

Marlboro 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.

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

We do not think that these two positions quite meet the requirements of this credit. However, we felt that they were in the spirit of the credit and so wanted to include them.

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

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

260

Program name (1st program) :

Environmental Quality Assistant for Recycling

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

260

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

This is a student-employment position for 5 hrs/week. It has the responsibility of educating the whole community on issues regarding recycling, including developing signage to accompany all recycling bins on campus.

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

Application procedure to the elected Environmental Quality Committee.

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

No formal training; staff, faculty and student members of the Environmental Advisory and Environmental Quality Committees support the person in the position as needed.

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

Paid 5hrs/week; works closely with staff, faculty and student members of the Environmental Advisory and Environmental Quality Committees.

The website URL for 1st Program :

Program name (2nd program) :

Environmental Quality Assistant for Composting

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

260

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

This is a student-employment position for 5 hrs/week. It includes the responsibility of educating the whole community on issues regarding composting.

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

Application procedure to the elected Environmental Quality Committee.

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

No formal training; staff, faculty and student members of the Environmental Advisory and Environmental Quality Committees support the person in the position as needed.

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

Paid 5hrs/week; works closely with staff, faculty and student members of the Environmental Advisory and Environmental Quality Committees.

The website URL for 2nd program :

Program name (3rd program) :

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

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

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

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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) :

Lightbulb Challenge

A brief description of the campaign(s) :

Louisa Jenness, a Plant Ops student employee, initiated an inter-dorm competition to reduce the number of bulbs needing to be replaced in the dorms (and hence also reduce the energy consumption of those dorms).

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

Number of bulbs needing replacement dropped from 25-50/wk to under 10/wk from the Fall semester to the Spring. Information on the hoped for electricity use decreases will be available in July.

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

Sustainability in New Student Orientation

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

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

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

Yes

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

Sustainability features throughout orientation for new students. Some examples:

All students participate in a pre-semester "Bridges" trip. Many feature outdoor activities for which Leave No Trace practices are taught and followed.

Planned activities for the 2012 incoming class include a discussion with KP Petersen (Plant Ops) for all students about effectively and efficiently using the dorms' heating systems and other infrastructure.

Each new student (indeed, every resident student, staff and faculty) will receive an LED lightbulb accompanied with a flyer discussing energy efficiency.

The theme for orientation in 2012 is Land, Community and Resilience, a topic that will allow incorporation of many educational opportunities regarding sustainability, including a "community read": a book that will be read by all incoming students.

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

Sustainability Outreach and Publications

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

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

Yes

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

The Marlboro College Sustainability page ,

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

, gives an overview of sustainability issues at Marlboro.

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

sustainability efforts :

<http://www.marlboro.edu/about/sustainability/farm/>

Does the institution have a sustainability newsletter? :

No

A brief description of the sustainability newsletter :

The website URL for the sustainability newsletter :

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

No

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

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

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

No

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

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

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

Yes

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

The kitchen staff post information on exactly where local foods are coming from and what they are using, including signs listing the produce items and the farms on which they are produced.

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

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

No

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

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

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

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

No

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

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

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

No

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

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

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

Yes

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

The community newspaper, The Citizen, is small and relies on unpaid submissions from community members. A group within the Environmental Advisory Committee has been coordinating to ensure that most issues have a piece related to sustainability submitted.

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

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

:

Yes

A brief description of this material :

The sustainability blog is regularly updated by Philip Johannsson and features updates on issues surrounding sustainability on campus.

The website URL for this material :

http://cosmo.marlboro.edu/sustainability/2012/05/22/mac-internship-awards/?utm_source=rss&utm_medium=rss&utm_campaign=mac-internship-awards

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

Yes

A brief description of this material :

The Marlboro College Environmental Issues Facebook Page is a place where any community members can post information or ask questions pertaining to sustainability or environmental issues on campus.

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 Environmental Quality Committee is an elected body charged with promoting environmental practices on campus. It is technically a community group rather than a student group (as most such enterprises are at Marlboro) and may have members elected from staff, faculty or students, but usually at least four, and often all five, of the members are students.

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

Starting this Fall there will be a car-share scheme available for all community members.

List other student groups that address sustainability :

Farm Committee, Food Committee, Community Service Committee, Edible Landscape Group.

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

<http://www.marlboro.edu/resources/handbook/constitution>

Organic Garden

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Yes

A brief description of the garden :

The Marlboro College Farm (aka the Marlboro Victory Garden) was established by students in 2002. It covers about an acre and uses organic farming techniques.

The website URL where information about the garden is available :

<http://www.marlboro.edu/about/sustainability/farm/>

Model Room in a Residence Hall

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

Themed Housing

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

Sustainable Enterprise

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

Sustainability Events

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

Outdoors Program

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

Themed Semester or Year

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

Curriculum

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

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

Sustainability Course Identification

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

The definition given here is a working draft. It has been discussed in the Environmental Advisory Committee and should be adopted early in the Fall, possibly with some minor tweaks.

"---" 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? :

For the purposes of our curriculum, sustainability covers environmental, social, and economic factors and the interaction of those factors to create or maintain a balanced and self-perpetuating system.

A course is sustainability-focused if sustainability is central to the goals of the course. Such a course should, in addition to considering topics of sustainability, empower students to act. The course should examine at least one of the aspects of sustainability factors in depth and should consider how all three impact and relate to one another.

A course is sustainability-related if there is some emphasis on issues of sustainability but sustainability is not central to the goals of the course.

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 :

This was done specifically for this survey by looking at course descriptions and based on our knowledge of the content of the courses. In future we hope to have a more systematic procedure (and we think that such a procedure will identify more courses than we did as sustainability focused/related).

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

No

The website URL where the sustainability course inventory is posted :

Sustainability-Focused Courses

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

11

The total number of courses offered :

234

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

CULTURE AND ECOLOGY OF THE WESTERN U.S.

CDS423

Disaster, Recovery and Design: Community based learning class on rebuilding after disaster, focus: Wilmington, VT

CDS570

Agroecology Seminar

NSC609

Campus Sustainability: Analysis and Action

SSC548

GENERAL ECOLOGY

NSC140

General Ecology Lab

NSC402

General Chemistry I Lab - Exploration of Biofuels

NSC444

REPERTORY

ART851

Introduction to Environmental Studies

NSC602

TOPICS IN U.S. ENVIRONMENTAL HISTORY

SSC240

Political Theory and the Ecological Crisis

SSC539

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

19

The total number of courses offered :

234

Number of years covered by the data :

One

A list of sustainability-related courses offered :

MODERN CHINESE HISTORY & CULTURE

HUM1075

PHYSICAL GEOGRAPHY

NSC111

GENERAL BIOLOGY II

NSC291

GENERAL BIOLOGY II LAB

NSC292

PLANT DIVERSITY

NSC41

Viva la difference! Exploring tales and tools of genetic variation

NSC610

GENERAL CHEMISTRY II

NSC505

GENERAL CHEMISTRY II LAB

NSC506

Dance As Social Action

ART911

WINE DARK SEA: HISTORIOGRAPHY IN THE MEDITERRANEAN

HUM1407

Cross-Cultural Collaborative Service-Learning with the Dine and Lakota Peoples

CDS571

Fundamentals of Non-Profit Management

NPM600

ORIGINS OF THE CONTEMPORARY WORLD

WSP73

WRITING SEMINAR: Writing like a Mountain

HUM1496

Genetic Engineering: Who's Driving the Train?

NSC601

Ornithology

NSC147

General Biology I Lab

NSC174

General Biology I

NSC9

General Chemistry I

NSC158

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

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

4

The total number of departments that offer courses :

4

A list of departments that offer sustainability courses :

Marlboro College, as a small institution, divides the curriculum into four “departments” (we use the word “area” rather than “department”): Natural Sciences and Math, Social Sciences, Humanities and Arts. Each area has about ten faculty members.

All four areas offer sustainability focused and related courses.

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

Marlboro College does not have formally designated learning outcomes, or even required courses, for almost all of our degrees. Each student agrees a program of study with their plan sponsor(s) which may well include a sustainability learning outcome but this is not recorded or easily accessible. As such, our score for this section does not, we think, reflect our practice well.

The number above is based purely on the fraction of students who graduate with a plan in Environmental Studies, a field whose catalogue description says that "[t]o the faculty at Marlboro, the term "environmental studies" is synonymous with "human ecology." That is, it is a study of the way that humans interact with their environment. Such a broad definition suggests that an interdisciplinary or cross-disciplinary approach is warranted, and indeed, students should study the environment from the special perspectives and knowledge of the arts, humanities, social sciences and natural sciences. The integration of the various disciplines into a coordinated approach to environmental questions is the challenge of this field."

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

The number of graduates covered by the sustainability learning outcomes :

29

Total number of graduates :

817

A list of degree programs that have sustainability learning outcomes :

Environmental Studies

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 :

A copy of the sustainability course inventory :

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

Undergraduate Program in Sustainability

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.marlboro.edu/academics/study/environmental_studies/

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

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

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

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

Submission Note:

All of our other answers refer exclusively to the undergraduate campus and program (see boundary notes). We included the graduate school for this credit as the question is specifically about graduate programs.

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

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

Yes

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

MBA in Managing for Sustainability

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

<https://gradschool.marlboro.edu/academics/mba/>

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

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

We do not offer immersive educational experiences. We had our first pilot immersive program in the Spring 2012 semester and are evaluating whether to continue such programs.

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

Institution does not offer immersive educational programs.

Sustainability Literacy Assessment

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

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

Incentives for Developing Sustainability Courses

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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) :

There are two ongoing incentives: Community Engagement classes and MAC grants. The first offers up to two faculty members per year a stipend and significant staff support to integrate community engagement into their curricula. The second provides up to \$2,500 for a faculty member to use in various ways associated with environmental studies, including course development.

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

Stipend/staff support/financial support for development of courses (see above).

The website URL where information about the program is available :

Research

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

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

Sustainability Research Identification

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

Submission Note:

While faculty members may present their research for consideration during tenure decisions, it is not required and nor is it a central part of the process. Point 7 of 10 of the decision criteria is:

"Commitment to professional development and continued scholarship or creative work; contacts with other scholars, artists, or resources appropriate to the field. Marlboro expects continuing independent academic and professional work, interpreted broadly, to help maintain the intellectual and artistic liveliness of the faculty and of the curriculum."

This is the extent to which research is part of the process.

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

Research is not considered during faculty tenure and promotion decisions.

Faculty Engaged in Sustainability Research

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Institution's faculty members conduct research on sustainability topics.

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

Submission Note:

See ER-15 notes.

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

Research is not considered during faculty tenure and promotion decisions.

Departments Engaged in Sustainability Research

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

Submission Note:

See ER-15 notes.

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

Research is not considered during faculty tenure and promotion decisions.

Sustainability Research Incentives

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Part 1

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

Part 2

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

Submission Note:

See ER-15 notes.

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

Research is not considered during faculty tenure and promotion decisions.

Interdisciplinary Research in Tenure and Promotion

Criteria

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

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

Operations

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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
-

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

Building Design and Construction

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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
-

Submission Note:

Content of the attached file:

In the past three years, we have renovated Dalrymple, Mather, Howland, Dining Hall, Admissions. We built an extension on our Outdoor Program building. The square footage of all renovations and new construction totals approximately 34,326. All of these renovations were conducted in order to improve indoor environmental quality and reduce energy consumption. Impact on the surrounding site, relevant water consumption issues, and usage of environmentally preferable materials were taken into consideration.

No official policy has been adopted to be linked to or included.

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

New building space that meets "Eligible Buildings Criteria" :

34326 Square Feet

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

34326 Square Feet

New building space that is LEED Certified :

0 Square Feet

New building space that is LEED Silver certified :

0 Square Feet

New building space that is LEED Gold certified :

0 Square Feet

New building space that is LEED Platinum certified :

0 Square Feet

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

An electronic copy of the guidelines or policies :

[op2.txt](#)

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.

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

Climate

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

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

We have not performed a GHG inventory that meets the definition for this credit. We have, however, completed a more comprehensive ecological footprint calculation, available here:

<http://www.marlboro.edu/about/sustainability/documents/footprintmanual11>

It is this to which all of the above answers refer.

A GHG inventory can be derived from the data presented there (with the caveat that the Scope 3 categories air travel and purchasing are only partially covered---we have only claimed commuting, food and solid waste consideration).

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

The website URL where the GHG emissions inventory is posted :

<http://www.marlboro.edu/about/sustainability/documents/footprintmanual11>

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

Yes

Does the inventory include emissions from air travel? :

No

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

Yes

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

No

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

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

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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:

See OP-4 for information on our ecological footprint calculation. While we do not have the numbers in place to measure our reduction in GHG since 2005, in light of the increased efficiency of our buildings (see OP-7) and other changes in policy and practice over that time that there has indeed been an appreciable reduction.

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

Air Travel Emissions

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Local Offsets Program

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Dining Services

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

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

Credit
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

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

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

Submission Note:

The data we have do not enable us to answer the question exactly. The 15% given above is a conservative estimate.

"---" 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 :

As a small college, we have much flexibility (and not easy tracking) of food purchases. Richie Brown, head chef, emphasises local and seasonal food wherever possible and most of our milk and cheese is from Vermont and, when in season, most of the vegetables and some of the meat qualifies too. (Also, the phrasing in terms of cost means that produce from the college farm, which is currently donated to the kitchen, does not qualify.)

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

Trayless Dining

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

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

A noticeable fraction of our community is vegan and everyone who lives on campus eats at the Dining Hall. As such, the kitchen has long ensured that "diverse, complete-protein vegan dining options" are always available.

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

Trans-Fats

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

Guidelines for Franchisees

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

Pre-Consumer Food Waste Composting

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

Compostable waste from the kitchen is transferred to the farm composting system by the Environmental Quality Assistant for Composting during the semester and the Farm Manager during the summer. (There appear to have been some times during this semester when this was not happening, but it is back on track for this summer and beyond).

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

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

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

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

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

PostConsumer Food Waste Composting

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

There are composting bins in the Dining Hall along with clear signage for what types of food waste can be composted. All waste that community members put in the composting bins (which we believe is most of the compostable material) is composted on the campus farm. (The Dining Hall accounts for almost all campus meals.)

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

100

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

100

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

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

100

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

Food Donation

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

Recycled Content Napkins

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

Reusable Container Discounts

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

Reusable To-Go Containers

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:

Breakdown of the calculation:

Building Area, 2005: 159279 sq ft.

Building Area 2010: 186929 sq ft.

Heating Oil (2005): 92,929 gallons.

Electricity (2005): 2566490kWh

Energy (2005): $0.14 * 92929 + 0.003412 * 2566490 = 21767$ MMBtu

Heating Oil (2010): 89,384 gallons

Electricity (2010): 2611796kWh

Energy (2010): $0.14 * 89384 + 0.003412 * 2611796 = 21425$ MMBtu

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

Total building energy consumption, 2005 :

21767 *MMBtu*

Building space, 2005 :

159279 *Gross Square Feet*

Total building energy consumption, performance year :

21425 *MMBtu*

Building space, performance year :

186929 *Gross Square Feet*

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

1/1/10 to 12/31/10

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Timers for Temperature Control

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

Lighting Sensors

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

LED Lighting

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Yes

A brief description of the technology used :

This semester the Drury Gallery was converted to be entirely LED lighting. Also, each campus resident will receive an LED lightbulb for use in the personal lamps that they have on campus in the Fall.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

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

Energy Management System

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Energy Metering

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

Both electricity and heating oil are metered on a more-or-less building-level basis across campus (in some places there are a few buildings that share either an electricity meter or a heating oil tank).

The percentage of building space with energy metering :

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

Grounds

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

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

Integrated Pest Management

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

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

Native Plants

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

All major landscaping projects have significant input from various groups, including environmentally focused ones, and this often leads to native plants. For example, this semester the planting space in front of the science building was expanded with the specific intent of adding more native plants that will attract pollinators.

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

Wildlife Habitat

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

We have about 265 forested acres. This is governed by a forest management plan that includes wildlife habitat preservation.

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

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Snow and Ice Removal

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

Landscape Waste Composting

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

Purchasing

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

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

Computer Purchasing

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Part 1

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

Part 2

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

Submission Note:

We do not have access to the budget data required for this field in time for the Sierra Club submission date.

"---" 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? :

Yes

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

http://www.marlboro.edu/about/environmental_mission

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

We purchase only EPEAT gold electronics (for devices for which EPEAT certification is available).

As a small institution, we often do not have formally adopted policies on such topics beyond our environmental mission statement which encourages such choices. Therefore there is no place on our website where this polic is explicitly stated. However, for at least three years this has been the practice and policy of those responsible for computer purchases.

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

No

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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:

We do not think that our practices match the STARS criteria sufficiently closely that we would earn STARS points, but we have included the information about the work we do in the spirit of this credit (and marked it as "pursuing") so that it reaches the Sierra Club.

"---" 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? :

No

The website URL where the green cleaning product purchasing 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 :

As a small, flexible institution we do not have a formal policy on purchasing. However, all employees are expected to act in accordance with the environmental mission statement:

There have been several workshops on "green purchasing" recently including a presentation at an all-staff meeting.

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

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

We do not have the numbers for the amounts spent on the various types of paper required by Part 2. However, 65% is our estimate of overall recycled content for office paper.

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

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

Yes

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

http://www.marlboro.edu/about/environmental_mission

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

Again, the environmental mission statement is the closest we have to a directive, see OP-10.

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

No

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

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

Submission Note:

This is another credit where we do not think that our practices match the STARS criteria sufficiently closely that we would earn STARS points, but we have included the information about the work we do in the spirit of this credit so that it reaches the Sierra Club.

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

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

No

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

http://www.marlboro.edu/about/environmental_mission

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 :

As a small, flexible institution we do not have a formal policy on purchasing. However, all employees are expected to act in accordance with the environmental mission statement:

http://www.marlboro.edu/about/environmental_mission

There have been several workshops on "green purchasing" recently including a presentation at an all-staff meeting.

Historically Underutilized Businesses

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

Local Businesses

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

Transportation

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

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

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

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

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

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

2

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

0

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

0

100 percent electric vehicles in the institution's fleet :

0

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

0

Hydrogen fueled vehicles in the institution's fleet :

0

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

0

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

0

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

20

Student Commute Modal Split

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

90.10

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 :

9.90

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

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

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

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

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

28.70

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 :

71.30

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

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

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

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

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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.) :

Bicycles are available for free “rental” from the Outdoor Program. There are 10-20 bicycles available.

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

Facilities for Bicyclists

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Bicycle and Pedestrian Plan

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

There is no explicit bicycle plan as we do not see a need for one. The campus is designed around pedestrians rather than cars (cars are banned from the campus proper) and our rural area is naturally suitable for cycling (hills notwithstanding!).

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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) :

Our campus is sufficiently small that there is no need for a campus shuttle.

There are regular free vans between campus and Brattleboro (the nearest town, about ten miles away). These are run both by the college and the state and are very well used.

The website URL where information about the program is available :

Condensed Work Week

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Yes

A brief description of the program :

Faculty are allowed/encouraged to work from home one day per week if that fits with their schedules. During the summer, many staff have the option of a condensed work week.

The website URL where information about the program is available :

Telecommuting

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Carpool/Vanpool Matching

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Yes

A brief description of the program :

There is a map available to all employees indicating the locations of everyone who is looking for (or at least willing to participate in) car-sharing. Many departments have internal carpooling arrangements.

The website URL where information about the program is available :

Cash-out of Parking

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Submission Note:

We do not have paid parking.

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

Institution does not have parking spaces.

Carpool Discount

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Submission Note:

We do not have paid parking.

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

Institution does not have parking spaces.

Local Housing

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Prohibiting Idling

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Has the institution adopted a policy prohibiting idling? :

Yes

A brief description of the policy :

Vermont State Law prohibits motorists from idling unattended vehicles. The state law can be viewed here:

<http://www.leg.state.vt.us/statutes/fullsection.cfm?Title=23&Chapter=013&Section=01111>

Cars are also forbidden from the campus proper.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Yes

A brief description of the program :

This will be launched in August 2012. To begin with it will be a single-car system managed by the Environmental Quality Committee; the hope is to expand it to two cars if it goes well. It will be open to all community members aged at least 18 and with a valid US Driving Licence.

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.

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

Submission Note:

We don't have the data for a 2005 baseline. Initiatives without measured outcomes in this time period include a move towards paper-free administrative processes and reducing/eliminating disposable plates, cups and utensils both at large campus events and in our day-to-day activity.

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

Waste Diversion

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

Submission Note:

The numbers above represent the in-semester rates for the 2011/12 academic year.

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

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

24 Tons

Materials disposed in a solid waste landfill or incinerator :

83.20 Tons

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

Last Fall we introduced a new campus-wide integrated recycling system that has (at least) quadrupled our recycling rate. The composting systems are also continuing to grow.

Several large campus events in the last year were "zero waste" with all disposable items used being compostable (and composted).

Construction and Demolition Waste Diversion

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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:

0 entered in the numeric fields above to allow submission for this credit. See the description for explanation.

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

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

0 Tons

Amount of construction and demolition materials landfilled or incinerated :

0 Tons

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

From Don Capponcelli, on the greenhouse currently under construction:

"I honestly think my cutoff on the framing is running around 1% or lower- With the exorbitant price per board foot for the naturally-rot-resistant lumber, I'm finding that scraps are able to go into blocking on the frame or other misc. uses on campus. Cutoff on softwoods (roof deck and siding) may run 5-6%. Nothing organic or inorganic has moved from the site yet"

Electronic Waste Recycling Program

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

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

Hazardous Waste Management

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.

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

Materials Exchange

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

Limiting Printing

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

Materials Online

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

Chemical Reuse Inventory

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

Move-In Waste Reduction

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Move-Out Waste Reduction

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

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

Yes

A brief description of the program :

There are several initiatives that address this, including a temporary free store at the end of the semester, donation runs organised by the Community Service Committee to local charities, and clothing swaps.

The website URL where information about the program is available :

Water

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

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

Water Consumption

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

Stormwater Management

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

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

Waterless Urinals

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

Building Water Metering

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

Non-Potable Water Usage

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

Xeriscaping

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

Weather-Informed Irrigation

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

Planning, Administration & Engagement

Coordination and Planning

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

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

Marlboro approaches sustainability coordination through several routes. The principal committee for overarching consideration and coordination is the Environmental Advisory Committee to the President (EAC), a group consisting of three faculty, three staff and three students. On-the-ground initiatives are the province of the Environmental Quality Committee, an elected body of five members, and other groups with more specific charges that touch on issues of sustainability such as the farm committee and food committee. Also, there is a Student Life Coordinator for Community Engagement who is charged with promoting sustainability and ensuring that these various groups are all aware of each others' activities. Finally, there are three paid student positions in sustainability, one of which is devoted to furthering the work of the EAC.

Charge of the EAC:

Environmental Advisory Committee

The Standing Environmental Advisory Committee (SEAC) shall consist of three faculty, three staff, and three students and shall include at least two members of the Town Meeting Environmental Quality Committee (EQC) and one staff representative of Plant Operations. There shall be one additional (tenth) member representing the Graduate Center. The members shall be appointed to annual terms by the president, who may also appoint a chair or co-chairs.

The committee shall:

Advise the president regarding college environmental sustainability

Recommend policies and procedures to implement the Environmental Mission Statement

Collaborate closely with EQC and, in cooperation with the EQC, promote sustainability awareness throughout the college community

Conduct regular assessments of college progress toward sustainability

Members of the committee, including affiliations :

Matt Ollis (committee chair; Mathematics faculty)
Jenny Ramstetter (Biology and Environmental Studies faculty)
Jim Tober (Economics and Environmental Studies faculty)
Pat Cavanaugh (Director of Annual Giving)
KP Peterson (Plant Ops rep on the committee; College Electrician)
Randy Knaggs (Outdoor Program director)
Joy Auciello (EQC rep on the committee; student)
Kendall O'Connell (EQC rep on the committee; student and work coordinator)
Clare Riley (student and farm co-manager)
Clare Hipschman (Student Life Coordinator for Community Engagement)

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

http://www.marlboro.edu/about/town_meeting/committees/descriptions#committee_24

Does the institution have a sustainability office? :

No

A brief description of the sustainability office :

The number of people employed in the sustainability office :

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

Does the institution have a sustainability coordinator? :

No

Sustainability coordinator's name :

Sustainability coordinator's position title :

A brief description of the sustainability coordinator's position :

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

Strategic Plan

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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 :

2009

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 "Four Goals to Guide Marlboro 2009-2014" include one concerning environmental and social aspects of sustainability, described by the phrase: "Our physical plant and landscape will embody College values of good stewardship, community citizenship, energy efficiency and beauty in simplicity".

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 :

See above.

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 :

There is a goal concerning economic issues, including the phrase “To make the investments necessary to thrive and improve, Marlboro must become fiscally sustainable.”

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

Physical Campus Plan

Criteria

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

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

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

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

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

Sustainability Plan

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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.

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

Climate Action Plan

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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*.

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

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Criteria

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

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

Measuring Campus Diversity Culture

Criteria

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

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

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

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

Support Programs for Underrepresented Groups

Criteria

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

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

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access Programs

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.

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

Gender Neutral Housing

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

Employee Training Opportunities

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

Student Training Opportunities

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

Employee Satisfaction Evaluation

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.

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

Staff Professional Development in Sustainability

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

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

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.

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

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.

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

Childcare

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

Employee Wellness Program

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

Socially Responsible Retirement Plan

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

Investment

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

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

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

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

and/or

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

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

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

Positive Sustainability Investments

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

Criteria

Institution invests in any of the following:

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

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

"---" 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 :

The college's investment policy includes the sentence "The College's policy of fiscal prudence shall not preclude the consideration of ethical and social criteria in determining companies in which to invest." Members of the trustees' investment committee report that such consideration is routinely employed.

The website URL where information about the policy is available :

Investment Disclosure

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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

Public Engagement

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

Credit
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

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.

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

Inter-Campus Collaboration on Sustainability

Responsible Party

Matt Ollis

Chair of the Environmental Advisory Committee

N/A

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 :

See below.

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

Vermont Campus Sustainability Network.

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

We are part of the Vermont Campus Sustainability Network (

<http://www.vtgreencampus.org/about>

). This entails attending a once-per-semester meeting for sharing progress and ideas and communication in the meantime on issues of mutual interest.

Arising from Vermont Campus Sustainability Network conversations, Gioia Thompson of UVM joined a Marlboro class on campus sustainability for a one-hour conference call on the STARS framework and other issues.

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

<http://www.vtgreencampus.org/about>
Campus Sustainability Data Collector | AASHE | Sierra Magazine

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.

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

Community Service Participation

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.

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

Community Service Hours

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.

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

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.

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

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 2

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 4

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Food Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

Confinement-Free Food Purchases

Criteria

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

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

Vegetarian-Fed Food Purchases

Criteria

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

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

Hormone-Free Food Purchases

Criteria

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

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

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.

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

Dishware

Criteria

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

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

Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

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

Energy Use by Type

Criteria

Institution reports its energy use by type.

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

Procurement

Criteria

Institution provides details about its procurement efforts.

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

Bike Sharing

Criteria

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

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

Water Initiatives

Criteria

Institution provides details about its water initiatives.

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

Endowment

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Criteria

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

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