability projects and research.

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

<http://www.earlham.edu/sustainability-earlham>

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

No

**A brief description of the sustainability newsletter :**

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**The website URL for the sustainability newsletter :**

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

No

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

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

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

No

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

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

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

No

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

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

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**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 :**

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

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

Yes

**A brief description of the sustainability walking map or tour :**

The Earlham College Sustainability Map and Tour is available from the admissions office and on the sustainability website. The tour is offered on new student preview days. The map and tour highlight sustainability programs, projects, and features of campus.

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

<http://www.earlham.edu/sites/default/files/u464/SustainabilityMap2012.pdf>

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

No

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

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

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**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 Earlham Student Handbook contains a section regarding "Environmental Responsibility" at Earlham. It details steps students can take on an individual level to make their experience at Earlham more sustainable. Suggested actions range from choosing to bike or walk to recycling to conserving dorm energy by turning off lights and shutting windows. The guide stresses that students take sustainability into their own hands, and provides details on the recycling system at Earlham.

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

<http://www.earlham.edu/student-handbook/environmental-responsibility/recycling>

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

Yes

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

The Green Beat is a column written in the Earlham Word student newspaper on sustainability and environmental issues.

**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.ecword.org/>

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

:

Yes

**A brief description of this material :**

We have a sustainability brochure produced in 2009 by public affairs.

**The website URL for this material :**

[http://cs.earlham.edu/~sustainability/index.php/Education\\_and\\_Research](http://cs.earlham.edu/~sustainability/index.php/Education_and_Research)

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

Yes

**A brief description of this material :**

A local food directory compiled by student Ben Hastil in April 2008 for an Environmental Colloquium class organizes local food sources alphabetically, including type of source/farm, products offered, location, and contact information.

**The website URL for this material :**

[http://www.progressivewaynecounty.org/docs/Richmond\\_Local\\_Food\\_Directory.pdf](http://www.progressivewaynecounty.org/docs/Richmond_Local_Food_Directory.pdf)

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

No

**A brief description of this material :**

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**The website URL for this material :**

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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# Student Group

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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 :**

The Earlham Environmental Action Coalition (EEAC) is an active student group on campus that meets weekly, and usually organizes at least one larger event a month during the school year. The mission statement of the group says: "Founded on the belief that responsibility towards our surroundings begins with individual action, the Earlham Environmental Action Coalition networks with national and local environmental groups and writes letters to raise awareness of national legislation. We also work with the College to reduce waste, recycle and use recycled products."

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

1. REInvestment (Responsible Energy Investment) campaign to divest from college coal investments.
  2. Organized student trip to the Keystone Tarsands Pipeline protest in Washington, DC.
  3. Worked with Center for Environmental Action to help formulate the college's Sustainability Plan.
  4. Played a major part in organizing a Sustainability Fair at the beginning of the school year.
- (all of these actions have happened in the past school year; 2011-2012)

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

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

<http://www.earlham.edu/studentcenter/content/handbook/#EEAC>



## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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### Submission Note:

More information about Miller Farm can be found here:

[http://www.millerfarm.org/wiki/Main\\_Page](http://www.millerfarm.org/wiki/Main_Page)

*"---" 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 :**

A College garden is located at the student-operated Miller Farm, which is part of the Earlham campus. At Miller Farm there is a garden maintained by current Miller Farm residents that is envisioned as an open educational space for all who are interested to learn about and gain gardening experience. There is a workday every Saturday year round that is open to students and community members where current residents of the farm organize and lead projects. There is also a community garden on Miller Farm where students and community members have their own plots to do with as they wish.

A community garden located more prominently on campus is planned and on its way to being implemented, as well.

### **The website URL where information about the garden is available :**

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## Model Room in a Residence Hall

"---" 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 :**

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

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# Themed Housing

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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

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

Yes

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

Earlham offers three housing options for students interested in sustainability: "co-op," Gurney House, and Miller Farm. The co-op dorm is explained by Residence Life as "a community of students who follow the lifestyle of environmentally sound living with the sense of communal responsibility. Students on this floor rely on each other for general upkeep of the floor, meals, and other duties..." Gurney House is an Environmental theme house, whose residents are students with a sustainable living commitment, and work with other student organizations to organize events each semester. Miller Farm is an agriculturally focused intentional living community. Residents of Miller Farm also intentionally live in a sustainable manner, have the responsibility of maintaining the campus gardens and the Farm itself (gardens, chickens, and goats, primarily), and organize agricultural and environmental events for the Earlham and Richmond communities.

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

<http://www.earlham.edu/~sas/reslife/>

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

41

## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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 :**

Earlham has a student-run coffee cooperative. Their Mission Statement is "to be an environmentally and socially responsible coffee nonprofit co-op, able to provide coffee and pastries to the students, faculty and staff of Earlham College, as well as the wider community. To be a space to display Earlham community artwork, available for all of the community, year round, to display artwork and other expressions of self.

To be an inclusive intellectual space on campus, to encourage students and faculty of Earlham College to mingle in a comfortable environment for both parties.

To be a meeting place for groups involved in student activism of all kinds, to empower students in creating change in Earlham, the Richmond community, and the World.

To be an entirely student run, non-hierarchical, diverse, consensus based, and sustainable program on Earlham campus."

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

[http://cs.earlham.edu/~sustainability/index.php/Education\\_and\\_Research#Sustainable\\_Enterprise](http://cs.earlham.edu/~sustainability/index.php/Education_and_Research#Sustainable_Enterprise)

# Sustainability Events

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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) :**

Earlham's office of events seeks to bring speakers for both the endowed artist and lecture series and convocation lectures that have a sustainable message. Notable speakers have included Majora Carter and Michael Pollan.

Furthermore, the Center for Environmental Action Film and Speaker series (funded in part by the Mellon Foundation) are highly attended by students. Each year, speakers and films are brought to campus around a particular environmental theme. The 2011-2012 academic year theme is "Sustainability" and features films and speakers from a variety of disciplines, walks of life, and perspectives on the matter of sustainability-- broadly defined.

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

<https://www.earlham.edu/center-environmental-action/whats-happening-now>

# Outdoors Program

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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 :**

Started in 1971 by a small group of faculty members dedicated to the value of experiential education, the Wilderness Program at Earlham College has grown to become one of the most unique and comprehensive programs of its kind in the country. Through our outdoor trips and courses like rock climbing, backpacking, and kayaking, students have the opportunity to learn new skills, gain a deeper appreciation of our wilderness areas, and gain self-confidence and interpersonal skills. Through our on-campus academic courses and off-campus semester in environmental studies, students engage in intensive, interdisciplinary inquiry leading to a minor in Outdoor Education or Environmental Studies. And finally, through a wide variety of leadership opportunities, students have the opportunity to discover the teacher and leader within by instructing on our high and low ropes course, teaching skill courses, and leading outdoor trips.

As one of the oldest and most respected outdoor education programs in the country, the Wilderness Program has a national reputation for training outstanding outdoor leaders. Through a wide variety of opportunities, student instructors gain invaluable teaching experience and the transferable skills of leadership and group facilitation. Co-leading the 24-day August Wilderness expedition is frequently cited as the highlight of many students' undergraduate outdoor careers. Many work for such organizations as Outward Bound, the National Park Service, the National Outdoor Leadership School, and other environmental and outdoor programs.

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

<http://www.earlham.edu/~outdoor/index.shtml>

## Themed Semester or Year

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### Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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 :**

The New Zealand semester program is an interdisciplinary off-campus program with an emphasis in environmental studies. New Zealand's unique biogeography, progressive land management policies, and cultural dynamics make it an ideal location to examine the complexity and interrelatedness of environmental problems and challenges. With a combination of academic coursework and experiential field study, the program immerses students in the landscapes and communities of New Zealand's north and south islands.

Environmental Semester is an integrated first year experience in environmental studies and science incorporating academics, residential living, and a field experience.

<http://www.earlham.edu/environmental-semester>

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

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**The website URL where information about the theme is available :**

<http://www.earlham.edu/off-campus-study/new-zealand>

# 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.

<b>Credit</b>
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

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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.

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

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

Yes

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

" Sustainability is the continuous effort to meet the needs of the present generation without compromising the ability of future generations to meet their needs by working toward a healthy environment, social justice, and a strong economy ."

**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 :**

Sustainability interns in the Center for Environmental Action looked at every course description in the curriculum guide and identified sustainability focused and related courses using the criteria from STARS:

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.

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

Yes

**The website URL where the sustainability course inventory is posted :**

[https://www.earlham.edu/sites/default/files/u464/Sustainability\\_Courses.pdf](https://www.earlham.edu/sites/default/files/u464/Sustainability_Courses.pdf)

# Sustainability-Focused Courses

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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*.

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

## The number of sustainability-focused courses offered :

17

## The total number of courses offered :

1190

## Number of years covered by the data :

One

## A list of sustainability-focused courses offered :

See sustainability course inventory.

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

[https://www.earlham.edu/sites/default/files/u464/Sustainability\\_Courses.pdf](https://www.earlham.edu/sites/default/files/u464/Sustainability_Courses.pdf)

## A copy of the sustainability course inventory :

[Sustainability Courses.pdf](#)

# Sustainability-Related Courses

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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*.

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

## The number of sustainability-related courses offered :

24

## The total number of courses offered :

1190

## Number of years covered by the data :

One

## A list of sustainability-related courses offered :

See sustainability course inventory.

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

[https://www.earlham.edu/sites/default/files/u464/Sustainability\\_Courses.pdf](https://www.earlham.edu/sites/default/files/u464/Sustainability_Courses.pdf)

## A copy of the sustainability course inventory :

Sustainability Course Inventory.doc

# Sustainability Courses by Department

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

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

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*"---" 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 :**

50

**A list of departments that offer sustainability courses :**

English  
Environmental Studies  
Chemistry  
Biology  
Geoscience  
Education  
Economics  
History  
Politics  
Sociology/Anthropology

**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 Course Inventory.doc](#)

# Sustainability Learning Outcomes

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

---

## 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 :

41

## Total number of graduates :

227

## A list of degree programs that have sustainability learning outcomes :

Environmental Science (major and minor)  
Biology (major and minor)  
Peace and Global Studies (major and minor w/ Environmental Studies focus)  
Outdoor Education (minor only)

## 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 :

[https://www.earlham.edu/sites/default/files/u464/Sustainability\\_Courses.pdf](https://www.earlham.edu/sites/default/files/u464/Sustainability_Courses.pdf)

## A copy of the sustainability course inventory :

[Sustainability\\_Courses.pdf](#)

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

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# Undergraduate Program in Sustainability

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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

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

<http://www.earlham.edu/envirostudies>

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

Environmental Science

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

<http://www.earlham.edu/enviroscience>

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

---

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

---

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

---



# 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.

---

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

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

No

**The name of the sustainability-focused, graduate-level degree program (1st program) :**

---

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

---

**The name of the sustainability-focused, graduate-level degree program (2nd program) :**

---

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

---

**The name of the sustainability-focused, graduate-level degree program (3rd program) :**

---

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

---

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

---

# Sustainability Immersive Experience

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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 :

The New Zealand semester program is an interdisciplinary off-campus program with an emphasis in environmental studies. New Zealand's unique biogeography, progressive land management policies, and cultural dynamics make it an ideal location to examine the complexity and interrelatedness of environmental problems and challenges. With a combination of academic coursework and experiential field study, the program immerses students in the landscapes and communities of New Zealand's north and south islands.

Co-sponsored by the International Programs Office and the Wilderness Program at Earlham, the New Zealand Semester will involve academic coursework in natural and cultural history and modern environmental issues as well as experiential learning in the form of service learning, outdoor education excursions such as hiking, canoeing, and sea kayaking, and an emphasis on self-reflection and community building. Just as environmental problem-solving cannot be reduced to one field of inquiry, the New Zealand semester will purposefully engage students holistically and encourage the development of multiple ways of knowing and learning.

The Environmental Semester is a new program exclusively for incoming first years at Earlham. The program is designed for students with wide-ranging interests in environmental studies and sciences and combines academic coursework with co-curricular experiences during the fall semester including the "Bioregional Field Expedition" held over Fall Break. Students considering any major are welcome to apply. Spaces are limited and are on a first-come, first-serve basis. The Environmental Semester involves an integration of coursework and co-curricular experience. See website:

<http://www.earlham.edu/environmental-semester>

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

<http://www.earlham.edu/off-campus-study/new-zealand>

# Sustainability Literacy Assessment

## 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 :**

---

**A brief description of how the assessment was administered :**

---

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

---

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

---

# Incentives for Developing Sustainability Courses

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

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

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

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

---

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

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

Yes

## A brief description of the program(s) :

The Center for Environmental Action SEED Grant program offers funding and professional development for faculty interested in building environmental content and curriculum into their courses or other work at the college. Teaching faculty may apply for funding to develop course content, interdisciplinary collaborations, and experiential education within their existing and/or new courses. Administrative faculty working on sustainability and environmental issues in the co-curriculum are also encouraged to apply and participate. The aim of the program is to "seed" engagement with sustainability and environmental issues across the curriculum and co-curriculum.

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

SEED grant recipients receive funding that can go towards:

1. Professional Development
2. Interdisciplinary Collaboration
3. Experiential Education in the Classroom or Co-Curricular
4. Student-Faculty Collaborative Research
5. Student-Faculty Collaborative Travel

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

<http://www.earlham.edu/center-environmental-action/subpage-two>

# 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.

<b>Credit</b>
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

## Criteria

### Part 1

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

### Part 2

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

### Part 3

Institution makes its sustainability research inventory publicly available online.

---

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

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

No

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

N/A

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

---

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

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

---

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

---



# Faculty Engaged in Sustainability Research

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

---

## Criteria

Institution's faculty members conduct research on sustainability topics.

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

---

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

## The number of faculty members engaged in sustainability research :

9

## The total number of faculty members engaged in research :

93

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

See inventory link.

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

[https://www.earlham.edu/sites/default/files/u464/Faculty\\_Research\\_Inventory.pdf](https://www.earlham.edu/sites/default/files/u464/Faculty_Research_Inventory.pdf)

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

[Faculty Research Inventory\\_1.docx](#)

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

---

## The website URL where information about sustainability research is available :

---



# Departments Engaged in Sustainability Research

---

## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

---

## Criteria

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

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

---

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

**The total number of academic departments that conduct research :**

36

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

9

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

---

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

[https://www.earlham.edu/sites/default/files/u464/Faculty\\_Research\\_Inventory.pdf](https://www.earlham.edu/sites/default/files/u464/Faculty_Research_Inventory.pdf)

**A copy of the sustainability research inventory that includes the departments engaged in sustainability research :**

[Faculty Research Inventory.docx](#)

# Sustainability Research Incentives

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

### Part 1

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

### Part 2

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

---

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

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

Yes

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

Student Action Research (SAR) grants allow students to apply for mini-grants in support of environmental research and action initiatives both on and off-campus. Conference registration and travel expenses, summer research, and other relevant professional development opportunities qualify for funding eligibility (priority in this category will go to students either majoring or minoring in Environmental Studies) Students may also jointly apply in small groups for specific sustainability projects on campus.

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

<http://www.earlham.edu/center-environmental-action/subpage-two>

**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 :**

The Sustainability and Environmental Education Development (SEED) grant initiative offers funding and professional development for faculty interested in building environmental content and curriculum into their courses or other work at the college. Teaching faculty may apply for funding to develop course content, interdisciplinary collaborations, and experiential education within their existing and/or new courses. Administrative faculty working on sustainability and environmental issues in the co-curriculum are also encouraged to apply and participate. The aim of the program is to "seed" engagement with sustainability and environmental issues across the curriculum and co-curriculum.

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

<http://www.earlham.edu/center-environmental-action/subpage-two>

# Interdisciplinary Research in Tenure and Promotion

## Criteria

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

---

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

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

---

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

---

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

---

# Operations

## Buildings

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

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

## 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" :**

---

**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 :**

---

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

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

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

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

---

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

---



**An electronic copy of the guidelines or policies :**

---

**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

## 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" :**

---

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

---

**New building space that is LEED Certified :**

---

**New building space that is LEED Silver certified :**

---

**New building space that is LEED Gold certified :**

---

**New building space that is LEED Platinum certified :**

---

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

---

**An electronic copy of the guidelines or policies :**

---

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

---

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

---

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

---

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

---

# Indoor Air Quality

## 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 :**

---

**Total occupied building space :**

---

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

---

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

---

# 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.

<b>Credit</b>
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

# Greenhouse Gas Emissions Inventory

---

## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

### Part 1

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

### Part 2

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

---

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

### The website URL where the GHG emissions inventory is posted :

<http://cs.earlham.edu/~sustainability/index.php/Operations#Climate>

### 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? :

Yes

**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 :**

The inventory includes emissions associated with wastewater.

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

Yes

**If yes, please specify :**

Study abroad air miles

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

---

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

## Criteria

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

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

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

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

---

### Submission Note:

Earlham is working on defining what sustainability means, which will give us a baseline to go off of. Within the next year we hope to have the data we need to calculate and record the greenhouse gas emission reductions.

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

**Scope 1 and 2 gross GHG emissions, 2005 :**

---

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

---

**Third-party verified carbon offsets purchased, 2005 :**

---

**On-campus residents, 2005 :**

---

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

---

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

---

**Scope 1 and 2 gross GHG emissions, performance year :**

---



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

---

**Carbon offsets purchased, performance year :**

---

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

---

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

---

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

---

**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 GHG performance year) :**

---

## Air Travel Emissions

"---" 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? :**

No

**A brief description of the policies and/or programs :**

---

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

---

## Local Offsets Program

"---" 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 :**

---

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

---

# 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.

<b>Credit</b>
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

**Kathie Guyler**

Director of Dining Services

Dining Services

---

## 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) :

15

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

n/a

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

---

**Responsible Party**

**Kathie Guyler**  
Director of Dining Services  
Dining Services

---

*"---" 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 :**

Beginning in August 2010, Earlham College began a completely trayless dining program. There are no trays available in any of the Earlham College Dining venues.

**List the year the program was started :**

Aug. 1, 2010

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

100

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

100

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

100

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

100

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

---

**Responsible Party**

**Kathie Guyler**

Director of Dining Services

Dining Services

---

*"---" 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 :**

Earlham College's dining program has offered both vegetarian and vegan offerings for many years. Currently in Resident Dining area there is a separate area called the "Garden Gourmet" that features one vegan entrée and one vegetarian entrée for both lunch and dinner. Entrees are accompanied by side dishes and a specialty salad bar that features a variety of vegan and vegetarian options. In addition there are other food stations within the Resident Dining program that offer vegan and vegetarian selections. For example, the omelet station at breakfast offers a Tofu scramble made to order. The soup station always offers one vegan or vegetarian soup selection. There is a bakery where a vegan dessert is offered at each meal as well as a soy or rice based ice cream.

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

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# Trans-Fats

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## Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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

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

Yes

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

Dining Services has used fryer oil that does not contain trans-fats since 2003. Olive oil and olive oil/canola blend are used in most other applications.

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

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## Guidelines for Franchisees

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

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

No

**A brief description of the guidelines for franchisees :**

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**The website URL where information about the guidelines is available :**

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# Pre-Consumer Food Waste Composting

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## Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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

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

Yes

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

The campus recently purchased an eCorect Waste Treatment machine to handle the pre-consumer food waste in dining services. The eCorect reduces all of the pre-consumer waste to a soil amendment that is added to the soil on the campus farm or is given to local farmers for addition to their soil.

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

---

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

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

---

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

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

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# PostConsumer Food Waste Composting

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## Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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

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

Yes

### **A brief description of the postconsumer food waste composting program :**

Students on campus handle the post-consumer food waste in a composting program that takes place on the campus farm (Miller Farm). Students transport post-consumer waste from dining services to the farm. It then enters the composting cycle at the farm.

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

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

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

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

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

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## Food Donation

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### Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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"---" 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 :

Earlham Dining Services donates leftover or surplus food to varying organizations in Richmond, Indiana. We have contacts with 3 major providers of assistance in our city that we assist with surplus food.

Hope House (a Men's shelter for people with addiction issues), Circle U and Rock Solid Ministries (both shelter/food rescue). We also occasionally provide surplus items during campus breaks to Werle Children's Home.

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

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# Recycled Content Napkins

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## Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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"---" 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 :

Yes, the current napkin used is by SCA Tissue of North America – It is Green Seal certified – 100% recovered paper fiber, 40% post consumer materials by fiber weight – it meets the green seal certification for the environmental standard for bleaching, deinking and packaging. Dispensers are on each table in Dining services, which reduces the number of napkins that are wasted by customers taking too many.

### The website URL where information about the purchasing is available :

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# Reusable Container Discounts

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## Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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"---" 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 :**

Reusable mugs are offered in Jazzman's Coffee Bar. Purchase a mug, get refills for \$1.25 (reg price of same size coffee - \$2.09)  
Resident Dining operation permits student to bring their own mugs and fill up at no cost. This is part of the program in Resident Dining.

### **Amount of the discount offered for using reusable mugs :**

0.84

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

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

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## Reusable To-Go Containers

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### Responsible Party

**Kathie Guyler**  
Director of Dining Services  
Dining Services

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*"---" 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? :**

Yes

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

Earlham has had a reusable to-go container program in place since 1997 as the result of student's goal to eliminate the use of Styrofoam on campus. A Student/faculty/staff member signs up for the program in the dining service office and are given a reusable container that they trade for a clean container each time they take a meal to-go.

**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.

<b>Credit</b>
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

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## Responsible Party

**Marlene Penfield**

Administrative Assistant

Maintenance

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## 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 :**

84879.71 MMBtu

## **Building space, 2005 :**

889228 Gross Square Feet

## **Total building energy consumption, performance year :**

836319.61 MMBtu

## **Building space, performance year :**

939072 Gross Square Feet

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

July 1st 2010 through June 30th 2011

# Clean and Renewable Energy

## 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

**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 :**

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**Option 2: Non-electric renewable energy generated :**

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**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 :**

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**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 :**

---

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

---

**Total energy consumed during the performance year :**

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

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

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

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**A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :**

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**A brief description of cogeneration technologies deployed :**

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

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# Timers for Temperature Control

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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"---" 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 :

The campus heating and cooling set points are controlled by an Energy Management System operating with heating and cooling set points. During hours when the educational and administrative buildings are closed, building temperatures are set back to 65 degrees for the heating months.

- During normal operating hours, the buildings is set between 68 and 72 degrees.
- Building vestibules and foyers is unheated, unless needed for mechanical piping.
- Residence Halls is set at 72 degrees during the day and set back to 68 degrees during early morning hours.

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

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### The website URL where information about the practice is available :

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# Lighting Sensors

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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*"---" 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 :**

Earlham has motion lighting sensors in 16 major campus buildings and 20 campus housing restrooms. A photocell system operates 55 parking lot lights, sidewalk lighting, and three dorm stairwells.

**The percentage of building space with lighting sensors :**

---

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

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## LED Lighting

"---" 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. :**

---

**A brief description of the technology used :**

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**The percentage of building space with LED lighting :**

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**The percentage of parking deck space with LED lighting :**

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**The percentage of outdoor space that uses LED lighting :**

---

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

---

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

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## Vending Machine Sensors

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

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

Yes

**A brief description of the technology used :**

Earlham's vending machine internal and external lighting is disabled throughout campus.

**The percentage of vending machines with sensors :**

---

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

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# Energy Management System

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## Responsible Party

**Ian Smith**

Director of Facilities

Maintenance

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*"---" 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 :**

- The campus heating and cooling set points are controlled by an Energy Management System operating with heating and cooling set points. During hours when the Educational and Administrative buildings are closed, building temperatures will be set back to 65 degrees for the heating months.
- During normal operating hours, the buildings will be set between 68 and 72 degrees.
- Building vestibules and foyers will be unheated, unless needed for mechanical piping.
- Residence Halls will be set at 72 degrees during the day and set back to 68 degrees during early morning hours.

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

---

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

---

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

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# Energy Metering

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**Responsible Party**

**Cindy Callahan**

Assistant Director of Facilities  
Facilities

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*"---" 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 :**

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**The percentage of building space with energy metering :**

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

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# 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.

<b>Credit</b>
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

# Integrated Pest Management

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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## 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 :

160.60 Acres

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

160.60 Acres

## A brief description of the IPM plan(s) :

### A) Pest Management Service

The Earlham College carry on procedures for pest control monthly in the entire campus (tunnels and basements all buildings) and including the cafeteria.

### B) Turf Maintenance Service

Follows the schedule:

April

- i)Football Fields (game and practice): Fertilization (18-24-12) and Core Aeration plus overseeding)
- ii)Soccer/ Field Hockey/ Lacrosse: Fertilization (18-24-12) and Core Aeration plus overseeding)
- iii) Soil samples are taken and sent to lab for analysis

May

- i)Football Fields (game and practice): Fertilization (0.25 lb of N per 1000 sq ft) and Overseeding.

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization (0.25 lb of N per 1000 sq ft) and Overseeding.

#### June

i) Football Fields (game and practice): Fertilization and Core Aeration.

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization and Core Aeration.

iii) Initial fungicide application

#### July

i) Football Fields (game and practice): Fertilization (0.5 lb of N per 1000 sq ft)

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization (0.5 lb of N per 1000 sq ft)

iii) Follow-up fungicide applications as needed

#### August

i) Football Fields (game and practice): Fertilization (0.75 lb of N per 1000 sq ft)

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization (0.75 lb of N per 1000 sq ft)

iii) Follow-up fungicide applications as needed

#### September

i) Football Fields: Fertilization (32-5-7)

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization (32-5-7)

#### October

i) Football Fields (game and practice): Fertilization (1.0 lb of N per 1000 sq ft) and Core Aeration

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization (1.0 lb of N per 1000 sq ft) and Core Aeration

#### November

i) Football Fields (game and practice): Fertilization (1.0 lb of N per 1000 sq ft) and Core Aeration plus overseeding

ii) Soccer/ Field Hockey/ Lacrosse: Fertilization (1.0 lb of N per 1000 sq ft) and Core Aeration plus overseeding

OBS = water-soluble solutions of the indicated fertilizers were used for fertilization.

#### C) Other cultivated grounds

We use chemical control as a last resort. We are careful to evaluate the possible threat that each pest might represent. During the summer, we focus on weeding and pruning around the campus. When possible, we manually remove the pest such as bag worms removal from trees and weeds removal, when possible. We try to use the least caustic form of removal.

When planning the landscaped areas, we prioritize pest-resistant cultivars. In addition to that, when we fertilize the grounds, we use cow manure and peat moss instead of other types of fertilizers.

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

<http://cs.earlham.edu/~sustainability/index.php/Operations#Grounds>

## Native Plants

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### Responsible Party

**Ian Smith**

Director of Facilities

Maintenance

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*"---" 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 policy is to choose the plants that will adapt better to the local conditions, we do prioritize native species, especially the drought tolerant ones. We choose mainly perennial plants, being careful to choose the best place to place each species. We also choose butterfly and bird friendly plants, in order to promote a more harmonious relationship with the local fauna.

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

<http://www.earlham.edu/environment/content/landuseandstewardship.html>

## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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"---" 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 :

Our biology endowed fund is used to hire every year a property manager (which is a graduate student from Earlham) during the summer and fall who works planning, coordinating and performing field work to manage the College owned woods.

In addition to that, we also use two AWPE courses, trail maintenance and invasive species removal, to support the local fauna and flora and engage students in this process.

Our practices impact the following areas:

BACK CAMPUS WOODS (approx. 600 acres)

-Back Campus Ponds-

We have also created some ponds in our back campus area. In the mid 80's we created the Teale pond and Garner Pond, which nourishes several migrating bird species (such as Geese and ducks), various local amphibians, turtles and other local wildlife.

In 2007 we created 3 new ponds, which give further support to the local fauna and retain the runoff from the playing fields and the horse barn from affecting the back campus woods.

-Back Campus Woods-

We are removing invasive species and maintaining the trails. In addition to that, we have built several bird houses and wood duck nest boxes

WOODS in OTHER COLLEGE OWNED LANDS

-Wildman Woods (40 acres)

We work removing invasive species, digging ponds (two so far), and building bird houses and duck nest boxes.

-Cring Woods (by Portland Indiana, 40 acres) + Sedgwick's Rock Preserve (17 acres) + Reller Woods

We work removing invasive species and we are planning to build ponds, trails, bird houses and duck nest boxes in all of them.

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)





## Tree Campus USA

"---" 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 :**

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

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# Snow and Ice Removal

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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"--- " 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 plow everything first, and then spread a little bit of salt. We try to use the least amount of salt possible in an effort to be less aggressive to the environment. We have begun mixing a biodegradable, non-toxic additive into our rock salt that we use for snow and ice melting. This additive reduces the amount of salt that we use, and acts as a natural fertilizer for the grass along the edges of our roads and paths. Starting with winter 2011-12, we experimented with adding a biodegradable distillation industry byproduct known as Ice Ban to our rock salt. This product has been shown on other campuses to reduce significantly the amount of salt used. Unfortunately, this past winter was so mild that we did not have much chance to see any results.

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

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# Landscape Waste Composting

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

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

No

**A brief description of the composting or mulching program :**

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

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

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

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# 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.

<b>Credit</b>
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

# Computer Purchasing

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## Responsible Party

**Tom Steffes**

Director of Computing Services  
Computing Services

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## 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.

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### **Submission Note:**

This computer purchasing data is from the last full fiscal year, July 1, 2008-June 31, 2009. The spreadsheets for this data are saved on Mary Jones' computer and are also in the possession of Jay Roberts. There are two spreadsheets:

08-09 Computer Purchases-1

This is the raw data that was collected.

08-09 Computer Purchases-Final

This spreadsheet organizes the computer purchasing data by EPEAT rating and directly corresponds to the calculation of this credit.

"---" 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 :**

---

**followed :**

n/a

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

Yes

**Expenditures on EPEAT Gold desktop and laptop computers and monitors :**

171142.55 *US/Canadian \$*

**Expenditures on EPEAT Silver desktop and laptop computers and monitors :**

9103 *US/Canadian \$*

**Total expenditures on desktop and laptop computers and monitors :**

188856.15 *US/Canadian \$*

# Cleaning Products Purchasing

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## Responsible Party

**Stephen Powell**

Director of Housekeeping

Housekeeping

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## Criteria

### Part 1

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

### Part 2

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

---

## Submission Note:

Part 2:  
In some instances, we have moved to "Blue Cleaning" (not using chemicals at all). Also, in some building we are using "Ionized Water".

"---" 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://cs.earlham.edu/~sustainability/index.php/Operations#Cleaning\\_Products\\_Purchasing](http://cs.earlham.edu/~sustainability/index.php/Operations#Cleaning_Products_Purchasing)

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

Earlham College ensures that the purchasing guidelines are followed by including them in its contract with Aramark (Earlham's housekeeping company), which states: "All cleaning chemicals should meet GS 37.GS 40 or GS 42 guidelines or be clearly rated as an environmental friendly chemical by some independent rating agency. Paper goods should meet or exceed the EPA's standard for post-consumer waste. It is preferred that plastic bags and liners be biodegradable and be manufactured from recycled materials...Earlham

College is committed to environmental responsibility and it is expected that the successful contractor will use every available measure and technology to ensure the greening of our environment."

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

Yes

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

5245 *US/Canadian \$*

**Total expenditures on cleaning products :**

13444 *US/Canadian \$*

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

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# Office Paper Purchasing

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## Responsible Party

**Donna Sykes**  
Administrative Assistant  
Campus Services

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## 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.

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### **Submission Note:**

These numbers are approximate, and calculated by the average cost of paper from the 2008 to 2009 fiscal year. Additionally, these numbers come from the paper purchased by Campus Services, which is the primary paper purchaser on campus. However, the small amounts of paper purchased by individual departments is not included in these calculations.

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

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

No

**The URL where the recycled paper 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 :**

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

Yes

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

0 US/Canadian \$

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

24553.77 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

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

0 US/Canadian \$

**Total expenditures on office paper :**

24553.77 US/Canadian \$

# Vendor Code of Conduct

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## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

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## Criteria

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

---

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

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

Yes

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

<http://www.earlham.edu/policies/vendor/>

**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 :**

For most of our major vendors, on most issues, we will detect potential problems and monitor continuing compliance with our principles through a social audit. This is simply a list of questions which we expect our major vendors to answer. We will trust them to give accurate and honest answers unless we have some reason to withdraw trust. There is a standing Vendor Relations Committee (VRC). The VRC has one member of the teaching faculty from the college and one from ESR, each named by the faculties' nominating processes; one student from the college and one from ESR, each named by the student governments' nominating processes; one member of the hourly staff named by Employee Council; and one senior member of the Earlham administrative faculty named by the President. The VRC takes on four kinds of business. First, it will write the social audit, revise it as needed, administer it to vendors, interpret the answers, and decide how to deal with vendors whose answers are inadequate. Second, it will decide controversies about our vendors in light of the principles in this document and a factual inquiry into the relevant vendors and alternatives. This includes deciding what steps to take in response to unethical vendors. Third, it will bear responsibility to recommend revision of the principles in this document. Fourth, it will meet annually with the Vice President for Financial Affairs to review his/her lists of our major vendors and vendors with which we have decided not to do business. The decisions of the VRC will be advisory to the President of Earlham College



## Historically Underutilized Businesses

"---" 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? :**

---

**A brief description of how the institution meets the criteria :**

---

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

---

## Local Businesses

"---" 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. :**

---

**A brief description of the program :**

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**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.

<b>Credit</b>
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

**Responsible Party**

**Loretta Templeton**

Administrative Assistant  
Campus Safety and Security

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**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 :**

6

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

0

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

0

**100 percent electric vehicles in the institution's fleet :**

0

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

0



**Hydrogen fueled vehicles in the institution's fleet :**

0

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

0

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

0

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

26

# Student Commute Modal Split

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

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

---

### Submission Note:

GENERAL: This credit only looked at the transportation of full-time undergraduates at Earlham. Mary Jones talked with Jerrod Hodge, Assistant Director of Residence Life, on 3/2/10. He was able to tell her that as of that date, 920 students were living on campus. He then gave Mary a list of the 74 full time students that have housing exemptions and live off campus with their names and school emails. This puts the total full-time undergraduate students counted in this data at 994.

An email was sent to the 74 off-campus students from Provost Nelson Bingham (though authored by Jones) to survey the primary method students off campus got to Earlham. This is how it was worded:

"Hello (Student Name)

Earlham is currently completing an institution-wide assessment of its sustainability through the Sustainability Tracking and Rating System (or STARS) from The Association for the Advancement of Sustainability in Higher Education (AASHE).

One component of this assessment is determining student commuting practices to campus. We are contacting you as a student living off campus to ask you ONE question:

HOW DO YOU PRIMARILY COMMUTE TO CAMPUS?

A: WALK

B: BIKE (OR USE OTHER NON-MOTORIZED MEANS)

C: CARPOOL

D: DRIVE BY YOURSELF

E: PUBLIC TRANSPORTATION

To answer this question, simply hit reply and respond with what letter best represents how you get to campus the majority of the year.

Thanks for helping us with this very important assessment of the college. Earlham is a charter member of the STARS assessment, which can help us see

where we are as an institution regarding sustainable practices and will help inform future action on campus.

Nelson Bingham  
Provost

If you would like to find out more about the Sustainability Tracking and Rating System (STARS) or The Association for the Advancement of Sustainability in Higher Education (AASHE) you can visit:

<http://www.aashe.org/stars/index.php>"

-----  
This email was sent out 4/16/10. Jones was forwarded all responses and received 31 by 4/22/10.

Results-

Walking: 10

Biking (or other non-motorized means): 6

Carpooling: 1

Drive by Yourself: 14

Public Transportation: 0

Jones then used applied the percentages of commuting methods of the students that responded to the larger number of students living off campus.

Walking:  $10/31=32.3\%$   $.323 \times 74 = 23.9$  (Would be 24/74 students)

Biking (or other non-motorized means:  $6/31=19.4\%$   $.194 \times 75 = 14.3$   
(Would be 14/74 students)

Carpooling:  $1/31= 3.2\%$   $.032 \times 74 = 2.4$  (Would be 2/74 students)

Drive by Yourself:  $14/31= 45.2\%$   $.452 \times 74 = 33.4$  (Would be 33/74 students)

Public Transportation:  $0/31=0\%$  (Would be 0/74 students)

Mary Jones has copies of all this data saved on her computer, including every email response from off campus students that were surveyed. This data was also given to Professor Jay Roberts.

#### CALCULATIONS FOR CREDITS

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

$920$  (students living on campus)+ $24$ (walk from off campus)+ $14$ (bike from off campus)= $958$

$958/994=96.38\%$

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

$2$  (carpool from off campus) / $994= 0.20\%$

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

0: No students living off campus surveyed that shuttle or public transportation as their primary method of getting to campus.

4.) The percentage (0-100) of institution's students who drive alone as their primary method of transportation

33 (surveyed drive alone)/994= 3.32%

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

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

96.68

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

3.32

**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 :**

96.48

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

0.20

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

0

**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.earlham.edu/~sas/reslife/travel\\_and\\_tourism.html](http://www.earlham.edu/~sas/reslife/travel_and_tourism.html)

# Employee Commute Modal Split

## 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.

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

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

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**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 :**

---

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

---

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

---

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

---

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

---

**The website URL where information about alternative transportation is available :**

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# Bicycle Sharing

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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 Earlham College student-run Bike Co-Op has 5-6 bikes available at all times for community use in events such as the weekly Local Foods Bike Ride and Critical Mass. Any student or staff who would like to borrow a bike at any time can stop by the bike co-op during their regular hours. A plan for an efficient, stable bike share program in which bikes are left throughout campus will be implemented next fall.

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

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## Facilities for Bicyclists

"---" 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? :**

No

**A brief description of the facilities :**

---

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

---

## Bicycle and Pedestrian Plan

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

**Has the institution developed a bicycle plan? :**

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**A brief description of the plan :**

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**The website URL where information about the plan is available :**

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# Mass Transit Programs

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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

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

Yes

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

The Rose City Shuttle operates on Saturdays. It is available for free student transportation anywhere in local Richmond.

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

---

## Condensed Work Week

"---" 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. :**

---

**A brief description of the program :**

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

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# Telecommuting

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

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

---

**A brief description of the program :**

---

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

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## Carpool/Vanpool Matching

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

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

---

**A brief description of the program :**

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

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## Cash-out of Parking

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

**Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?**

:

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**A brief description of the program :**

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

---

## Carpool Discount

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

**Does the institution offer reduced parking fees for car and van poolers? :**

No

**A brief description of the program :**

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

---

## Local Housing

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

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

---

**A brief description of the incentives or programs :**

---

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

---

## Prohibiting Idling

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

**Has the institution adopted a policy prohibiting idling? :**

---

**A brief description of the policy :**

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**The website URL where information about the policy is available :**

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## Car Sharing

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

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

No

**A brief description of the program :**

---

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

---

# Waste

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

<b>Credit</b>
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

## 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 :**

---

**Weight of materials composted, 2005 baseline year :**

---

**Weight of materials disposed as garbage, 2005 baseline year :**

---

**Weight of materials recycled, performance year :**

---

**Weight of materials composted, performance year :**

---

**Weight of materials disposed as garbage, performance year :**

719550 Tons

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

---

**On-campus residents, 2005 :**

---

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

---

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

---

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

---

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

---

**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 waste reduction performance year) :**

---

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

---

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

---

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

---

# Waste Diversion

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## Responsible Party

**Cindy Callahan**

Assistant Director of Facilities  
Facilities

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## 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 :

159.50 Tons

## Materials disposed in a solid waste landfill or incinerator :

168.31 Tons

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

In addition to other waste diversion efforts (represented by the numbers above), Earlham will begin an end-of-year waste diversion effort at the end of this semester. A committee of students will remain on campus after the end of finals week and distribute goods donated by college students to various charitable organizations and recycling facilities.

# Construction and Demolition Waste Diversion

## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

---

**Submission Note:**

Each contractor is responsible to remove their own construction/demolition waste.

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

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

---

**Amount of construction and demolition materials landfilled or incinerated :**

---

**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 :**

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# Electronic Waste Recycling Program

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## Responsible Party

**Tom Steffes**

Director of Computing Services  
Computing Services

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## 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 :**

Earlham college signed an MOU with Workforce Inc. in 2006 agreeing to send all college owned electronic waste to the Indianapolis based, state certified, Electronic Waste Facility.

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

Workforce Inc. is a 501(c)(3) non profit organization that helps ex-offenders transition back into the community through job training and important practical support, such as housing and legal assistance. Through the process of de-manufacturing computers, then packing and shipping the resulting e-waste, participants learn to use a variety of tools, pack/weight materials, solve problems, load/unload trucks and pallets, as well as how to safely operate machinery such as forklifts and balers.

Despite its title, the program recycles much more than just computers. More information about other electronics is available on the website.

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

Earlham is in partnership with Workforce Inc. which sponsors an annual community wide computer recycling event that is open to the public, including college faculty, staff, and students. This program recycles computers and other electronics.

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

<http://www.earlham.edu/ecs/recycle.html>



# Hazardous Waste Management

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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## 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.

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*"---" 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 :**

All hazardous, universal and non-regulated chemical waste are properly disposed of according to all federal, state and local requirements and guidelines. Earlham College has established and maintains a recycling program per all applicable required standards for all hazardous, universal, and non-regulated chemical waste.

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

The Chemical Hygiene Officer and the Office of Facilities monitors and oversees storage and disposal of hazardous, universal, and non-regulated chemical waste.

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

---

# Materials Exchange

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## Responsible Party

**Karen Roeper**  
Associate Vice President  
Public Affairs

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"---" 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 :**

Office supplies such as furniture are handled by Campus Services. Items that are still useful but no longer needed by a department are stored until they are requested by other departments. Each year campus holds a surplus sale that is open to the public to clear out items that have not been claimed by other departments. Also, computing services collects replaced computing equipment and will reuse systems in secondary locations as needed. Used equipment is kept on hand as spares in the event that systems in primary locations fail, as systems to be assigned to adjunct faculty, and for any other potential needs. once systems are no longer usable, they are recycled.

### **The website URL where information about the program is available :**

[http://www.earlham.edu/environment/content/re\\_why\\_recycle.html](http://www.earlham.edu/environment/content/re_why_recycle.html)

# Limiting Printing

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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

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

Yes

### **A brief description of how printing is limited :**

Each student receives \$25.00 worth of free printing per semester. After this limit is reached, surplus printing is charged (per page) to their student account. Furthermore, the website through which students upload their printing projects keeps a record of each student's remaining monetary balance of free printing, their total number of pages printed, and the environmental impact of their printer usage: the number of trees used, amount of CO<sub>2</sub> produced (in kg), and energy used (in kilowatts) as a result of their printing.

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

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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*"---" 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 :**

Earlham provides a description of all of our courses offered online. We also provide our course schedules and directories. While Earlham does rely on its online curriculum guide as the official course catalog, the College still prints the curriculum guide biannually in vastly smaller quantities than in the past. The College does not print courses schedules or directories anymore. Those are also online.

**The website URL where information about the practice is available :**

<http://www.earlham.edu/curriculumguide/>

# Chemical Reuse Inventory

"---" 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 :**

---

**The website URL where information about the practice is available :**

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## Move-In Waste Reduction

### Submission Note:

We have an informal practice where we ask everybody to break down their cardboard and bring it to a collection point where there is massive cardboard recycling.

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

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

No

**A brief description of the program :**

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

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# Move-Out Waste Reduction

**Submission Note:**

Again we have informal practices such as the senior sale, and we collect items for Goodwill and Salvation Army.

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

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

No

**A brief description of the program :**

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

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# 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.

<b>Credit</b>
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation



# Water Consumption

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## Responsible Party

**Cindy Callahan**

Assistant Director of Facilities  
Facilities

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## 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.

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

## Water consumption, 2005 baseline year :

22917319.48 Gallons

## Water consumption, performance year :

45462109.09 Gallons

## List the start and end dates of the water consumption performance year :

7/1/2009

## On-campus residents, 2005 :

987

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

550

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

50

## On-campus residents, performance year :

899

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

483.30

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

53.70

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

7/1/2010

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

---

**A brief description of the plan of action to achieve water use reduction goals :**

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**The website URL where information about the institution's water conservation initiatives is available :**

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# Stormwater Management

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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## Criteria

### *Part 1*

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

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

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

### *Part 2*

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

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

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

---

## Submission Note:

We follow a Stormwater Management plan that is standard for Richmond and the State of Indiana.

The retention ponds were a project done mainly by the Biology department, specially John Iverson, aiming to support the local amphibians and reptiles, as well as reducing the impact of stormwater runoffs.

"---" 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 :**

The Earlham College follows the Storm Management Pollution Prevention Plan (SWPPP) includes:

I) determined Spill-Clean-Up Procedures:

A) Stop the spill

B) Instructions for the Containment and Clean-Up of the Spill

and

II) Best Management Practices (BMP's) to Reduce Storm Water Pollution:

A) In Construction Sites, follow determined strategies of:

Sediment and Erosion Control

-Vegetation

– permanent or temporary protection with plants and grasses

-Mulching

– straw or wood mulch, erosion control blankets

- Silt Fence

- Inlet Protection – filter fabric or stone berm

- Check Dams – rock or straw bale

- Construction entrances should be constructed and maintained

Waste Management

-Control trash and debris by using designated containers with lids and containment

-Secure trash on trucks prior to transport using tarps or other approved methods

-Keep trash and litter picked up before it leaves the site

B) For Fleet Maintenance, follow determined strategies of:

Fueling

Leaks and Spills

Cleaning and/or Washing

Disposal

C) Material Storage procedures

Follow MSDS instructions

Store in original or other clearly marked container

Store in sealed containers indoors when possible or outside under roof when necessary

use secondary containment

Inspect containers on a regular basis

Aggregate materials shall be stored in a manner to prevent migration of material off-site during rains and away from storm drains

Salt shall be stored under roof and away from storm drains

D) Determined procedures for Storm Water Conveyance System Maintenance

E) Street Maintenance guidelines for:

-Striping

-Pavement Repair

F) Grounds Maintenance guidelines

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

<http://cs.earlham.edu/~sustainability/index.php/Operations#Water>

**Does the institution have a living or vegetated roof? :**

No

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

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**Does the institution have porous paving? :**

Yes

**A brief description of the institution's porous paving :**

Behind one of our college houses, we have porous pavement for the parking lot size 20'x20' installed of Modular Concrete Turfstone Pavers.

**Does the institution have retention ponds? :**

Yes

**A brief description of the institution's retention ponds :**

Three out of the five ponds we have at the back-campus area work as retention ponds: Cope pond, Word pond and Markle pond. They were all made in 2007 and each has about 100 feet of diameter and 4 to 5 feet of depth.

They stop the runoff from the playing fields and the horse barn from reaching the back-campus woods and affecting its soil.

These ponds fill in Spring and dry up in the Summer, nourishing the local wildlife.

**Does the institution have stone swales? :**

No

**A brief description of the institution's stone swales :**

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**Does the institution have vegetated swales? :**

No

**A brief description of the institution's vegetated swales :**

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**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 :**

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# Waterless Urinals

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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

### Does the institution use at least one waterless urinal? :

Yes

### A brief description of the technology employed :

We have two Patented Cartridge Sloan Waterfree Urinal WES-1000. Their liquid-sealed cartridge filters are replaceable and biodegradable. Liquids enter the drain and sediments are collected for disposal when the cartridge is replaced after 6,000 to 7,000 uses. Multiplying each use by 1.6 gallons of water (to compare to low flow toilets) or by 3.5 (to compare to older units) shows a saving of 9,600 to 24,500 gallons of water.

### The website URL where information about the technology is available :

[http://cs.earlham.edu/~sustainability/index.php/Operations#Waterless\\_Urinals](http://cs.earlham.edu/~sustainability/index.php/Operations#Waterless_Urinals)

# Building Water Metering

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**Responsible Party**

**Cindy Callahan**

Assistant Director of Facilities  
Facilities

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

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

No

**A brief description of the water metering employed :**

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

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**The website URL where information about the practice is available :**

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## Non-Potable Water Usage

"---" 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? :**

No

**A brief description of the source of non-potable water and how it is used :**

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**The percentage of irrigation water usage from recovered, reclaimed or untreated sources :**

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**The percentage of building space using water from recovered, reclaimed or untreated sources :**

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**The percentage of water used in utility plants from recovered, reclaimed or untreated sources :**

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

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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"---" 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 :**

Xeriscaping is used on a total of 15 buildings.

Earlham College follows the practices of Xeriscaping throughout its campus buildings and grounds. From

[www.eartheasy.com](http://www.eartheasy.com)

there are 7 practices of Xeriscaping.

1. Reducing the use of water: Each plant is chosen for the location of the building with regards to the direction and the sun. Mulch is used routinely, and no irrigation system is in place we water by hand only when necessary.
2. Soil improvement: we use cow manure and peat moss while planting the chosen flowers, mulching each year to retain the soil quality, and choose organic fertilizers when necessary.
3. Create Limited turf: with a campus as large as we are we have a hard time creating limited turf area however we do plant trees and have a large amount of trees on campus to help with the area and create a canopy. We also mulch the leaves during the fall to help promote the soil.
4. Choose the right plants: We try to use drought friendly and native hardy plants wherever possible we use natural grasses, succulents, Native plants, and wildflowers along with conifers to create a show of color for each building. While choosing annuals we use marigolds,
5. Mulch we use several tons of mulch per year to all our areas of landscaping. It is applied at least 3 inches thick and placed around all plants to help keep in moisture. We use mulch from a wholesale dealer in Indiana
6. Irrigate: we only hand irrigate when necessary.
7. Maintain your landscape: we have a crew that constantly maintains the landscaping of the college. In drought conditions we do not mow the grass and let it grow and we weed regularly by hand or by low grade chemicals.

Other comments: while construction is involved on campus we try to maintain areas of top soil from being removed and put into place erosion control barriers. We buy our plants from reputable dealers that field raise their plants. On steep slopes we try when possible to leave natural or plant erosion controlling plants. Our mowing height is around 2-3 inches and we do not pick up the clippings but let lay to decompose back into the ground. And when at all possible we use IPM to deter pests from becoming a problem.

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

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)



# Weather-Informed Irrigation

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## Responsible Party

**Ian Smith**  
Director of Facilities  
Maintenance

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

### **Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :**

Yes

### **A brief description of how weather data or sensors are used :**

Irrigation is only used on the Athletic Fields, and the sprinkler system is attached to a rain gauge that prevents the system from operating if there has been a measurable amount of rain.

### **The website URL where information about the practice is available :**

[http://cs.earlham.edu/~sustainability/index.php/Operations#Weather-Informed\\_Irrigation](http://cs.earlham.edu/~sustainability/index.php/Operations#Weather-Informed_Irrigation)

# 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.

<b>Credit</b>
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

# Sustainability Coordination

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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.

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*"---" 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 :

The Environmental Responsibility Committee (ERC) monitors and encourages the implementation of the Earlham Environmental Plan, provides consistent and long-term oversight and coordination for campus environmentally-oriented activities, serves as the central point of information and education on campus environmental issues, and makes recommendations to appropriate persons or college units. To this end, the ERC works independently and in conjunction with other organizations to raise awareness and to find solutions to sustainability issues in our community.

## Members of the committee, including affiliations :

Jay Roberts (Director of the Center for Environmental Action, ex-officio)

James Farmer (Associate Director of the Center for Environmental Action, ex-officio)

Ian Smith (Director of Facilities, ex-officio)

Judy Wojcik (Teaching Faculty), 1/10 - 12/12

Kalani Seu (Teaching Faculty), 7/10 - 6/13

Vacant (Administrative Faculty)

Jana Schroeder (Administrative Faculty), 7/10 - 6/13

Bobbi Cayard-Roberts (Staff), 10/11 - 12/13

Daniel Vargas (Student)

Sarah Waddle (Student)

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

<http://www.earlham.edu/environment/content/environcomm.html>

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

Yes

**A brief description of the sustainability office :**

The Center for Environmental Action's mission is to enhance the teaching and learning experience at Earlham in relation to environmental issues (especially sustainability). The Center acts as a catalyst for sustainability on campus through our film and speaker series and "learning laboratory" projects.

Just a couple of many recent projects:

-The Center for Environmental Action recently designed Earlham's Sustainability Map and Tour of campus.

-Earlham's Green Office Program was developed in 2011 by the Center for Environmental Action (CEA) and the Environmental Responsibility Committee with the purpose of fostering awareness and implementation of sustainable practices in Earlham campus offices with the goal of reducing energy use and waste production across campus.

**The number of people employed in the sustainability office :**

6

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

<http://www.earlham.edu/center-environmental-action>

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

No

**Sustainability coordinator's name :**

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**Sustainability coordinator's position title :**

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**A brief description of the sustainability coordinator's position :**

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**The website URL where information about the sustainability coordinator is available :**

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# Strategic Plan

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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 :

2012

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

Yes

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

The plan includes a statement about making sustainability efforts more visible integrated and effective and references the comprehensive sustainability as the guiding document to make that happen. Sustainability is one of the top 13 initiatives within the strategic plan.

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

Yes

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

The strategic plan specifically lists sustainability in its top 13 priorities and references the College's Comprehensive Sustainability Plan as the guiding document to improve sustainability. Within the CSP, there is an entire section on social dimensions of sustainability including diversity, equity, human resources, and other areas of social sustainability.



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

Yes

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

Financial sustainability is both listed at the very top of the document as well as is discussed within the Comprehensive Sustainability Plan.

**The website URL where information about the strategic plan is available :**

<http://www.earlham.edu/about/college-planning>

# Physical Campus Plan

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## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

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## 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.

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"---" 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 Master Plan (physical Plan) was adopted in November, 2004. It states, regarding sustainability measures, that Earlham shall:

- 1: Site and design new buildings to maximize winter solar gain and minimize summer solar gain...etc.
- 2: Seek LEED or similar certification for buildings- remodeled and new buildings.
- 3: Evaluate full costs of new buildings and renovations over entire life cycle rather than initial costs.
- 4: Increase use of native plant species in landscaping.
- 5: Explore alternative energy sources - use Earlham land.
- 6: Decrease vehicle circulation on campus, consider effects of noise pollution from trucks and mechanical systems.
- 7: Reduce storm water run off - integrate with landscaping.
- 8: Increase proportion of construction waste that is recycled.

## The year the physical campus plan was developed or adopted :

2004

## The website URL where the physical campus plan is available :

<http://www.earlham.edu/president/documents/pdf/masterplanvision.pdf>



# Sustainability Plan

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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 Environmental Responsibility Committee (composed of faculty, staff and students) held several community-wide consultations regarding sustainability issues on campus. We met with faculty and staff in smaller meetings, met with student senate as a group, and presented twice in front of the entire faculty. We also used a survey tool to take a "snapshot" of how the campus currently thinks about sustainability efforts on campus.

## A brief description of the plan's measurable goals :

The comprehensive sustainability plan identifies 4 major areas: 1. Curriculum; 2. Community; 3. Operations; and 4. Coordination. Within these major areas, we have approximately 25 major institutional recommendations and several suggestions to improve sustainability efforts on campus. Each major recommendation has a "Responsible Office(s)" list associated with it. The plan is also referenced specifically in the College's newly developed Strategic Plan as the means by which we will endeavor to improve our sustainability efforts.

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

Progress will be measured by an annual assessment of the recommendations and whether or not they have been completed, in progress, not started, deferred, or dropped. The Sustainability Advisory Committee will be responsible, along with the sustainability coordinator, in making these assessments to the responsible parties.

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

<https://www.earlham.edu/center-environmental-action/comprehensive-sustainability-plan>

**The year the plan was developed or last updated :**

2012

# Climate Action Plan

## Criteria

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

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"---" 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? :**

No

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

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

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**Year the climate plan was formally adopted or approved :**

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

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

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

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

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

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

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**The website URL where information about the climate plan is available :**

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Trayce Peterson**

Director of multicultural affairs

Multicultural Affairs

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## 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.

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### Submission Note:

At this point I need to do a little more reading of the document. It is obvious that diversity needs are being met, I have yet to see proof that income needs are being met.

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

## Does the institution have a diversity and equity committee? :

Yes

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

The Diversity Aspiration Statement emphasizes our efforts as a learning community “to create social justice” and “to treat all humans with respect, honoring human dignity.” The Office of Multicultural Affairs affirms and supports these aspirations by initiating intercultural communication, providing training and workshops and bringing diverse speakers and groups to campus.

The Diversity Progress Committee (DPC) is charged with assessing and monitoring progress on our aspirations.

## Members of the committee, including job titles and affiliations :

The Diversity Progress Committee (DPC) is made up of the following members:

Nelson Bingham (Provost, ex officio)

Lyn Miller (Associate Academic Dean, ex officio)

Nancy Sinex (Acting Vice President and Dean of Admissions & Financial Aid, ex officio)

Dana North (Acting Director of Human Resources, ex officio)

Cheryl Presley (Vice President and Dean of Student Development, ex officio)

Trayce Peterson (Director of Multicultural Affairs, ex officio)

Holly McDonald, SEC Representative

In addition, we have the following organizations that work towards diversity and equity on-campus:

Asian Student Union

Black Ladies United at Earlham  
Black Men United  
Black Student Union  
Pan African Society at Earlham  
Sociedad de Estudiantes Latinos  
Spectrum  
Students for Peace & Justice in Palestine  
Womyn's Center

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

<http://www.earlham.edu/~diversity/>

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

Yes

**A brief description of the diversity office :**

The Office of Multicultural Affairs responds to the needs of students and the institution's commitment to diversity. The staff works with students to promote and encourage dialogue between underrepresented and majority student populations. The Office of Multicultural Affairs seeks to create an environment that allows students to cultivate a curiosity and appreciation of human differences. Earlham's Diversity Aspiration Statement emphasizes our efforts as a learning community "to create social justice" and "to treat all humans with respect, honoring human dignity." Often diversity is defined through racial, ethnic, and cultural lenses, however, at Earlham College, in addition to those categories, we embrace religious pluralism.

**The number of people employed in the diversity office :**

2

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

<http://www.earlham.edu/multicultural-affairs>

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

Yes

**Diversity coordinator's name :**

Trayce Peterson

**Diversity coordinator's position title :**

Director of Multicultural Affairs

**A brief description of the diversity coordinator's position :**

The Office of Multicultural Affairs works to be responsive to the needs of students and the institutional commitment to diversity. We work to promote and to encourage awareness of culture and ethnicity throughout the community by offering a wide range of programs, [Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

services, and activities. We affirm ethnic identity and strongly encourage students to involve themselves in all facets of the college community.

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

<http://www.earlham.edu/~sas/diversity/>

# Measuring Campus Diversity Culture

## 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.

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### Submission Note:

I know that we have a diversity committee which does do a diversity progress report. However, I need to find where it is written that the assessments are used to shape policy. Perhaps somewhere in the report- I have just skimmed until now, but I will start reading it more in-depth.

*"---" 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? :**

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

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**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 :**

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

[https://moodle.earlham.edu/file.php/147/Presidents\\_Office/2011-01-Spring/Diversity\\_Report\\_Analysis\\_and\\_Interpretation\\_3.pdf](https://moodle.earlham.edu/file.php/147/Presidents_Office/2011-01-Spring/Diversity_Report_Analysis_and_Interpretation_3.pdf)

# Support Programs for Underrepresented Groups

## Criteria

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

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"---" 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? :**

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

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

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

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

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# Support Programs for Future Faculty

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## Responsible Party

**Greg Mahler**  
Academic Dean  
Academic Administration

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## 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 :

We have a post-doctoral fellowship program in cooperation with the University of New Mexico to hire new faculty members from historically underrepresented groups (Hispanic and Native American) for a two-year post-doctoral fellowship teaching position with the College.

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

<http://www.earlham.edu/academic-deans-office>

# Affordability and Access Programs

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## 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.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?**

:

Yes

**A brief description of the institution's participation in federal TRIO programs :**

N/A

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

Earlham uses a combination of (1) Federal Title IV Student aid grant/loan/work programs, (2) State student aid grant programs, and (3) commits a significant portion of its' budget to need-based student financial aid.

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

The Summer Writing Intensive is a program that assists many of our incoming students that struggle with reading comprehension and writing. Many of these students are from low-income backgrounds. The director of this program is Donna Keesling

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

College for a Day (CFD) is a program run through the Admissions office that welcomes 8th graders from Wayne county public and private schools to visit the campus. The mission of CFD is to incite enthusiasm in youth about attending college and help them understand what is expected for admission to college. One teacher spoke of the program in this way, “Many participants in the program have never thought college could be in their future, but this experience helps them realize what college could offer them.” -Joe Lopez (campus coordinator)By prompting this excitement and demonstrating that with hard work college can be a reality, it is the program’s primary goal that more youth will further their education after high school.

College for a Day was established by the Wayne County Foundation and includes three local higher education institutions, a technical school, commuter college, and a traditional four year liberal arts school. CFD reaches hundreds of youth, Earlham hosts four to five programs a year, with approximately 80-100 students participating in each one. Students learn a great deal during their time on campus. They are both engaged in experiential learning at the Joseph Moore Museum of Natural History and in learning about student life in the residence halls and Athletics & Wellness Center.

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

The Earlham College Grant is awarded to students who could not afford to attend Earlham without financial aid support. Many of Earlham's endowed aid funds are also targeted towards students needing financial help to afford Earlham.

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

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

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

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

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

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

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# Gender Neutral Housing

## Submission Note:

Talked to Kevin Schaudt about this, and he gave me the reply shown above. Still looking for a specific place this is mentioned.

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

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

No

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

While Earlham does not have any specific policies governing housing assignments for transgender/transitioning students, we do as a matter of practice work with all students to find comfortable living arrangements.

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

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## Employee Training Opportunities

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

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

No

**A brief description of the cultural competence trainings and activities :**

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

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## Student Training Opportunities

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

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

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**A brief description of the cultural competence trainings and activities :**

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

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Kenneth Selm**  
Human Resources Director  
Human Resources

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## 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.

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### Submission Note:

Due to the sensitive nature of this information we cannot make it available to the public.

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

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

537

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

412

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

Through the use of wage surveys that provide information on wages paid by comparable institutions and by providing annual pay increases based upon the college's ability to pay.

**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 :**

2008

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

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# Employee Satisfaction Evaluation

## 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.

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*"---" 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? :**

No

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

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**The year the employee satisfaction evaluation was last administered :**

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

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# Staff Professional Development in Sustainability

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## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

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## Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

**Does the institution make training and professional development opportunities in sustainability available to all staff? :**

Yes

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

Earlham's Green Office Program was developed in 2011 by the Center for Environmental Action (CEA) and the Environmental Responsibility Committee with the purpose of fostering awareness and implementation of sustainable practices in Earlham campus offices with the goal of reducing energy use and waste production across campus. By participating in the program, campus staff and faculty have the opportunity to review their current sustainability practices and work with the CEA to increase their portfolio of sustainability practices.

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

<http://www.earlham.edu/center-environmental-action/green-offices-program>

# Sustainability in New Employee Orientation

## Criteria

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

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*"---" 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? :**

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

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**The website URL for the information about sustainability in new employee orientation :**

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# Employee Sustainability Educators Program

## 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.

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

**Total number of people employed by the institution :**

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**Program name (1st program) :**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Responsible Party**

**Nelson Bingham**

Provost

Office of the President

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*"---" 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 :**

Earlham College has a cooperative arrangement with the Pauline Trueblood Child Development Center for care of Earlham-related pre-school children. Earlham provides indoor and outdoor space for this center at no charge and contributes an annual subsidy of \$750 per Earlham-related child participating in that program.

Trueblood is a privately owned, not-for-profit organization serving children from 33 months up to 5 years who are fully potty trained. The preschool has a maximum child-to-teacher ratio of eight to one and averages about five to one on a daily basis. The low child-to-teacher ratio allows for a very interactive and individualized learning environment. At Pauline Trueblood Child Development Center, teachers provide a nurturing environment where children learn by doing. The classroom activities and learning centers are designed to stimulate, challenge, and enhance each individual child's creativity, social skills, motor skills, cognitive abilities, and academic readiness. Teachers work cooperatively with children to provide good examples of valuing, respecting, and learning from each other as well as the world around them. Our daily schedule integrates structured, adult-directed educational activities and child-directed, free play that serves as a vehicle for discovery-based learning, supported by trusted and knowledgeable teachers. Our teachers plan and implement theme based curriculum, small group projects, and other pre-kindergarten activities to take place throughout the day. Children are given a balance of indoor and outdoor time as well as active and quiet periods. Trueblood admits students of any race, color, ethnic origin, religion, and cultural background.

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

<http://sites.google.com/site/truebloodpreschool/Programs>

# Employee Wellness Program

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## Responsible Party

**Kenneth Selm**  
Human Resources Director  
Human Resources

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### Submission Note:

Horizon health has been bought by Aetna. Aetna has assured The Standard that they will continue to provide EAP services as Horizon Health.

"---" 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 :

Earlham employs Horizon Health as our employee assistance program through our long-term disability coverage provider The Standard. A master's level Member Advocate from Horizon Health EAP Services will confidentially consult with the employee or family member over the telephone and help the caller find solutions and resources to meet life's challenges. The Member Advocate will provide consultation, resources, an action plan and information to help the caller address their issue. They may also refer the caller to a support group, community resource, a Horizon network counselor or our health plan.

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

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

# Socially Responsible Retirement Plan

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## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

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*"---" 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 :**

Socially responsible investing refers to a philosophy of investing that considers social concerns as well as financial criteria. Although definitions of the strategy vary, it essentially means that fund managers screen companies with the objective of avoiding those that may be perceived as having a potentially negative impact on the environment and society, while favoring companies that may be considered as having a more positive impact based upon criteria set forth or used by the investment manager.

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

<https://www.tiaa-cref.org/public/index.html>

# 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.

<b>Credit</b>
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure



# Committee on Investor Responsibility

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## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

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## 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.

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*"---" 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?

:

Yes

## 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 :

The Socially Responsible Investment Advisory Committee is a committee of both the Earlham Board of Trustees and the Earlham Foundation Board of Directors. The SRIAC is charged with the responsibility for proxy voting on corporate governance and social responsibility issues, for monitoring securities held by investment managers in separately managed accounts, for maintaining a list of excluded companies, for engaging corporations in order to change corporate behavior and improve society, and for engaging its constituent communities in education and consultation.

## Members of the CIR, including affiliations :

The positions for SRIAC are as follows:

3 Trustees/Directors appointed by the Earlham Board of Trustees

and the Earlham Foundation Board of Directors with at least one representative from each body.

3 Earlham Students (one of whom is an ESR student)

3 Earlham Faculty (one of whom is the Vice President for Financial Affairs)

[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

**Current Committee Members:**

Sena Landey (Vice President for Financial Affairs, ex officio)

Marc Benamou (Faculty), 7/10 - 6/13

Mark Lautzenheizer (Faculty), 7/09 - 6/12

Silviano Valdez (Student)

Juan Manuel Ibañez (Student)

**Recent examples (within the past 3 years) of CIR actions :**

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

<http://www.earlham.edu/policies/investing.html>

## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

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## 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.

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### Submission Note:

We only screen separately managed portfolios to exclude alcohol, gambling, tobacco and defense.

The Social Responsibility Investment Advisory Committee (SRIAC) votes corporate proxies on ESG resolutions. In addition, SRIAC keeps a watch list of companies that may be engaging in behaviors that warrant more active engagement.

*"---" 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 Social Responsibility Investment Advisory Committee (SRIAC) votes corporate proxies on ESG resolutions. In addition, SRIAC keeps a watch list of companies that may be engaging in behaviors that warrant more active engagement. Shareholder advocacy. In cases in which there are concerns about issues of corporate social responsibility, then the SRIAC, acting on its own behalf or in concert with other socially responsible investors, may engage corporations to change that behavior. The SRIAC may participate with organizations such as the Interfaith Center for Corporate Responsibility (ICCR) or Friends Fiduciary Corporation. The SRIAC shall notify the Earlham Board of Trustees and the Earlham Foundation of its intent to act with a specific company on a given issue. Either the Earlham Board of Trustees or the Earlham Foundation may refuse to approve such action. The refusal and the rationale shall be provided in writing to the other two bodies. If efforts to reconcile differences of opinion among the three bodies are not successful, the Trustees will again be the final arbiter.

**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 :**

[http://cs.earlham.edu/~sustainability/index.php/Planning%2C\\_Administration%2C\\_and\\_Engagement#Investment](http://cs.earlham.edu/~sustainability/index.php/Planning%2C_Administration%2C_and_Engagement#Investment)

# Positive Sustainability Investments

## 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.

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

### **Total value of the investment pool :**

286000000 *US/Canadian \$*

### **Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

12000000 *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 :**

12000000 *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 :**

0 *US/Canadian \$*

### **A brief description of the companies, funds, and/or institutions referenced above :**

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### **The website URL where information about the institution's sustainability investment activities is available :**

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## Student-Managed Sustainable Investment Fund

"---" 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 :**

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**The website URL where information about the fund is available :**

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## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

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"---" 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? :**

Yes

### **A brief description of the sustainable investment policy :**

As an educational institution, Earlham should consider the impact of its financial investments upon the broader society. Because Earlham College was founded by Quaker yearly meetings, which still appoint a majority of the members of the Board of Trustees, it is fitting that Earlham's investing principles and actions should reflect the values of the Religious Society of Friends.

These values include the belief that the life and dignity of every person should be respected. Growing out of this belief are the Quaker testimonies concerning peace, equality, integrity, simplicity and goodwill among people and nations.

Earlham hopes that, through the operation of its investment program and acting in concert with other like-minded investors, Earlham can give witness to the above values.<sup>1</sup> Contributions toward these objectives can perhaps be accomplished either (1) by means of investing or not investing in the securities of particular corporations or government or (2) through action as a share- or bond-holder, again acting in concert with others, within the corporate structure.<sup>2</sup> Admittedly, the majority of investments that Earlham and other buyers make in the equity<sup>3</sup> and fixed income<sup>4</sup> markets represent a transfer of funds between the buyer and the seller and have no direct impact — financial or otherwise — upon the corporation whose securities are being traded.

Management of an educational endowment must, of course, give high and sustained attention to the responsibility to produce maximum return in order to serve Earlham's educational mission.<sup>5</sup> By delegation from the Earlham College Board of Trustees, the Earlham Foundation serves as the Investment Committee of the College Board to assist the Board in fulfilling its fiduciary responsibility to safeguard endowment assets, including quasi-endowment funds, and to achieve favorable returns on those investments to help defray current operating expenses and to assume the long-term financial health of the College and ESR through prudent investment practices and policies. The Earlham Board of Trustees is charged with the ultimate responsibility for the adoption and interpretation of socially responsible investment policies. The Earlham Foundation is expected to adhere to such policies in managing the endowment but must consider their impact, overall or with respect to specific investments, on its charge to be a prudent and financially responsible overseer of the investment of endowment funds in making investment decisions. Both the Board of Trustees and the Foundation look to the SRIAC for guidance in meeting these responsibilities. The Directors of the Earlham Foundation have the responsibility for selecting managers with whom investments are made and for determining actions taken as to each such investment. To assist the directors and investment managers in carrying out these responsibilities in light of the societal concerns mentioned above, the boards of Earlham College and the Foundation have established the Socially Responsible Investment Advisory Committee ("SRIAC").



**The website URL where information about the policy is available :**

<http://www.earlham.edu/policies/investing.html>

## Investment Disclosure

"---" 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 :**

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**The website URL where information about investment disclosure available :**

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# 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.

<b>Credit</b>
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

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## Responsible Party

**Derric Watson**

Director of Bonner Center for Service and Vocation  
Bonner Center for Service and Vocation

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## 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.

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*"---" 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 :

Earlham has partnerships with Cope Environmental Center, Galileo Charter School, The Mayor's Office and The City of Richmond, and Parks and Recreation Department.

Earlham has a formal partnership with Richmond's Cope Environmental Center. This center promotes the sustainable use of the Earth's resources through education, demonstration, and research. Cope offers a variety of seasonally appropriate activities for school children such as maple sugaring in early spring. There is a Sustainable Living Demonstration Home on the grounds to show how an existing home can be made more energy efficient and environmentally friendly through relatively simple alterations. An extensive network of hiking trails is open to the public, and the center has a large collection of conifers including trees native to this area. The cope center has teamed up with Earlham student volunteers as well as Earlham work-study programs to assist with administrative tasks, research for grants, taking care of the facilities and grounds, and to help develop and lead programs such as assisting with events for school groups. Contact Stephanie Hays-Mussoni (director) at

[s.hays@copeenvironmental.org](mailto:s.hays@copeenvironmental.org)

for more information. Earlham is partnered with the Galileo Charter School, a public school for grades K-3. The Galileo Charter School is currently in the process of developing an after-school environmental club with the help of Earlham students. Earlham enjoys a partnership with the Mayor's Office in the city of Richmond. In the past, Earlham students and faculty have helped with seasonal projects such as Spring/Fall Neighborhood clean-up. Students have also engaged in a recycling awareness project which increases awareness of and implementation of sustainable practices in the city building. Volunteers have collected, weighed, and recorded recycling and designed educational bulletin boards and displays. They have also coordinated canvassing of neighborhoods to increase awareness and utilization of the city's curbside recycling program. Other opportunities to work on projects on sustainability have included the efforts to enhance and preserve Richmond's designation as a CLEAN city in conjunction with the Richmond Wayne County Environmental Action Council. Earlham and the Parks and Recreation of Richmond are partners. Richmond maintains a number of parks throughout the city. The parks sponsor a number of events and activities for people of all ages. Earlham students have assisted with event planning and marketing, helped with ongoing and one-time children's programs which include monthly nature programs for kids, helped with events at the Senior

Community center, and helped to maintain park grounds.

**The website URL where information about sustainability partnerships is available :**

[http://cs.earlham.edu/~sustainability/index.php/Planning%2C\\_Administration%2C\\_and\\_Engagement#Community\\_Sustainability\\_Partnerships](http://cs.earlham.edu/~sustainability/index.php/Planning%2C_Administration%2C_and_Engagement#Community_Sustainability_Partnerships)

# Inter-Campus Collaboration on Sustainability

---

## Responsible Party

**Jay Roberts**

Assistant Professor of Education; Director Wilderness Programs  
Education

---

## 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 :**

Jay Roberts has listed his STARS environmental colloquium syllabus and educational process on the STARS syllabus resource website.

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

AASHE

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

Earlham, as part of being a member of the Great Lakes College Association (GLCA) has taken part in at least five intercollegiate gatherings and events in the last five years.

-The GLCA sponsored Focus The Nation gathering in Ann Arbor, MI in 2007. Two staff attended the event.

-The GLCA sponsored environmental studies and sustainability curriculum workshop at Depauw University in 2006. Jay Roberts and Scott Hess attended.

-The GLCA sponsored sustainability conference at Dennison University in 2009.

-A number of students have participated in both regional and national Powershift events.

Earlham also participates in the Indiana Green Campus Network (IGCN) along with Notre Dame, Indiana University, Depauw, Goshen, Ball State, Butler, and Purdue. This network was formed in 2010 to discuss collaborating on statewide energy-related policy issues and initiatives. The group has met twice and has a working list-serve to facilitate conversation.

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

[http://cs.earlham.edu/~sustainability/index.php/Planning%2C\\_Administration%2C\\_and\\_Engagement#Inter-Campus\\_Collaboration\\_on\\_Sustainability](http://cs.earlham.edu/~sustainability/index.php/Planning%2C_Administration%2C_and_Engagement#Inter-Campus_Collaboration_on_Sustainability)

# Sustainability in Continuing Education

## 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? :**

---

**Number of sustainability continuing education courses offered :**

---

**Total number of continuing education courses offered :**

---

**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

---

**A brief description of the certificate program :**

---

**Year the certificate program was created :**

---

**The website URL where information about sustainability in continuing education courses is available :**

---



# Community Service Participation

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## Responsible Party

**Derric Watson**

Director of Bonner Center for Service and Vocation

Bonner Center for Service and Vocation

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## 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 :**

662

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

1095

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

<http://www.earlham.edu/bcsv/content/service/index.html>

# Community Service Hours

---

## Responsible Party

**Derric Watson**

Director of Bonner Center for Service and Vocation

Bonner Center for Service and Vocation

---

## 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 :**

42345

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

1095

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

<http://www.earlham.edu/bcsv/content/service/index.html>

# Sustainability Policy Advocacy

## 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 :**

---

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

---

# Trademark Licensing

---

## Responsible Party

**Dick Smith**

Vice President for Financial Affairs

Financial Affairs

---

## 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? :**

Yes

**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 :**

[http://cs.earlham.edu/~sustainability/index.php/Planning%2C\\_Administration%2C\\_and\\_Engagement#Trademark\\_Licensing](http://cs.earlham.edu/~sustainability/index.php/Planning%2C_Administration%2C_and_Engagement#Trademark_Licensing)

## Graduation Pledge

"---" 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 :**

---

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

---

## Community Service on Transcripts

"---" 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 :**

---

**The website URL where information about the practice is available :**

---

## Farmers' Market

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

**Does the institution host a farmers' market for the community? :**

---

**A brief description of the farmers' market :**

---

**The website URL where information about the market is available :**

---

# 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.

---

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

**A brief description of the innovative policy, practice, program, or outcome :**

---

**A letter of affirmation from an individual with relevant expertise :**

---

**The website URL where information about the innovation is available :**

---

## 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.

---

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

**A brief description of the innovative policy, practice, program, or outcome :**

---

**A letter of affirmation from an individual with relevant expertise :**

---

**The website URL where information about the innovation is available :**

---

## 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.

---

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

**A brief description of the innovative policy, practice, program, or outcome :**

---

**A letter of affirmation from an individual with relevant expertise :**

---

**The website URL where information about the innovation is available :**

---

## 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.

---

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

**A brief description of the innovative policy, practice, program, or outcome :**

---

**A letter of affirmation from an individual with relevant expertise :**

---

**The website URL where information about the innovation is available :**

---

# 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.

<b>Credit</b>
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

**Kumar Jensen**

Student

Environmental Studies

---

## 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? :**

No

**Provide a brief description of the presentations, speakers or skits :**

---

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

Yes

**Provide a brief description of the presentations :**

Residential Advisors instruct their incoming students on recycling and simple sustainability measures (turning off lights in communal areas, keeping windows closed to conserve energy, etc.)

**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 :**

Past projects have included partnering with local energy provider Richmond Power & Light to give away CFLs, power strips and Kill-a-watts (energy consumption meter) to students, fun and educational activities involving discerning recyclable materials from non-recyclable, as well as a local bike ride around Richmond pointing out significant sustainability-related locations such as the local Clear Creek Food Co-op. Students in the dining hall help direct new students on composting food.

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

No

**Provide a brief description of the efforts :**

---

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

No

**Provide a brief description :**

---

# Food Education

## 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? :**

---

**Provide a brief description :**

---

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

---

**Provide a brief description :**

---

**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? :**

---

**Provide a brief description :**

---

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

---

**Provide a brief description of the program :**

---



# Food and Beverage Purchases

## 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 :**

---

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

---

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

---

**List items procured for dining services from on-campus organic garden(s) :**

---

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

---

**List all Fair Trade certified items purchased :**

---

# Confinement-Free Food Purchases

## 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 :**

---

**Percentage purchased :**

---

**Comments :**

---

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

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

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

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**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

## 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) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

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

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

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

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of vegetarian-fed product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

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

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Hormone-Free Food Purchases

## 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) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

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

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

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

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

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

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

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

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Seafood Purchases

## 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) :**

---

**Percentage purchased (1st product) :**

---

**Standard used (1st product) :**

---

**Comments (1st product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Standard used (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :**

---

**Percentage purchased (3rd product) :**

---



**Standard used (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Standard used (4th product) :**

---

**Comments (4th product) :**

---

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

---

**Percentage purchased (5th product) :**

---

**Standard used (5th product) :**

---

**Comments (5th product) :**

---

# Dishware

## 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? :**

---

**Does the institution offer plastic dishware at its dining services locations? :**

---

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

---

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

---

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

---

**Does the institution offer other types of dishware at its dining services locations? :**

---

**Provide a brief description. :**

---

# Energy Initiatives

## 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 :**

---

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

---

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

---

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

---

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

---

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

---

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

---

**The names of all buildings that are ENERGY STAR labeled :**

---

# Energy Use by Type

## 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. :**

---

**The percentage of total electricity use from wind. :**

---

**The percentage of total electricity use from biomass. :**

---

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

---

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

---

**The percentage of total electricity use from geothermal. :**

---

**The percentage of total electricity use from nuclear. :**

---

**The percentage of total electricity use from hydro. :**

---

**The percentage of total electricity use from other. :**

---

**Provide a brief description. :**

---

**The percentage of total energy used for heating buildings from coal. :**

---

**The percentage of total energy used for heating buildings from biomass. :**

---

**The percentage of total energy used for heating buildings from electricity. :**

---

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

---

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

---

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

---

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

---

**Provide a brief description. :**

---

**If cogeneration, please explain. :**

---

# Procurement

## 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) :**

---

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :**

---

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

---

**Does the institution's vendor code or policy require vendors to use less packaging? :**

---

# Bike Sharing

## 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 :**

---

## Water Initiatives

### 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? :**

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

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**Does the institution meter any of its non-potable water usage? :**

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**The percentage of urinals on campus that are waterless :**

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# Endowment

## Criteria

Institution provides details about its endowment.

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"---" 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 :**

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**Date as of :**

---

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

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

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**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) :**

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**Size of capital commitments made within past 3 years :**

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**Provide a brief description :**

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**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)? :**

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**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)? :**

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

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

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

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

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

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

---

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

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

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

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

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

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

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

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

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# Sustainability Staffing

## Criteria

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

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*"---" 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) :**

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**FTE staff on payroll :**

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**FTE student intern/fellow :**

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