

# Princeton University

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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

# Education & Research

## Co-Curricular Education

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

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

# Student Sustainability Educators Program

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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## Criteria

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

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

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

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

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

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

7731

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

The Princeton University Ecology Representative Program (Eco-Reps)

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

4993

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

The Princeton University Ecology Representative Program (Eco-Reps) was founded in 2004 in conjunction with Princeton Facilities. The mission of the Eco-Reps is to promote campus recycling, reduce the amount of waste generated and contamination of recyclables, and increase sustainability through research, education, and providing the campus community with the tools necessary to implement greener practices.

Examples of the EcoReps' peer-to-peer outreach activities include:

Recyclemania: Each year, during this annual 8-week competition, the EcoReps work with Building Services to measure and compare Princeton's recycling efforts against other campuses across the country. The EcoReps conduct campus outreach through social media to encourage participation and provide regular progress updates.

End of the year recycling: To reduce the amount of move-out waste, each year the EcoReps work with Building Services to place collection bins at about 20 sites across campus. Students are encouraged to donate books, school supplies, clothing, unopened food and toiletries, furniture, and other reusable materials.

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

Prospective student leaders apply for their positions through an application posted on the Office of Sustainability's website and circulated by the current leadership of the EcoReps student group. Candidates are then interviewed and subsequently selected by the current student leaders with input and final approval from the Office of Sustainability.

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

The EcoReps student leaders and their members receive orientation through the Office of Sustainability staff, which lays out the history, goals and strategies of the program. The group is coached on a continual basis through regular, biweekly meetings with the Office of Sustainability, and on an as-needed basis.

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

The Office of Sustainability staff supports all of the EcoReps programming through coordinating regular, biweekly meetings in which program strategies are discussed and next steps are determined and subsequently followed up upon. The program receives the majority of its funding through the High Meadows Foundation Sustainability Fund, a 'green' fund that is overseen by the Office of Sustainability. Some initiatives are also funded directly by the Office.

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

<http://www.princeton.edu/sustainability/student/groups/eco-reps>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Student Sustainability Outreach Campaign

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## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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## Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

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

Yes

**The name of the campaign(s) :**

Pull the Plug

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

Prior to every winter break, the student group, Students United for a Responsible Global Environment (SURGE), circulates an email to all students asking them to take a pledge online to save energy over the break by closing windows and unplugging electronics and appliances. Simultaneously, the University's Housing and Real Estate Services department circulates an email message to all students asking them to reduce unnecessary energy usage by unplugging certain electronic devices and appliances.



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

The positive impact of the campaign has been measured by assessing how different types of messages affect compliance. For example, in 2009/2010, senior Julia Yang tested whether two particular types of behavioral messaging enhanced effectiveness of a campaign asking students to unplug refrigerators and televisions. She found that while there was not a major distinction in the effectiveness of two different types of behavioral messages, students responded more strongly to behavioral messaging than a generic flier or no flier. Overall, she found that 38 percent of students who had a refrigerator or television in their rooms unplugged them.

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

<http://www.princeton.edu/main/news/archive/S27/18/59E42/index.xml>

# Sustainability in New Student Orientation

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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## Criteria

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

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

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

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

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

Yes

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

The principles of sustainability have been integrated into the University's Outdoor Action (OA) orientation program. In 2011, OA, the largest outdoor orientation program in the United States, enrolled 820 freshmen (63 percent of the class of 2015) from 37 countries. The program helps to build environmental consciousness among all participants.

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

<http://www.princeton.edu/~oa/index.shtml>

# Sustainability Outreach and Publications

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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## Criteria

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

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

### Submission Note:

Office of Sustainability's 'Campus as Lab section':

<http://www.princeton.edu/sustainability/student/resources/>

Additional URL for building dashboard highlighting green building features:

<http://www.buildingdashboard.com/clients/princeton/butler/>

Dining Materials:

Newsletter describing E2 emblem:

<http://www.princeton.edu/healthier/news-events/newsletter/archive/HWB-200706.pdf>

Carbon app:

<http://www.princeton.edu/facilities/info/dining/sustain/app/>

"---" 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 :**

Princeton University's sustainability website contains information on the institution's sustainability-related student groups, sustainability performance, green funding opportunities through the High Meadows Foundation Sustainability Fund, upcoming sustainability events, announcements, and programs, and other sustainability-related initiatives and topics on campus.

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

<http://www.princeton.edu/sustainability>

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

Yes

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

The Office of Sustainability publishes a regular newsletter highlighting sustainability news and achievements at the University.

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

<http://www.princeton.edu/sustainability/sustainability-news/november>

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

Yes

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

The Princeton Environmental Institute's website and Grand Challenges fall forum provide venues for publishing and disseminating student research on sustainability. The Office of Sustainability's website features a 'Campus as Lab' section which includes a listing of sustainability-related research questions to help promote and facilitate pursuing such research on campus.

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

<http://www.princeton.edu/pei/>

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

Yes

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

The University currently has installed on campus two Lucid dashboards that highlight sustainable building features. In addition, in virtually all restrooms on campus signage has been installed adjacent to dual-flush toilets that identifies them and provides instructions for their use.

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

<http://www.buildingdashboard.com/clients/princeton/frick/>

**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 :**

Princeton Dining Services uses several icons to educate the campus community on its sustainable food offerings. The following sustainability-related icons and color codings are displayed electronically for “Today’s Menu” listings:

- Vegan
- Vegetarian
- Earth Friendly Entrée (At least 80 percent of an entree contains sustainable, organic or local ingredients)
- Conscious Cuisine Choice (Meets Conscious Cuisine Requirements; for definition, see

<http://www.princeton.edu/facilities/info/dining/nutrition/healthy/#comp00004aae8f4c00000020986a>

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- )
- Low Carbon Emissions
- Medium Carbon Emissions
- High Carbon Emissions

Additionally, the E-squared (E2) icon appears next to entrees that are prepared with at least 80 percent sustainable ingredients as defined by our sustainability metric. This logo was developed with the Office of Sustainability.

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

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

No

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

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

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

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

Yes

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

Princeton's 'Sustainability Tour', which highlights sustainable operational and academic initiatives, was launched as a guided tour in May 2010. Within the next year, a virtual tour app accessible by iPhones and iPads (soon to be followed by other platforms) was developed and launched, complete with audio and video.

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

<http://www.princeton.edu/sustainability/sustainability-tours/>

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

Yes

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

Transportation and Parking Services has produced "Going Places: A Car-free Guide to Princeton University" for campus community members to spread the word about alternative transportation programs and incentives. During 2011, "Going Places" was viewed 20,037 times and roughly 10,000 hard copies were printed and distributed.

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

<http://www.princeton.edu/reports/2011/sustainability/docs/goingplaces.pdf>

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

Yes

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

Princeton's Guide to Living Green describes how to incorporate sustainability into the everyday student residential living experience through a series of green tips that span energy and water conservation to consumption.

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

<http://www.princeton.edu/sustainability/about/office/projects/green-guide/>

**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)? :**

No

**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 :**

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

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

:

Yes

**A brief description of this material :**

The University publishes an annual Sustainability Report, which details Princeton's progress toward its sustainability goals. In addition to the Report, which is published online, a two-page, double-sided 'Highlights' summary brochure is published both online and in hard copy.

**The website URL for this material :**

<http://www.princeton.edu/reports/2011/sustainability/>

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

No

**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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

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**A brief description of this material :**

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**The website URL for this material :**

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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### Submission Note:

In addition to Greening Princeton, there are a number of other active, sustainability-related student groups on campus. The Princeton Environmental Network (PEN) is a consortium of more than a dozen of these groups. For more information, see <http://www.princeton.edu/sustainability/student/pen/index.xml>

"---" 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 :

Greening Princeton seeks to improve the relationship between the University and the environment by first identifying pertinent environmental issues and then creating task forces to develop solutions. Greening Princeton initiates projects by contacting the most appropriate administrator(s) and listening to their concerns and constraints to see how we can make our ideas work with their mission. By bringing in new ideas, assisting with background research, increasing student support for initiatives, and/or advocating for funding, Greening Princeton greatly accelerates the process of improving and implementing environmentally friendly and socially responsible policies.

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

- 1) Greening Princeton Dinner Discussions - On a monthly basis throughout the 2008-2009 and 2009-2010 academic year, Greening Princeton hosted dinner discussion events in which professors made presentations on topics related to the environment and had open conversation with students afterward
- 2) CFL Exchange - Every fall since 2008, Greening Princeton has collaborated with the Office of Sustainability to host a CFL Exchange, a day-long event in which students can pick up CFL light bulbs for their rooms to replace less-efficient incandescent bulbs.
- 3) "Do It in the Dark" Energy-Saving Competitions - In fall 2008 and spring 2009, Greening Princeton collaborated with SURGE to host two week-long energy-saving competitions between the residential colleges - the first between Rocky and Mathey, and the second between Forbes and Whitman.
- 4) "Trayless" Dining - In spring 2009, Greening Princeton advocated for Princeton Dining Services to remove trays from their dining halls. The group presented a study that demonstrated the substantial environmental and economic benefits that trayless dining can provide. As of summer 2011, all campus dining halls will be "trayless".

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

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

<http://www.princeton.edu/~greening/>

# Organic Garden

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## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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*"---" 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 :**

There are three organic garden plots on the Princeton campus, including two at Forbes College and one at the Frist Campus Center. The gardens serve as an educational vehicle and provide fresh produce to Dining Services. The management of the gardens is coordinated by the student-run Princeton Garden Project, which is overseen by the Office of Sustainability and Forbes College.

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

<http://www.princeton.edu/sustainability/student/groups/garden/>

## Model Room in a Residence Hall

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

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

No

**A brief description of the model room :**

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

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## Themed Housing

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

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

No

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

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

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

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## Sustainable Enterprise

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

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

No

**A brief description of the enterprise :**

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

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# Sustainability Events

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**Responsible Party**

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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

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

Yes

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

The University organizes a biennial Sustainability Open House featuring student, academic and operational initiatives on campus as well as nonprofit and business initiatives in the surrounding community. At the 2010 Open House, a trash sculpture contest and electric vehicle display were also featured.

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

<http://www.princeton.edu/sustainability/openhouse2010/>



# Outdoors Program

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## Responsible Party

**Richard Curtis**

Director, Outdoor Action Program  
Office of the Vice President for Campus Life

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

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

Yes

**A brief description of the program :**

The Outdoor Action (OA) Frosh Trip Program is Princeton's oldest and largest pre-orientation program for incoming freshmen. The OA Frosh Trip is a six-day outdoor trip held the week prior to Orientation Week. The trip follows Leave No Trace principles and has grown to include participation from over 60 percent of each incoming class. Each year over 100 new student leaders are trained in Leave No Trace Practices through our partnership with the national Leave No Trace Organization. Our leaders then provide instruction to over 800 students annually in Leave No Trace practices.

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

<http://www.princeton.edu/~oa/ft/index.shtml>

## Themed Semester or Year

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

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

No

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

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

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

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# Curriculum

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

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

# Sustainability Course Identification

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

### Part 1

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

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

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

### Part 2

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

### Part 3

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

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

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

Yes

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

Princeton University provides a rigorous course of study, combined with immersion experiences, to educate the next generation of innovators, leaders, and citizens for a sustainable planet. The University's sustainability curriculum encourages students to investigate and understand the environmental, economic, social, and cultural impacts of natural resource use, and to develop practices that conserve these resources when pursued over generations. Through their experiences at Princeton, students gain an understanding for how sustainability applies to their major and an appreciation for the interconnectedness of sustainability issues across disciplines.

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.

**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 :**

A key word search is conducted at the start of each semester to identify courses linked to themes of the environment and sustainability. Course descriptions are further reviewed to validate their focus and to distinguish between sustainability-focused and sustainability-related entries.

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

Yes

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

<http://www.princeton.edu/pei/outreach/sustainability/education>

# Sustainability-Focused Courses

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

Institution offers sustainability-focused academic courses.

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

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### Submission Note:

-The 108 sustainability-focused courses offered include 15 graduate courses.

-Approximately 2178 courses are offered annually including 1448 undergraduate and 730 graduate courses

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

### The number of sustainability-focused courses offered :

108

### The total number of courses offered :

2178

### Number of years covered by the data :

Three

### A list of sustainability-focused courses offered :

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

<http://www.princeton.edu/pei/outreach/sustainability/education/sustainability-focused/>

### A copy of the sustainability course inventory :

[Sustainability Focused Courses\\_1.pdf](#)

# Sustainability-Related Courses

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

Institution offers sustainability-related academic courses.

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

---

## Submission Note:

-The 150 sustainability related courses offered include 45 graduate courses.

-Approximately 2178 courses are offered annually including 1448 undergraduate and 730 graduate courses.

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

## The number of sustainability-related courses offered :

150

## The total number of courses offered :

2178

## Number of years covered by the data :

Three

## A list of sustainability-related courses offered :

---

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

<http://www.princeton.edu/pei/outreach/sustainability/education/sustainability-related>

## A copy of the sustainability course inventory :

[Sustainability Related Courses.pdf](#)

# Sustainability Courses by Department

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

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

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### Submission Note:

-Approximately 2178 courses are offered annually including 1448 undergraduate and 730 graduate courses.

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

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

27

**The total number of departments that offer courses :**

34

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

---

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

<http://www.princeton.edu/pei/outreach/sustainability/education/>

**A copy of the sustainability course inventory :**

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# Sustainability Learning Outcomes

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## 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.

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### Submission Note:

-Approximately 22 percent of undergraduate students in the class 2011 (265 students) were covered by sustainability learning outcomes including those earning a Certificate in Environmental Studies and/or a Certificate in Sustainable Energy; and/or completing an environmentally themed senior thesis project or internship; and/or students who successfully completed one of two designated foundational Environmental Studies courses (ENV 201/202) during their 4 years at Princeton.

-The total number of graduates reflects 1219 undergraduates and 815 graduate students.

-Over 200 undergraduate students receive support for senior thesis field research or internship projects on environment and sustainability related topics annually.

-For information on Princeton's environment/sustainability Internship Program, see:  
<http://www.princeton.edu/pei/undergrads/internships/>

-For an archive of Princeton undergraduate environmental/sustainability internship projects, see:  
<http://www.princeton.edu/pei/undergrads/internships/meet-our-interns/>

-For information on Princeton's support for environment/sustainability senior thesis research, see:  
<http://www.princeton.edu/pei/undergrads/funding/>

-For an archive of environmental/sustainability Senior Thesis projects, see:  
<http://www.princeton.edu/pei/undergrads/funding/former-projects/>

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

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

265

**Total number of graduates :**

2034

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

---

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

<http://www.princeton.edu/pei/outreach/sustainability/education/>

**A copy of the sustainability course inventory :**

---

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

Students majoring in any academic discipline may earn a Certificate in Environmental Studies by pursuing a prescribed combination of core and upper level courses as well as preparing a senior thesis that includes an environmental dimension. In the senior year, students pursuing the ENV Certificate participate in an interdisciplinary colloquium experience.

Students with a background in engineering and science may earn a Certificate in Sustainable Energy by completing a prescribed combination of core and upper level courses as well as preparing a senior thesis that is relevant to the program.

Undergraduate students from any discipline may apply for one of more than 90 environmental/sustainability-related PEI/Grand Challenges summer internships comprising research apprenticeships with Princeton faculty or other select mentored positions. Students may also seek funding for self-initiated projects with environmental and sustainability learning outcomes. Over 100 summer internships are competitively awarded annually.

Undergraduates from any discipline may apply for funding to support sustainability and environmentally related field research. Awarded students receive support for travel, research equipment and supplies, and other expenses necessary to complete field research associated with their environmental/sustainability focused senior thesis.

# Undergraduate Program in Sustainability

## 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.

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### Submission Note:

-At the undergraduate level, Princeton offers a Certificate in Environmental Studies and a Certificate in Sustainable Energy. The Environmental Certificate (<http://www.princeton.edu/pei/undergrads/certificate-program/>) requires completion of a prescribed combination of core and upper level courses as well as preparation of a senior thesis that includes an environmental dimension. As part of this program, students also participate in an interdisciplinary colloquium in the senior year. The Sustainable Energy Certificate ([http://www.princeton.edu/ua/departmentsprograms/pse/#0240\\_1](http://www.princeton.edu/ua/departmentsprograms/pse/#0240_1)) requires students to take two core courses and four elective courses and complete a relevant senior independent work project or thesis.

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

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

No

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

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

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

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

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

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

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

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# Graduate Program in Sustainability

## Criteria

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

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

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

---

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

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

No

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

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

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

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

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

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

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

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# Sustainability Immersive Experience

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

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

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

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

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

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## Submission Note:

-In the summer of 2011, more than 100 Princeton undergraduates from 22 academic disciplines participated in the Princeton Environmental Institute/Grand Challenges Summer Internship Program addressing the scientific, technical, policy, and human dimensions of global environmental problems. The interns held a broad range of assignments, including positions with faculty-led research projects and as interns with NGOs, government, industry, and academic affiliates around the globe. An additional 75 undergraduates received support for field research connected to senior theses involving environment and sustainability themed topics.

-For information about the undergraduate sustainability internships, see:

<http://www.princeton.edu/pei/undergrads/internships/>

<http://www.princeton.edu/pei/undergrads/internships/intern-resources/sol.xml>

-For information about funding for undergraduate sustainability research, see:

<http://www.princeton.edu/pei/undergrads/funding/>

-For information about graduate program in environmental policy, see:

<http://www.princeton.edu/pei/grads/step/>

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

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

Yes

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

Through the PEI/Grand Challenges Internship Program, Princeton undergraduates may apply for summer immersion experiences with ties to environment and sustainability themes. Opportunities include internship positions that explore the scientific, technical, policy, and human dimensions of environment/sustainability challenges as well as positions involving multi-disciplinary perspectives. Participating undergraduates spend 8-12 weeks exploring dimensions of global environmental problems related to topics in energy and climate, sustainable development in Africa, infectious disease and global health, and environmental sustainability. More than 90 unique internship positions are offered annually including research fellowships with Princeton faculty and with qualified mentors in select NGO, policy, academic, and industry enterprises. Over 60 percent of the immersion experiences are outside of the United States. Since 2007, students have participated in projects in 46 different countries spanning 6 continents. Students may also seek funding to support immersion experiences that they have identified on their own, pending evaluation of academic merit and with consideration of connection to environment and sustainability themes.

As a culminating experience, students are required to participate in the Summer of Learning (SOL) Fall Symposium: a two-day event where students assemble to share their insights and experiences with one another and faculty in guided discussions centered on such themes as energy and climate, global health and infectious disease, sustainable development in Africa, and environmental sustainability. (

<http://www.princeton.edu/pei/undergrads/internships/intern-resources/sol.xml>

) For more information and an archive of past student internship projects, see PEI/Grand Challenges Internship Program. (

<http://www.princeton.edu/pei/undergrads/internships/>

)

Princeton sponsors several competitive senior thesis funds to which undergraduates may apply for support of travel, research, and supplies for field research on environmental and sustainability topics in the U.S. and abroad related to their senior theses and junior independent projects. For more information and an archive of past student projects, see Senior Thesis Support. (

<http://www.princeton.edu/pei/undergrads/funding/>

)

Graduate students in the Woodrow Wilson School of Public and International Affairs, may pursue a degree in Science, Technology, and Environmental Policy (STEP). Through the Princeton Environmental Institute, non-Woodrow Wilson School students may apply to participate in the STEP Program. Upon selection into the PEI-STEP program, students receive 2 years of support (half tuition and stipend) to pursue the environmental policy dimension of their doctoral work in a science or engineering discipline. Graduate students in social sciences and humanities departments may also apply. For more information and an archive of participating students, see PEI-STEP (Graduate student program). (

<http://www.princeton.edu/pei/grads/step/>

)

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

<http://www.princeton.edu/pei/undergrads/internships>

# Sustainability Literacy Assessment

## Criteria

### *Part 1*

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

### *Part 2*

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

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

**Has the institution conducted a sustainability literacy assessment? :**

No

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

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

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

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

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

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

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

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# Incentives for Developing Sustainability Courses

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

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

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

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

---

### Submission Note:

-From 2007-2011, the Grand Challenges Program at Princeton awarded more than \$11.6 million funding for 41 faculty-led projects in energy, health, and development to support new directions in research and teaching and to forge strategic collaborations across disciplinary lines. Thirty-five (35) new courses have been developed in topics of energy and climate, global health and infectious disease, and sustainable development as outcomes of the Grand Challenges Program. An additional 27 courses have been modified significantly as a result of the Program.

-For more information on the Grand Challenges Program, see:

<http://www.princeton.edu/grandchallenges/education/>

-For information on Grand Challenges courses, see:

<http://www.princeton.edu/grandchallenges/education/courses/>

-For information on Grand Challenges research awards including incentives for developing sustainability courses, see:

<http://www.princeton.edu/grandchallenges/research-highlights/faculty-research-funding/>

-For information on the High Meadows Foundation's Sustainability Fund to support course development, see:

<http://www.princeton.edu/sustainability/psc/highmeadows/>

"---" 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) :**

Through its Grand Challenges Program (GC), Princeton provides seed research grants to faculty seeking to redirect their research to address historically intractable problems in energy and climate, global health and infectious disease, and sustainable development in Africa. Priority for funding new research projects as part of the GC Program is given to faculty proposals that demonstrate solid commitments to involving undergraduates in the research enterprise and to expanding the undergraduate curriculum to address issues of environment and sustainability.

The High Meadows Foundation Sustainability Fund provides start-up funding for sustainability initiatives using the campus as a living laboratory. All disciplinary approaches are encouraged, especially those that combine the sciences, humanities, and social sciences in creative ways.

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

Faculty selected by competitive application for New Investigator and/or seed grants from the Grand Challenges Program receive two years of funding support (averaging \$100,000 per year) to refocus their research and to implement innovations in undergraduate teaching to address topics in energy and climate, sustainable development, and global health and infectious disease. A campus-wide Grand Challenges Call for Proposals is held annually.

High Meadows Foundation Sustainability Fund awards may be used to support course development, redesign, or enhancement.

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

<http://www.princeton.edu/grandchallenges/education/>

# Research

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

<b>Credit</b>
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

# Sustainability Research Identification

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## 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:

-A preliminary survey has been conducted. As a next step, a campus-wide survey of the faculty and department chairs will be conducted to identify sustainability-focused and sustainability-related research initiatives for inclusion in a centralized directory. The listing will be updated annually with input from faculty and academic departments.

-Information on sustainability research projects is publicly available online as displayed by sponsoring centers and academic departments.

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

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

Yes

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

Princeton defines sustainability research as “scholarship that seeks to investigate and understand the environmental, economic, social, and cultural impacts of natural resource use, and to develop practices that conserve these resources when pursued over generations.”

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

Yes

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

Faculty with known expertise in environment and sustainability topics have been surveyed for their research interests in order to organize a directory of faculty according to research topics. Also, research projects developed through the Grand Challenges Program are organized and catalogued according to area(s) of focus including projects identified with sustainability themes of energy and climate, global health and infectious disease, and sustainable development. Other research projects involving sustainability topics are listed by organizing center or department including projects administered by the Princeton Environmental Institute and the Andlinger Center for Energy and the Environment.

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

Yes

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

<http://www.princeton.edu/pei/outreach/sustainability/research/>

# Faculty Engaged in Sustainability Research

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## 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:

-The number of faculty engaged in sustainability research reflects a conservative initial tally indicates that at a minimum, 149 Princeton faculty members are engaged in sustainability-focused or sustainability-related research.

-The total number of faculty members engaged in research reflects the number of active awards given to principal investigators, which includes assistant, associate and full professors, as well as scholars, lecturers and instructors conducting research.

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

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

149

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

656

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

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

<http://www.princeton.edu/pei/about/people/index.xml?position=1&display=All>

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

---

### Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including

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

Snapshot | Page 46

**names and department affiliations :**

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

<http://www.princeton.edu/pei/outreach/sustainability/research/>

# Departments Engaged in Sustainability Research

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## 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:

-Refinement of inventory of departments involved in sustainability research will occur in 2012.

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

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

30

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

22

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

Anthropology

Architecture

Astrophysical Sciences

Chemical and Biological Engineering

Chemistry

Civil and Environmental Engineering

Computer Science

Ecology and Evolutionary Biology

Electrical Engineering

English

Geosciences

History

Lewis Center for the Arts

Mechanical and Aerospace Engineering

Molecular Biology

Near Eastern Studies



Operations Research & Financial Engineering  
Physics  
Politics  
Psychology  
University Center for Human Values  
Woodrow Wilson School

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

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

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# Sustainability Research Incentives

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## Responsible Party

**Kathy Hackett**

Associate Director

Princeton Environmental Institute

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## Criteria

### Part 1

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

### Part 2

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

---

### Submission Note:

-For information about support for undergraduate research support, see:

<http://www.princeton.edu/pei/undergrads/funding/>

-For information about Undergraduate Research Program in Sustainable Rainforests (PIRANHA), see:

<http://www.princeton.edu/grandchallenges/energy/research-highlights/rainforest-research/>

-For information about Princeton Energy and Climate Scholars, see:

<http://www.princeton.edu/grandchallenges/energy/pecs/>

-For information about the Walbridge Fund Award for Graduate Research, see:

<http://www.princeton.edu/pei/grads/fellowships-awards/walbridge/>

-For more information on faculty research, see:

<http://www.princeton.edu/pei/outreach/sustainability/research/>

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

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

Yes

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

## Course-related field work and laboratories

Faculty and associated faculty of the Princeton Environmental Institute represent a community of scholars and dedicated educators who encourage and mentor students to pursue rigorous environmental study and research. Entry level and upper level courses comprising the Environmental Studies course of study incorporate a “Real World Model” as part of a laboratory curriculum that uses the campus and local community as laboratories for scientific study of environment and sustainability topics. Also, field research is an important component of multiple entry level and upper level ENV courses and seminars with course-related field work in destinations including Kenya, Bermuda, and Panama.

## Summer research fellowships

Princeton undergraduates have the opportunity to complement their academic coursework with hands-on, engaging, independent research, and project experiences during the summer months. Students interested in exploring and expanding their knowledge of complex global environmental problems related to energy and climate, sustainable development in Africa, infectious disease and global health, and environmental sustainability may apply to one of 90-plus established internships with faculty on research projects or with select mentored projects with NGOs, academic, policy, or industry enterprises.

<http://www.princeton.edu/pei/undergrads/internships/>

Princeton undergraduates may also request funding to support self-initiated projects involving environment or sustainability themes with connections to their academic course of study and a suitable mentor clearly identified. Such experiences frequently guide the selection of independent research projects in the senior year – a requirement of the undergraduate experience at Princeton. Princeton undergraduates may apply for support of travel, research, and supplies for field research on environmental or sustainability topics related to their senior independent projects.

<http://www.princeton.edu/pei/undergrads/funding/>

## Undergraduate Institute for Study of Rainforests

Led by Princeton faculty, the Princeton Institute for Rainforests and the Amazon including their Nutrients, Hydrology, and the Atmosphere (PIRANHA) provides undergraduates with funding, connections, and the support needed to carry out state-of-the-science research on topics related to sustainability of tropical forests.

<http://www.princeton.edu/grandchallenges/energy/research-highlights/rainforest-research/>

## Graduate Fellowship Program for Energy and Climate Scholars

The Princeton Energy and Climate Scholars (PECS) involves Ph.D. candidates from a wide range of departments including Ecology and Evolutionary Biology, Economics, Geosciences, and from the School of Engineering and the Woodrow Wilson School. Launched in 2008 with support of the Seibel Energy Challenge, PECS enhances the research experience of Princeton’s graduate students involved in climate and energy research and encourages the most talented of these students to transcend the boundaries of their fields by fostering a sense of common intellectual adventure. Students are selected by competitive application to participate in the PECS Program, receive a modest

research stipend, meet bi-monthly as a group and with an interdisciplinary faculty board of advisors.

Graduate Research Awards for work in energy and climate

The PEI Walbridge Fund Award, initiated in 2009, provides 2-3 awards annually in amounts up to \$10,000 to Princeton graduate students pursuing innovative projects in the fields of energy technology, carbon policy, and climate science. Funds may be used for a range of purposes, including fieldwork support, travel, conference participation, the purchase of equipment, and costs associated with data analysis and facilities use. A competitive application process is held annually with awards determined by a Faculty Selection Committee.

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

<http://www.princeton.edu/pei/undergrads/internships/>

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

Yes

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

Through its Grand Challenges Program, Princeton promotes cutting-edge interdisciplinary research on energy, health, and development themes. Research funding is awarded and carried out locally and around the world with the engagement of a broad cross-section of the University community to explore the scientific, technical, public policy, and human dimensions of global environmental problems.

The High Meadows Foundation Sustainability Fund provides grants for faculty sustainability research projects that use the campus as a laboratory and benefit the Princeton community.

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

<http://www.princeton.edu/grandchallenges/research-highlights/faculty-research-funding/>

# Interdisciplinary Research in Tenure and Promotion

## Criteria

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

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### Submission Note:

Princeton does not specifically consider interdisciplinary research any differently than it does research focused within a small sub-field. However, many of our faculty members are engaged in interdisciplinary research.

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

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

No

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

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

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# Operations

## Buildings

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

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

# Building Operations and Maintenance

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## Responsible Party

**Thomas Nyquist**

Director of Engineering  
Engineering and Construction

---

## 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
- 

## Submission Note:

The University's boundary includes all buildings that are connected to the main campus utility systems, more specifically, those that get electricity, steam or chilled water from the central energy plant, as well as those that are fed power from Elm Drive and Charlton Street substations. Also included are significant campus energy-consuming programs that were once fed by these systems but have been moved off the main campus since 1990, including 701 Carnegie Center.

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

## Total building space that meets "Eligible Buildings Criteria" :

8408598 Square Feet

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

8408598 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

[http://www.princeton.edu/facilities/info/dept/design\\_construction/](http://www.princeton.edu/facilities/info/dept/design_construction/)

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

[DSM.pdf](#)

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

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

Princeton University Facilities Department has a series of campus initiatives, polices, guidelines and practices through which its buildings are operated and maintained. They include:

1) Impacts on the Surrounding Site

See Princeton Campus Plan Update:

<http://www.princeton.edu/campusplanupdate/overview/>

See Princeton Campus Plan Landscape:

<http://www.princeton.edu/campusplanupdate/landscaping/>

2) Resource Conservation

See



<http://www.princeton.edu/reports/2011/sustainability/conservation/>

### 3) Energy Consumption

See Energy Design Standards - section 3.3 Energy Guidelines:

[http://www.princeton.edu/facilities/info/dept/design\\_construction/\\_pdf/DSM.pdf](http://www.princeton.edu/facilities/info/dept/design_construction/_pdf/DSM.pdf)

See Sustainable Engineering Initiatives:

<http://www.princeton.edu/facilities/info/dept/engineering/sustainable/>

See Greenhouse Gas Reductions:

<http://www.princeton.edu/reports/2011/sustainability/greenhouse/>

### 4) Indoor Environmental Quality

See

<http://web.princeton.edu/sites/ehs/biosafety/biosafetypage/iaq.htm>

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

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

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# Building Design and Construction

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## Responsible Party

**Sean Joyner**

Deputy Director, Design and Construction  
Design and Construction

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## 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:

Eligible buildings include:

Frick Chemistry Laboratory 277,324 SF

Butler College Dormitories (Bogle, Yoseloff, 1967, Wilf, 1976) 113, 630 SF

Cordish Family Pavilion (Tennis Offices/Locker Rooms) 6,954 SF

58 Prospect Ave (Admin) 20,033 SF

High-Performance Computing Research Center 46,675 SF

36 University Place (Admin/U-Store) 44,332 SF

Total 2009-2011 – 508,948 SF

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

**New building space that meets "Eligible Buildings Criteria" :**

508948 Square Feet

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

508948 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 :**

[http://www.princeton.edu/facilities/info/dept/design\\_construction/](http://www.princeton.edu/facilities/info/dept/design_construction/)

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

[DSM.pdf](#)

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

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

Princeton University employs a dynamic design and review process between its outside consultants and internal technical teams. The Facilities Design Standards Manual (through which the design teams are contracted to comply) prescribes a series of review meetings with internal and external team members to review the project status and ensure compliance with the standards. There is also a sustainability charrette early on in the process which is followed up by a series of LCC, envelope and energy model workshops.

**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 :**

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

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# Indoor Air Quality

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## Responsible Party

**Stephen Elwood**

Health and Safety Program Manager  
Environmental Health and Safety

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## 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.

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

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

8411289 Square Feet

## Total occupied building space :

8411289 Square Feet

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

The University's Environmental Health and Safety (EHS) department as well as the Facilities Department responds to air quality concerns on campus. The quality of the air inside a building is affected by a variety of comfort, physical, chemical and biological factors. Factors influencing the indoor air quality of a room or building include:

- Comfort issues (temperature, humidity, "stuffiness")
- Supply of fresh air to the building
- Accumulation of particulate, biological or chemical contaminants originating from within or outside the building

Concerns related to comfort issues or water intrusion or damage are directed to the Facilities Customer Service Center at 609-258-8000. Concerns related to unresolved water damage, suspected mold conditions, unresolved odors or other indoor air quality concerns are directed to the Environmental Health and Safety department (EHS) at 609-258-5294.

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

<http://web.princeton.edu/sites/ehs/biosafety/biosafetypage/iaq.htm>

# Climate

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

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

# Greenhouse Gas Emissions Inventory

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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## Criteria

### Part 1

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

### Part 2

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

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### Submission Note:

The greenhouse gas inventory includes emissions from all buildings that are connected to the main campus utility systems, and more specifically, those that get electricity, steam or chilled water from the central energy plant, as well as those that are fed power from Elm Drive and Charlton Street substations. Also included are emissions from buildings that house significant campus energy-consuming programs that were once fed by these systems but have been moved off the main campus since 1990, including 701 Carnegie Center, as well as emissions from fleet vehicle fuel that is purchased by athletics, the business office (MacMillan pumps), and building services.

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

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

<http://www.princeton.edu/reports/2011/sustainability/greenhouse/campus-energy/>

### 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? :

No

**Does the inventory include embodied emissions from food purchases? :**

No

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

No

**Does the inventory include emissions from solid waste disposal? :**

No

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

No

**If yes, please specify :**

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

No

**If yes, please specify :**

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

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**If yes, please specify :**

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

No

**If yes, please specify :**

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# Greenhouse Gas Emissions Reduction

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## Responsible Party

**Thomas Nyquist**

Director of Engineering  
Engineering and Construction

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## 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.

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## Submission Note:

-The greenhouse gas emissions reported include emissions from all buildings that are connected to the main campus utility systems, and more specifically, those that get electricity, steam or chilled water from the central energy plant, as well as those that are fed power from Elm Drive and Charlton Street substations. Also included are emissions from buildings that house significant campus energy-consuming programs that were once fed by these systems but have been moved off the main campus since 1990, including 701 Carnegie Center, as well as emissions from fleet vehicle fuel that is purchased by athletics, the business office (MacMillan pumps), and building services.

-The 2006 emissions data reflects an updated utility emissions factor, unlike the emissions data reported in the University's annual Sustainability Report. The 2006 number has not been updated in the annual report for the sake of consistency; the original numbers continue to be used to track the University's progress toward reaching its greenhouse gas emissions goal, which was established prior to the utility emissions factor being updated.

-Baseline population numbers reflect fiscal year 2006 and, for the performance year, fiscal year 2011. The number of on-campus residents does not include those living in University housing off-campus. Those living in the Graduate College are included as that building is connected to the main campus utility systems. The number of employees excludes Princeton Plasma Physics Laboratory (PPPL) staff and casual hourly temps.

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

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

121892 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

**On-campus residents, 2005 :**

5017

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

7401

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

637

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

112924 Metric Tons of CO2 Equivalent

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

0 Metric Tons of CO2 Equivalent

**Carbon offsets purchased, performance year :**

0 Metric Tons of CO2 Equivalent

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

FY11: July 2010 through June 2011

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

5404

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

8374

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

760

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

FY11: July 2010 through June 2011

# Air Travel Emissions

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**Responsible Party**

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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**Submission Note:**

While the University does not have a policy or program in place to reduce emissions from air travel, emissions are tracked on an annual basis.

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

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

No

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

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

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# Local Offsets Program

## Submission Note:

Through the Engineering Projects in Community Service (EPICS) program in the School of Engineering and Applied Sciences (SEAS), as well as the nonprofit Energy Service Corps, Princeton students weatherize homes in local communities. However, the University does not claim credit for energy reductions resulting from these efforts.

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

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

No

**A brief description of the program :**

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

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# Dining Services

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

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

<b>Credit</b>
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

# Food and Beverage Purchasing

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## Responsible Party

**Stuart Orefice**  
Director, Dining Services  
Dining Services

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## 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 University's own definition of "sustainable" includes criteria that are not included by STARS, and are therefore not reflected in the 60 percent noted above. The additional criteria include the following:

-Socially Just: Products must be either Fair Trade or Rainforest Alliance Certified, or be produced by a company that subscribes to other significant socially responsible practices as defined by that company.

-Humane: Products must be either American Humane Certified or be produced by a company that subscribes to rigorous humane practices as defined by that company.

-Sustainable seafood: Products must be designated as sustainable by the Monterey Bay Aquarium's Seafood Watch program.

Note that all hamburgers in residential dining and ground beef campus-wide are not only local, but grass-fed.

Also note that the purchases above are those made by Princeton University Dining Services alone; they do not include the purchases of the University's primary dining services contractor, Restaurant Associates.

"---" 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) :**

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

Princeton Dining Services provides three meals a day in five residential dining halls and at the Center for Jewish Life, late night snacks, meals at the Food Gallery at Frist and several campus cafes, as well as catering services for special events. While balancing the many demands of providing our core services, we also step back to consider the broader context of social and environmental issues surrounding food production, distribution, and preparation. This consideration has led to several ongoing initiatives that shift purchases towards foods produced with lower environmental impacts, reduce dining hall waste, and strengthen our ties with the local community.

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

<http://www.princeton.edu/facilities/info/dining/sustain/>

**Responsible Party**

**Stuart Orefice**  
Director, Dining Services  
Dining Services

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

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

:

Yes

**A brief description of the trayless dining program :**

Princeton Dining Services has adopted a "tray-free" dining policy (providing larger plates and glasses and eliminating trays), endorsed by the Princeton Sustainability Committee, and has successfully implemented the program in all six residential dining halls, as well as the Center for Jewish Life and the Graduate College. For all dining halls, tray-free dining has the potential to reduce water and energy costs by \$4,000 per year, save up to 1.2 percent on food purchases, reduce food waste by up to 30 percent and avoid more than 23 metric tons of CO2 emissions.

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

Sept. 1, 2009

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

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

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

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

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

<http://www.princeton.edu/facilities/info/dining/sustain/waste/>



## Responsible Party

**Stuart Orefice**

Director, Dining Services

Dining Services

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### Submission Note:

Forbes announcement example:

<http://www.princeton.edu/forbescollege/announcements/archive/?id=5402>

"---" 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 :

Vegan entrees are offered at each meal and several composed salads and desserts are offered daily. In addition we offer a vegan sorbet in the ice cream chests in all dining facilities. The Forbes College Dining Hall offers monthly vegan/vegetarian dinners.

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

<http://www.princeton.edu/facilities/info/dining/sustain/>

# Trans-Fats

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## Responsible Party

**Stuart Orefice**

Director, Dining Services

Dining Services

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

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

Yes

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

Princeton Dining Services has eliminated fryer oils containing trans fats. We are committed to producing food without adding artificial trans fats.

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

<http://www.princeton.edu/facilities/info/dining/nutrition/healthy/>

## Guidelines for Franchisees

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**Responsible Party**

**Stuart Orefice**

Director, Dining Services

Dining Services

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**Submission Note:**

Princeton Dining Services does not have franchises on the campus.

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

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

No

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

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

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# Pre-Consumer Food Waste Composting

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## Responsible Party

**Stuart Orefice**  
Director, Dining Services  
Dining Services

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### Submission Note:

Website URL for Forbes Garden Project:

<http://www.princeton.edu/sustainability/student/groups/garden/>

"---" 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 :

Princeton Dining Services has a modest program for the Forbes Garden, which is located directly outside one of our college dining operations. Vegetable and fruit trimmings are separated in the kitchen and available for the volunteers working in the garden, as needed. The remainder of our pre-consumer food waste is provided to a local pig farmer who picks up food waste daily.

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

---

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

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

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

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

<http://www.princeton.edu/facilities/info/dining/sustain/waste/>

# PostConsumer Food Waste Composting

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## Responsible Party

**Stuart Orefice**  
Director, Dining Services  
Dining Services

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### Submission Note:

Student class video:

<http://www.youtube.com/watch?v=I9Q7L70RTjc>

"---" 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 :

Currently, Princeton sends all of its food waste (1116 tons in 2010) to a local pig farmer, who picks up food waste daily.

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

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

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

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

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

<http://www.dailyprincetonian.com/2009/04/16/23410/>

## Food Donation

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**Responsible Party**

**Stuart Orefice**

Director, Dining Services

Dining Services

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

**Does the institution donate leftover or surplus food? :**

Yes

**A brief description of the food donation program :**

The Student Volunteers Council (SVC) has a program called FoodTASK that supports the Trenton Area Soup Kitchen. Student volunteers pick up frozen food that is then provided to the soup kitchen.

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

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# Recycled Content Napkins

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## Responsible Party

**Stuart Orefice**  
Director, Dining Services  
Dining Services

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### Submission Note:

Napkin manufacturer:

<http://www.torkusa.com/product/32XPT/>

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

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

Yes

### A brief description of the purchasing behavior :

In addition to purchasing recycled napkins, Princeton Dining Services instituted new napkin dispensers that reduced our napkin consumption by one-third; prior to these dispensers, napkins were placed on the tables in baskets.

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

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# Reusable Container Discounts

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## Responsible Party

**Stuart Orefice**  
Director, Dining Services  
Dining Services

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

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

Yes

### **A brief description of the reusable mug program :**

Dining Services gives an incentive to students who use their own reusable mugs instead of disposable cups by offering a discount on fountain and hot beverages at campus cafes and food galleries. Up until 2009, the university offered incoming freshmen free reusable mugs; since then, the university has provided free Nalgene water bottles to freshmen.

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

0.25

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

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

<http://www.princeton.edu/facilities/info/dining/sustain/waste/>



## Reusable To-Go Containers

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

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

No

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

We do not offer take-out in our all-you-care-to-eat operations.

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

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# Energy

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

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

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

# Building Energy Consumption

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## Responsible Party

**Thomas Nyquist**

Director of Engineering  
Engineering and Construction

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## Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

---

## Submission Note:

The building energy consumption data includes energy from all buildings that are connected to the main campus utility systems, and more specifically, those that get electricity, steam or chilled water from the central energy plant, as well as those that are fed power from Elm Drive and Charlton Street substations. Also included are buildings that house significant campus energy-consuming programs that were once fed by these systems but have been moved off the main campus since 1990, including 701 Carnegie Center.

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

## Total building energy consumption, 2005 :

1394197 MMBtu

## Building space, 2005 :

8102413 Gross Square Feet

## Total building energy consumption, performance year :

1526149 MMBtu

**Building space, performance year :**

8936449 *Gross Square Feet*

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

FY11: July 2010 through June 2011

## Responsible Party

**Thomas Nyquist**

Director of Engineering  
Engineering and Construction

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## 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

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**Submission Note:**

The net amount of electricity generated with co-generation technology (241,576 MMBTU) was calculated from the following data: For fiscal year 2011, total net electricity generated using the gas turbine cogeneration system was 67,672,000 kWh; this is the total power generated minus the gas compressor (parasitic) load. The total electricity generated with the backpressure steam turbine cogeneration was 3,130,000 kWh.

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

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

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

0 MMBtu

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

241576 MMBtu

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

1526149 MMBtu

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

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

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

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

---

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

The electric generator, powered by a General Electric LM-1600 gas turbine that burns natural gas or diesel fuel, is a cogeneration facility. What would normally be wasted exhaust heat from the turbine is recovered to heat water and make steam. Through cogeneration and other waste heat recovery, the efficiency of Princeton's plant rises to the range of 80 percent vs. 25-40 percent for a typical utility energy plant. The cogeneration plant can generate 15 megawatts of electricity, about equal to Princeton's average electricity needs on a given day. The Princeton turbine was the first of its kind in the world to earn certification to operate on bio-diesel fuel.

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

[http://www.princeton.edu/facilities/info/major\\_projects/energy\\_plant/](http://www.princeton.edu/facilities/info/major_projects/energy_plant/)

# Timers for Temperature Control

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

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

Yes

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

The University uses full distributed digital control (DDC) systems in more than 125 buildings on campus, which includes all of the heaviest energy-use buildings. A total of 180 spaces are scheduled each day to ensure that systems are off for spaces that are unoccupied.

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

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

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# Lighting Sensors

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**Responsible Party**

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

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

Yes

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

The University uses a variety of technologies, including dual technology, wireless and light level (i.e. daylight harvesting) sensors.

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

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

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# LED Lighting

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## Responsible Party

**Thomas Nyquist**

Director of Engineering  
Engineering and Construction

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*"---" 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 :**

The University has used light emitting diodes (LEDs) for street lighting, conference rooms, audiovisual rooms, wall washing, and downlighting.

**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 :**

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# Vending Machine Sensors

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

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

Yes

## A brief description of the technology used :

Energy-saving motion sensors have been installed in some University vending machines. These motion sensors activate the vending machine when a person requires service.

## The percentage of vending machines with sensors :

---

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

<http://www.princeton.edu/pr/pwb/02/0311/>

# Energy Management System

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

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

Yes

**A brief description of the management system :**

The University has distributed digital control (DDC) systems in more than 125 buildings, and monitors approximately 87,000 control points through several different vendors.

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

---

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

---

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

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# Energy Metering

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

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

Yes

**A brief description of the metering system :**

For electronic meters, three-phase power meters are used. For steam meters, inline vortex shedding meters with pressure compensation are used. For chilled water meters, the University uses magnetic type meters. Clamp on ultrasonic flow meters are also used on occasion.

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

---

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

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# Grounds

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

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

# Integrated Pest Management

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## Responsible Party

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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## Criteria

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

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

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

## The size of the campus grounds :

635 Acres

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

635 Acres

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

We have two zones of inspections: the main campus is inspected in-house and the east and west sides by Bartlett Trees Experts. Our objective is to use cultural practices, good plants selection and soil remediation to have healthier plant material and therefore plants that can tolerate pests.

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/landscape/>

## Native Plants

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### Responsible Party

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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

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

Yes

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

Michael Van Valkenburgh and Associates (MVVA) is the University's consulting landscape architect who chooses the plant selection.

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/landscape/>



# Wildlife Habitat

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## Responsible Party

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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### Submission Note:

There is also an owl house by the gardens at Forbes College.

*"---" 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 reforestation initiatives along Washington Rd, Broadmead and Faculty Rd and Gray Farm common lands.

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

---

**Responsible Party**

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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**Submission Note:**

We do not wish to participate.

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

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

No

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

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

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# Snow and Ice Removal

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## Responsible Party

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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

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

Yes

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

Pre-storm treatment, use of environmentally safer chemicals such as calcium magnesium acetate.

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/landscape/>

# Landscape Waste Composting

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## Responsible Party

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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

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

Yes

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

About 98 percent of all vegetative material is recycled into mulch and compost to make and amend soil. We dispose of seeds and noxious plants we remove.

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

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

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/landscape/>

# Purchasing

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

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

# Computer Purchasing

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## Responsible Party

**Brian Rounsavill**

Director of Purchasing

Purchasing, Office of the Vice President for Finance and Treasurer

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## Criteria

### Part 1

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

### Part 2

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

---

### Submission Note:

Expenditures on EPEAT Gold desktop and laptop computers and monitors 1/1/11 – 11/30/11:

-Dell purchases (338 Laptops & 880 Desktops): \$3,639,773

-Apple purchases (690 Laptops & 193 Desktops): \$1,500,000

Total: \$5,139,773

As these purchases represent approximately 80 percent of total purchases, total purchases have been estimated to be \$6,424,716.

"---" 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.princeton.edu/sustainability/epeat-1/index.xml>

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

Environmentally preferable purchasing is an integral part of the Purchasing department's focus as we administer our contracts portfolio. For computers specifically, we seek out those that are EPEAT™ registered. It is part of our selection criteria when defining "standards" for any computer we are going to offer the campus, and a standard our students demand and expect as well.

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

Yes

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

5139773 US/Canadian \$

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

0 US/Canadian \$

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

6424716 US/Canadian \$

# Cleaning Products Purchasing

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## Responsible Party

**Jonathan Baer**  
Director, Building Services  
Building Services

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## Criteria

### Part 1

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

### Part 2

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

---

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

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

Yes

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/purchasing/>

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

The University's current strategy is to transition to Green Seal-certified cleaners, and we have done so simply by purchasing more Green Seal-certified cleaners - an increase of almost 30 percent by volume from 2010 to 2011. Currently, 66.2 percent of our cleaners, in terms of total spending on cleaning products, are Green Seal-certified.

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

Yes

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

115400 US/Canadian \$



**Total expenditures on cleaning products :**

174473 *US/Canadian \$*

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

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# Office Paper Purchasing

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## Responsible Party

**Brian Rounsavill**

Director of Purchasing

Purchasing, Office of the Vice President for Finance and Treasurer

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## Criteria

### Part 1

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

### Part 2

Institution purchases recycled content office paper.

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#### Submission Note:

These figures listed are for general use white 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.princeton.edu/reports/2011/sustainability/conservation/purchasing/>

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

Usage is continuously monitored.

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

Yes

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

0 US/Canadian \$

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

20850 *US/Canadian \$*

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

24874 *US/Canadian \$*

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

0 *US/Canadian \$*

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

316121 *US/Canadian \$*

**Total expenditures on office paper :**

371044 *US/Canadian \$*

# Vendor Code of Conduct

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## Responsible Party

**Brian Rounsavill**

Director of Purchasing

Purchasing, Office of the Vice President for Finance and Treasurer

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## Criteria

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

---

### Submission Note:

While no code currently exists, it is our hope that our Life Cycle Assessment (LCA) initiative will create an opportunity to implement a Vendor Code of Conduct as it pertains to the sustainable environmental practices.

*"---" 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 :**

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

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**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 :**

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## Historically Underutilized Businesses

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**Responsible Party**

**Brian Rounsavill**

Director of Purchasing

Purchasing, Office of the Vice President for Finance and Treasurer

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

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

Yes

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

The University hosts minority vendor shows that are sponsored by NJHEPA (New Jersey Higher Education Purchasing Association), of which Princeton is a member. It also participates in a minority mentoring program with MAACC (Metropolitan African American Chamber of Commerce and the Princeton Chamber of Commerce).

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

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## Local Businesses

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**Responsible Party**

**Brian Rounsavill**

Director of Purchasing

Purchasing, Office of the Vice President for Finance and Treasurer

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**Submission Note:**

No preferential treatment is given, but we strongly encourage local business participation in the competitive bid process. In FY11, 53.9% of all maintenance and capital construction projects were spent with local business firms and 25.47% of material and supply expenditures.

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

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

No

**A brief description of the program :**

The Purchasing Department features an Annual Vendor Fair which features local products and vendors.

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

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# Transportation

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

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

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

## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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## Criteria

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

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

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

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

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

5

### **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 :**

85

### **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 :**

14

**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 :**

605

# Student Commute Modal Split

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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## Criteria

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

---

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

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

90

**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 :**

10

**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 :**

45

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

0

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

45

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

0

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

<http://www.princeton.edu/parking/tdm.html>

# Employee Commute Modal Split

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

---

## Criteria

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

---

### Submission Note:

The percentage of employees who commute with only the driver in the vehicle is taken from a 2008 survey administered as part of the University's Campus Plan effort. The survey showed that 84 percent of employees were commuting to work as the sole occupant of a passenger vehicle.

Carpool and vanpool calculation:

Participants in University Vanpool Program: 36

Participants in the Carpool Incentive Program: 140

Total =  $176/6047 = 0.03$

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

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

16

**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 :**

84

**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 :**

3

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

3

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

**method of transportation :**

10

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

0

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

<http://www.princeton.edu/parking/tdm.html>

# Bicycle Sharing

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

Yes

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

The University has a program called U-Bikes. The program allows all University members to rent a bike, helmet, and lock for the semester.

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

<http://www.princeton.edu/sustainability/student/programs/ubikes/>

# Facilities for Bicyclists

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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### Submission Note:

In AY2012, the University will provide bike storage, shower facilities and lockers on campus.

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

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

No

**A brief description of the facilities :**

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

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# Bicycle and Pedestrian Plan

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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### Submission Note:

The plan is expected to be released in 2012.

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

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

Yes

### A brief description of the plan :

The University's Bike Master Plan is broken into two major components: infrastructure and programming/policy/education. It includes a number of bike-related amenities, such as showers, covered storage, and lockers. The plan also includes program ideas, policy changes, and education techniques to create an overall bike-friendly campus.

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

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# Mass Transit Programs

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

Yes

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

The University offers a 50 percent subsidy on monthly transit passes for both employees and graduate students.

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

<http://www.princeton.edu/transportation/mtincentives/index.html>



## Condensed Work Week

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### Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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*"---" 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. :**

No

**A brief description of the program :**

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

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# Telecommuting

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

No

**A brief description of the program :**

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

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# Carpool/Vanpool Matching

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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*"---" 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 :**

The University uses a rideshare database that allows those interested in carpooling to post information about their commuting situation. This option is available to all faculty, staff, and students

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

<http://www.princeton.edu/transportation/rideshare>

## Cash-out of Parking

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### Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

:

No

**A brief description of the program :**

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

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## Carpool Discount

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### Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

No

### A brief description of the program :

However, the University does offer preferred parking spaces to those who carpool.

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

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## Local Housing

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### Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

Yes

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

A discount on an employee's mortgage interest rate is offered.

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

<http://www.princeton.edu/facilities/housing/real-estate-services/>

# Prohibiting Idling

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## Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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

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

No

### A brief description of the policy :

Idling is dictated by NJ State policy. Please see

<http://www.stophesoot.org/sts-idle.htm>

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

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## Car Sharing

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### Responsible Party

**Kim Jackson**

Director, Transportation and Parking Services  
Transportation and Parking Services, University Services

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*"---" 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 :**

The University contracts with WeCar, operated through Enterprise.

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

<http://www.princeton.edu/transportation/carsharing.html>



# Waste

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

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

# Waste Reduction

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## Responsible Party

**Jonathan Baer**  
Director, Building Services  
Building Services

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## 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*.

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## Submission Note:

-The waste numbers reported include waste data from off-campus housing, in addition to data from all buildings that are connected to the main campus utility systems, are fed power from Elm Drive and Charlton Street substations, and those that house significant campus energy-consuming programs that were once fed by these systems but have been moved off the main campus since 1990, including 701 Carnegie Center.

-Baseline population numbers reflect fiscal year 2006 and, for the performance year, fiscal year 2011. The number of on-campus residents does not include those living in University housing off-campus. Those living in the Graduate College are included as that building is connected to the main campus utility systems. The number of employees excludes Princeton Plasma Physics Laboratory (PPPL) staff and casual hourly temps.

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

## Weight of materials recycled, 2005 baseline year :

2033 Tons

## Weight of materials composted, 2005 baseline year :

826 Tons

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

3251 Tons

## Weight of materials recycled, performance year :

2224 Tons

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

884 Tons

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

2733 Tons

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

January 2010 through December 2010

**On-campus residents, 2005 :**

5017

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

7401

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

637

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

5404

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

8374

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

760

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

FY11: July 2010 through June 2011

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

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

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/recycling/>

## Responsible Party

**Jonathan Baer**  
Director, Building Services  
Building Services

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## Criteria

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

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

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### Submission Note:

-Amount of materials recycled, composted, reused, donated, re-sold, or otherwise diverted, includes recyclables, landscape compost, and food waste.

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

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

4224 Tons

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

2733 Tons

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

Princeton is committed to reducing its total waste stream while increasing the percentage of recycling across all categories. Our initiatives include the following:

-The University communicates its waste reduction and recycling goals to the campus community through the Facilities and Sustainability websites, the annual Sustainability Report, campus news stories, and signage.

-Princeton's student Ecology Representatives--the Eco-Reps--program was founded in 2004 in conjunction with Princeton Facilities. The EcoReps encourage campus waste reduction and recycling through research, education, and providing the campus community with the tools necessary to implement more sustainable practices.

-The University has placed hundreds of 3-in-1 recycling receptacles throughout the campus in dormitories, classrooms, conference rooms and labs.

-More than 500 copies of the University's Recycling Guidelines have been posted across campus.

-Since 2008, the University has been composting nearly 100 percent of the leaves and landscape trimmings collected on campus.

# Construction and Demolition Waste Diversion

## Criteria

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

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

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

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

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

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### **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 :**

Princeton University has Design Standards as well as contract provisions requiring a high percentage of recycled demolition and construction waste.

# Electronic Waste Recycling Program

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## Responsible Party

**Joseph Lane**

Manager, Administrative Support  
Office of the Vice President for Finance and Treasurer

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## Criteria

### *Part 1*

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

**Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly? :**

Yes

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met :**

The University's Environmental Health and Safety department reviewed in detail the Surplus Program and the practices of the electronic recycling service to ensure that the company had appropriate worker safety and environmental standards in place.

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

The University's Surplus Program utilizes an online surplus database, in which departments may enter the electronic equipment information. Once an item is entered into the surplus system, the Surplus Program will take possession of the item(s) and is responsible for advertising, display, pickup, and ultimate disposal of the item(s).

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

Students can recycle their electronics in a campus “curb-side” collection program. Items collected include computers, televisions, cell phones, MP3 players, PDAs and other peripherals.

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

<http://finance.princeton.edu/how-to/buying-paying/how-to-buy/surplus-program/>



# Hazardous Waste Management

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## Responsible Party

**Stephen Elwood**

Health and Safety Program Manager  
Environmental Health and Safety

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## Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :**

Environmental Health and Safety (EHS) manages hazardous and non-regulated chemical waste disposal, and University Building Services manages the disposal of universal waste including fluorescent lamps, electronics and rechargeable batteries. The University's Purchasing Department manages a surplus equipment program that includes various types of electronics, including computers, monitors, etc. The surplus equipment program finds reuse opportunities for such items. Those items not fit for reuse are managed as universal waste.

EHS continuously pursues waste reduction techniques by working directly with lab research staff and through collaboration and benchmarking with environmental compliance staff at sister institutions. All laboratory workers are asked to consider pollution prevention opportunities for all of their operations. This includes reducing or eliminating chemical use and chemical waste production. For example, EHS has a long standing mercury thermometer exchange program by which laboratories are encouraged to exchange mercury thermometers for non-mercury varieties (e.g., digital, alcohol/spirit filled) at no cost.

Additionally, EHS considers the most environmentally beneficial treatment method for the hazardous and non-hazardous chemical waste that is generated. Spent flammable solvents, for example, are shipped for 'fuel blending' whenever possible. This program ensures that flammable liquid with high BTU value is burnt as industrial fuel rather than simply incinerated for waste destruction. Further, unused surplus chemical reagents are offered for reuse whenever possible to minimize chemical waste disposal. EHS encourages laboratories to install under-the-counter lab glasswashers. This significantly reduces the use of solvents for cleaning, rinsing and drying of glassware.

EHS now prohibits the use of thermal stills in laboratories. The "push columns" that replace these stills drastically reduce the amount of unusable solvent, saving us from several drums of solvent waste each year.

EHS encourages just-in-time delivery of chemicals in research laboratories to avoid stockpiling chemicals. In the arts, our Visual Arts department has eliminated the use of solvent-based thinners and metal-based paints.

For art studios within our residential colleges, EHS prohibits solvent-based thinners, metal-based paints, metal-based glazes for ceramics, and any other material that would result in hazardous waste generation.

Over the past several years nearly all of the photo developing labs have been eliminated and replaced by digital studios.

Universal wastes are minimized through purchasing standards that preclude the purchase of mercury containing fluorescent lamps. The so-called 'green tip' or 'green lamp' purchasing program is campus wide and ensures only low-mercury lighting is purchased for use in University buildings.

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

Environmental Health and Safety (EHS) manages hazardous and non-regulated chemical waste disposal and has done so since the creation of the US EPA and the onset of disposal regulations. EHS maintains the chemical waste program and takes great care to ensure both hazardous and non-regulated chemicals are disposed of properly and in full compliance with Federal and State of New Jersey regulation. University Building Services manages the disposal of universal waste including fluorescent lamps, electronics and rechargeable batteries. The waste management programs are routinely inspected by NJ Department of Environmental Protection and by private environmental compliance consultants hired by the University.

EHS holds contracts with two environmental firms to safely and conscientiously dispose of our chemical wastes. EHS reviews the disposal methods and chooses the most environmentally sustainable method at treatment/disposal companies that have maintained a high level of compliance. Periodically, EHS audits these firms to ensure that they are meeting our criteria.

EHS has established procedures for chemical users to collect their chemical waste. EHS periodically inspects all laboratories and other areas where such wastes are generated to ensure compliance. Our environmental firms are onsite at least twice a month to collect hazardous waste.

Building Services and Purchasing administer contracts with firms for disposal of universal wastes. Before these firms are contracted, EHS arranges for an environmental consulting firm to conduct an audit of the company to ensure that they are managing waste in a manner consistent with our environmental goals and with environmental regulations.

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

<http://web.princeton.edu/sites/ehs/chemwaste/index.htm>

# Materials Exchange

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## Responsible Party

**Joseph Lane**

Manager, Administrative Support  
Office of the Vice President for Finance and Treasurer

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

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

Yes

### **A brief description of the program :**

In an effort to be good stewards of University resources, quality surplus materials, including various types of equipment and furniture are reused on campus whenever possible via the Surplus Program. What's no longer needed in one department often finds a home in another. And, if the surplus can't be used on campus, the University makes it available for purchase by employees and the public, or coordinates the donation to a charity. The Surplus Program also handles the disposition of items that must be scrapped or discarded due to federal and state disposal regulations, as well as for health and safety reasons.

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

<http://finance.princeton.edu/how-to/buying-paying/how-to-buy/surplus-program/>

## Limiting Printing

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**Responsible Party**

**Anne Marie Phillips**

University Records Manager

University Library

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

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

Yes

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

Each student is given a quota for the number of pages per semester that he/she may print. Princeton also highly encourages students to print less and view documents electronically. In addition, the University's printers automatically print double sided (unless otherwise specified by the student) to conserve paper.

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

<http://www.princeton.edu/printless/index.xml>

## Responsible Party

**Anne Marie Phillips**

University Records Manager

University Library

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### Submission Note:

There is anecdotal evidence of a significant reduction in paper-based delivery of all types of university information in the mere fact that the university reduced the daily number of mail deliveries as a result of far less paper being sent from one department to another. This directly points to the heavy use of e-mail in communications, but it also indicates that departments have the expectation that people needing or wanting information will look online first, not in their mailboxes.

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

### **Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online? :**

Yes

### **A brief description of the practice :**

While making the above materials available online rather than in print is not official university policy (meaning it is not mandatory), it has increasingly become the practice here to publish online instead of in print. This began as a cost-cutting method, implemented aggressively in early 2009, and has become accepted practice.

Additionally, any unit that publishes newsletters or other informational products has been strongly encouraged to publish online only, where possible, providing print publications only upon request or in situations where the print version is necessary.

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/recycling/>

# Chemical Reuse Inventory

## Submission Note:

While there is no campus-wide inventory system, EHS encourages laboratories to report their surplus chemicals. EHS then posts the availability of the chemicals on a listserve that is distributed to all principal investigators and lab managers.

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

**Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :**

No

**A brief description of the program :**

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

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# Move-In Waste Reduction

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## Responsible Party

**Jonathan Baer**  
Director, Building Services  
Building Services

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

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

Yes

## A brief description of the program :

Any student may store their belongings during the summer through the Princeton Student Agencies Moving and Storage Agency for a fee. Additionally, by providing summer storage to international students and students studying abroad, the University is helping to reduce potential waste that could otherwise result from packaging and shipping.

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

[http://www.princeton.edu/facilities/info/audiences/undergraduate/move\\_in/campus\\_services/storage/](http://www.princeton.edu/facilities/info/audiences/undergraduate/move_in/campus_services/storage/)

# Move-Out Waste Reduction

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## Responsible Party

**Jonathan Baer**  
Director, Building Services  
Building Services

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"---" 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 :

The University provides the following services that help to reduce move-out waste: (1) Donation collection sites in dormitories and graduate housing that accept unwanted supplies, including furniture, clothing, school supplies, books, and unopened food and toiletries during the end-of-year move-out period; (2) A limited amount of summer storage is made available on campus during the summer months for international and Study Abroad students free of charge; (3) Any student may store their belongings during the summer through the Princeton Student Agencies Moving and Storage Agency for a fee. By providing summer storage, the University is helping to reduce potential waste that could otherwise result from packaging and shipping.

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

[http://www.princeton.edu/facilities/info/audiences/undergraduate/move\\_in/campus\\_services/storag  
e/](http://www.princeton.edu/facilities/info/audiences/undergraduate/move_in/campus_services/storag<br/>e/)



# Water

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

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

# Water Consumption

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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## Criteria

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

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

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## Submission Note:

-The water data includes water usage from all relevant buildings that are connected to the main campus utility systems, and more specifically, those that get electricity, steam or chilled water from the central energy plant, as well as those that are fed power from Elm Drive and Charlton Street substations. Note that residence hall water data does not include Little Hall due to a meter issue.

-Baseline population numbers reflect fiscal year 2006 and, for the performance year, fiscal year 2011. The number of on-campus residents does not include those living in University housing off-campus. Those living in the Graduate College are included as that building is connected to the main campus utility systems. The number of employees excludes Princeton Plasma Physics Laboratory (PPPL) staff and casual hourly temps.

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

## Water consumption, 2005 baseline year :

243462032 Gallons

## Water consumption, performance year :

211904660 Gallons

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

FY11: July 2010 through June 2011

## On-campus residents, 2005 :

5017

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

7401

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

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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

5404

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

8374

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

760

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

FY11: July 2010 through June 2011

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

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

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/water/>

# Stormwater Management

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## Responsible Party

**Natalie Shivers**

Associate University Architect for Planning  
Office of the University Architect

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## Criteria

### **Part 1**

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

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

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

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

### **Part 2**

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

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

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

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

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

Yes

**Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :**

No

**A brief description of the institution's stormwater management initiatives :**

As part of the Campus Plan, completed in 2008, the University prepared a sustainable campus stormwater plan, which focused on low-impact development and landscape-based stormwater management strategies.

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/stormwater-management/>

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

Yes

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

The rooftops of Butler College, the newest dormitories on campus, are being used as a case study to determine how energy efficient green roofs are:

<http://www.princeton.edu/main/news/archive/S25/01/12M89/>

.

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

Yes

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

Porous paving has been installed on the Chemistry nature path. In the future, permeable paving materials will also be employed at new building projects on campus, including the Neuroscience and Psychology building complexes and the Andlinger Center for Energy and the Environment.

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

Yes

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

There are 2 retention ponds on University land, including the golf course and the site of the 93 College Rd. apartments.

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

No

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

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

Yes

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

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

Yes

**A brief description of other technologies or strategies for stormwater management employed :**

For more information, please visit:

<http://www.princeton.edu/reports/2011/sustainability/conservation/stormwater-management/>

# Waterless Urinals

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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### Submission Note:

Low-flow urinals have also been installed in the new Frick Chemistry building (1/8th of a gallon per flush), much less than a standard urinal.

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

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

Yes

### A brief description of the technology employed :

We have several Sloan/Falcon waterless urinals across campus, including in Dillon gym, Butler College and MacMillan.

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

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# Building Water Metering

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**Responsible Party**

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

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

Yes

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

Two types of water meters are employed to monitor building water usage on campus: compound and turbo style meters.

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

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

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# Non-Potable Water Usage

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## Responsible Party

**Thomas Nyquist**  
Director of Engineering  
Engineering and Construction

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

### **Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :**

Yes

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

The University has installed a combined 18,000 gallons of capacity for rainwater storage and reuse at Butler College and the Frick Chemistry building. Butler College's system consists of a 6,000 gallon cistern, which is used for irrigation. Frick has a 12,000 gallon system in place that collects rainwater from the roof and condensate from mechanical systems in the "penthouse". The water is used for flushing toilets.

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

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

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

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

<http://www.princeton.edu/reports/2011/sustainability/conservation/water/>

**Responsible Party**

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance

Grounds and Building Maintenance

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants? :**

No

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

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

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# Weather-Informed Irrigation

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## Responsible Party

**Devin Livi**

Associate Director, Grounds & Landscaping, Grounds and Building Maintenance  
Grounds and Building Maintenance

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

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

Yes

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

We have moisture sensors which test moisture levels within the soil.

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

<http://baselinesystems.com/>

# Planning, Administration & Engagement

## Coordination and Planning

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

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

# Sustainability Coordination

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## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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## Criteria

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

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

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### Submission Note:

There are currently 4 full time employees and 35 interns employed in the Office of Sustainability.

*"---" 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 :

To advance the University's goals of operating in a more sustainable way, educating students in the importance of sustainability in their future personal and professional lives, and serving as a model for other institutions by:

- Monitoring the progress of the University toward meeting the goals set forth in the February 2008 Sustainability Plan and in subsequent sustainability-related policies;
- Recommending (to the Provost) allocations of funding provided by the High Meadows Foundation and subsequent sustainability-related gifts and to monitor the effectiveness of funded initiatives;
- Providing a forum for ongoing discussions of the University's sustainability-related policies and practices among faculty, students and administrators;
- Recommending changes in policies and practices to University administrators based on monitoring and discussions as described above.

### Members of the committee, including affiliations :

Michael McKay, Executive Sponsor - Vice President for Facilities  
[Campus Sustainability Data Collector](#) | [AASHE](#) | [Sierra Magazine](#)

Shana Weber, Co-Chair - Manager, Office of Sustainability

Elie Bou-Zeid, Co-Chair - Assistant Professor, Civic and Environmental Engineering

Pablo Debenedetti - Class of 1950 Professor of Engineering and Applied Science; Professor of Chemical Engineering; Vice Dean, School of Engineering & Applied Science

Kathy Hackett - Associate Director, Princeton Environmental Institute

Robin Izzo - Associate Director, Laboratory Safety and Environmental Health and Safety

Tom Kreutz - Energy Systems Modeler, Princeton Environmental Institute

Paul Lewis - Assistant Professor, School of Architecture

Denise Mauzerall - Professor of Civil and Environmental Engineering and Public and International Affairs, Woodrow Wilson School

Tom Nyquist - Director, Engineering Facilities

Stu Orefice - Director, Dining Services

Patrick Caddeau - Director of Studies, Forbes College

Don Weston - Senior Advisor to VP of Finance & Treasury

Jenna Losh - Graduate Student (GSG representative)

Malavika Balachandran '12 - Undergraduate Student (PEN co-representative)

Miyuki Miyagi '12 - Undergraduate Student (PEN co-representative)

Flavia Brancusi '12 - Undergraduate Student (USG representative)

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

<http://www.princeton.edu/sustainability/psc/>

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

Yes

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

The Office of Sustainability coordinates and advocates sustainability efforts in university, regional, and national affairs through collaboration with students, faculty, staff, and administrators. The Office works in close collaboration with the Princeton Sustainability Committee (PSC) to continue developing Princeton's leadership in sustainability.

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

39

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

<http://www.princeton.edu/sustainability>

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

Yes

**Sustainability coordinator's name :**

Shana Weber

**Sustainability coordinator's position title :**

Sustainability Manager

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

The Sustainability Manager directs the programs and initiatives of the Office of Sustainability, and serves as its spokesperson. The manager also co-chairs the Princeton Sustainability Committee and collaborates with sustainability leaders at other academic institutions and in the local community.

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

<http://www.princeton.edu/sustainability/about/office/staff/>

# Strategic Plan

## 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.

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

**Year the strategic plan or equivalent was completed or adopted :**

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

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

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

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

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

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

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

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# Physical Campus Plan

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## Responsible Party

**Natalie Shivers**

Associate University Architect for Planning  
Office of the University Architect

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## Criteria

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

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

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

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

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

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

Yes

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

The Campus Plan features a chapter on sustainability, which includes strategies to decrease the University's "carbon footprint," emphasize sustainable building design, expand landscaping and reforestation, increase conservation and recycling, and improve water management.

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

2006

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

<http://www.princeton.edu/campusplan/>

# Sustainability Plan

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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## Submission Note:

Note Princeton's broader sustainability goals listed are associated with specific strategies. For more information, please visit <http://www.princeton.edu/reports/2011/sustainability/>

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

## Does the institution have a sustainability plan that meets the criteria for this credit? :

Yes

## A brief description of how multiple stakeholder groups were involved in developing the plan :

The development of Princeton's Sustainability Plan grew out of the efforts of the Princeton Sustainability Committee (PSC) (formerly the Princeton Environmental Oversight Committee, or PEOC), which was established in 2002 by President Shirley M. Tilghman. The committee consisted of students, faculty and staff, and realized that exemplary campus stewardship and preparing Princeton's students to become engaged environmental citizens required a comprehensive plan. In 2006, Shana Weber joined the staff as the University's first sustainability manager, and established the Office of Sustainability. She began working with the committee to organize 10 working groups of students, faculty, and staff that assessed existing stewardship initiatives and potential opportunities across the institution. The three priority areas—Greenhouse Gas Reduction, Resource Conservation and Research, Education & Civic Engagement—identified in the Sustainability Plan emerged from that assessment. The plan provides the framework for members of the University community, individually and collectively, to help Princeton play a leading role in the global effort to achieve a sustainable future for everyone.

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

The Sustainability Plan proposes aggressive but achievable goals in three priority areas: Greenhouse Gas Reduction; Resource Conservation; and Research, Education and Civic Engagement. Currently, Princeton's sustainability goals include:

Greenhouse Gas Reduction Goals: 1) decrease campus carbon dioxide to 1990 levels by 2020, and 2) decrease by 10 percent the number of cars commuting to campus by 2020.

Resource Conservation Goals: 1) increase sustainable food purchases to 70 percent by 2012; 2) reduce and recycle food waste; 3) encourage sustainability in the supply chain and procurement of purchased goods and services; 3) reduce overall waste from campus; 4) increase reuse and recycling; 5) create a vibrant and sustainable landscape; 6) reduce overall campus water usage; 7) manage stormwater events with an integrated campuswide ecosystem approach.

Research, Education and Civic Engagement Goals: 1) Develop leaders among students to advance global sustainability; 2) Encourage campuswide student initiatives in sustainability; 3) Promote sustainable practices among University community members through action and by example; 4) Expand the discourse about sustainability on campus, in the local community and across the nation.

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

Progress against the sustainability goals is assessed and published on at least an annual basis.

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

<http://www.princeton.edu/reports/sustainability-plan-20080219/>

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

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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## Criteria

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

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

## Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :

Yes

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

The University's long-term goal is to decrease campus carbon dioxide emissions to 1990 levels by 2020.

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

Within the following strategies being employed to meet the University's long-term greenhouse gas emissions goal are short-term goals:

**Campus Energy:** Invest \$45 million between 2009 and 2017 to reduce overall utility usage on campus, in part by improving the efficiency of the high-performance central cogeneration plant and the buildings it serves. These initiatives are being coordinated through an Energy Master Plan.

**Green Building:** Increase building efficiency in new construction and major renovation projects using Life Cycle Cost Analysis and strive for LEED Silver equivalency wherever applicable; use on-site renewables and alternative energy technologies, as well as natural resource conservation technologies, wherever cost-effective; build internal expertise to ensure consistent application of the University's Sustainable Building Guidelines across all projects.

**Transportation:** Encourage the use of public mass transit; develop and promote car pools and van pools; improve the on-campus transit system; provide and promote a car sharing service; improve the campus network of bicycle paths and walkways, and support and promote walking and biking; communicate information about the University's Transportation Demand Management programs; coordinate campus fleet management; standardize electric carts and ultra-low or zero-emission vehicles; track University-related air travel.

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

2008

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

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

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

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

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

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

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

<http://www.princeton.edu/reports/2011/sustainability/greenhouse/>

# Diversity and Affordability

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

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

# Diversity and Equity Coordination

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## Responsible Party

**Michele Minter**

Vice Provost for Institutional Equity and Diversity  
Office of the Provost

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## Criteria

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

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

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

Yes

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

The Diversity Council (1) recommends and promotes policies, practices and programs that foster effective participation in a diverse and inclusive community; (2) examines formal and informal structures and processes that impede or facilitate progress toward diversity goals and recommends changes; and (3) identifies strategies and approaches to raise awareness and sustain dialogue.

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

The committee is co-chaired by Michele Minter, Vice Provost for Institutional Equity and Diversity, and Lianne Sullivan-Crowley, Vice President for Human Resources.

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

<http://www.princeton.edu/diversity/progress/>

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

Yes

## A brief description of the diversity office :

Led by the Vice Provost for Institutional Equity and Diversity, the Office of Institutional Equity and Diversity promotes equal opportunity and campus diversity. The office monitors compliance with University policies as well as federal, state and local laws concerning equal opportunity; oversees the University's affirmative action plan; and represents the University on a variety of committees and work groups across the institution to advance the University's commitment to diversity, inclusion and fair treatment of all members of its community. The Vice Provost also functions as the University's Title IX and ADA Coordinator.



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

3.50

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

<http://www.princeton.edu/provost/institutional-equity-dive/>

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

Yes

**Diversity coordinator's name :**

Michele Minter

**Diversity coordinator's position title :**

Vice Provost for Institutional Equity and Diversity

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

Reporting to the Provost, the Vice Provost manages the University's equal opportunity and affirmative action efforts, as well as oversees budgets and personnel associated with affirmative action compliance and equity, diversity initiatives, and disability services. The Vice Provost oversee the University's compliance with Title IX, the federal equal opportunity act, and coordinates compliance with the Americans with Disabilities Act. The Vice Provost also serves as co-chair of the University's Diversity Council, as well as overseeing the Office of Disability Services.

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

<http://www.princeton.edu/diversity/>

# Measuring Campus Diversity Culture

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## Responsible Party

**Michele Minter**

Vice Provost for Institutional Equity and Diversity  
Office of the Provost

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## Criteria

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

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

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

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## Submission Note:

A new survey focused on diversity and campus climate pertaining to employees is expected to be administered in 2012.

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

## Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

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

In 2006, the University last conducted a confidential employee survey, Perspectives on Diversity, to inform efforts to strengthen and diversify the University's workforce. This survey asked Princeton staff members to respond to structured as well as open-ended questions about the fairness of employment practices, the openness of Princeton's culture and the extent to which people's ideas are sought, heard and utilized in decision making. To ensure confidentiality, Princeton University partnered with an outside consulting firm, Workforce Development Group, to administer the survey. Additionally, Princeton University regularly includes questions regarding undergraduate and graduate student diversity and experience of campus climate in multiple surveys conducted on an ongoing basis.

## Year the assessment was last administered :

2006

## A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

The Offices of the Provost, Institutional Equity and Diversity, Human Resources, Campus Life, and the Dean of the Faculty, as well as the Diversity Council, use the results of the surveys to shape their policies and goals.

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

<http://www.princeton.edu/diversity/progress/>

# Support Programs for Underrepresented Groups

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## Responsible Party

**Michele Minter**

Vice Provost for Institutional Equity and Diversity  
Office of the Provost

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## Criteria

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

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

### **Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :**

Yes

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

In addition to the efforts of the Diversity Council, the University has many student-related centers that promote diversity, including Community House, the Fields Center for Equality & Cultural Understanding, the Davis International Center, the Ombuds Office, the Office for Religious Life, the Center for Jewish Life, the Lesbian, Gay, Bisexual, Transgender Center (LGBT), and the Women's Center. Many additional resources for students are available through the Office of Undergraduate Students and the Graduate School Office of Diversity.

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

All of the centers discussed above are available to the entire campus community and encourage faculty participation. See discussion below regarding employee resource groups, which also encourage faculty participation.

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

The University strives to create a supportive community for all of its employees. In addition to the efforts of the Diversity Council, one of the ways it does so is through the recognition and funding of six employee resource groups. These groups provide faculty and staff members with opportunities to meet people across campus in academic, cultural and social settings, and to connect in the spirit of community in comfortable situations. The organizations also create networks for collaboration and support. There are also numerous HR training programs, including "Excelling at Princeton," which provide resources for under-represented staff members.

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

<http://www.princeton.edu/diversity/culture/>

# 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.

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

**Does the institution administer and/or participate in programs that meet the criteria for this credit? :**

No

**A brief description of the institution's programs that help increase the diversity of higher education faculty :**

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

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# Affordability and Access Programs

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## Responsible Party

**Robin Moscato**

Director, Undergraduate Financial Aid  
Undergraduate Financial Aid

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## Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

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

:

Yes

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

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

Princeton's need-based aid program is one of the best in the nation. In 2001, Princeton became the first university to offer every aid recipient a financial aid package that replaces loans with grant aid (scholarships) that students do not pay back. Since then, Princeton has been able to enroll growing numbers of students from low- and middle-income backgrounds with the grant aid they need to make our costs affordable.

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

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

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

Applicants receive aid based on their families' financial need. For example, those with a family income of under \$60,000 qualify for a scholarship in the form of "need based grants", which cover full tuition and room and board. Princeton does not use income cutoffs when determining whether to award aid. Any student whose family feels unable to afford the full cost of attendance is encouraged to apply for aid.

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

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

Princeton encourages all students to apply, regardless of their financial situation, and admits students through a need-blind process.

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

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

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

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

<http://www.princeton.edu/admission/financialaid/>



## Gender Neutral Housing

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

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

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

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

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# Employee Training Opportunities

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## Responsible Party

**Lianne Sullivan-Crowley**  
Vice President for Human Resources  
Human Resources

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

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

Yes

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

The Office of Human Resources Learning & Development Program offers a two-part course open to all employees, called “Leveraging Diversity”. Part one addresses the practical and theoretical aspects of leading in a diverse and complex work environment, as well as some of the leading challenges on diversity facing colleges and universities and the broader society. Part two focuses on strategies for leveraging diversity in higher education.

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

<http://www.princeton.edu/hr/learning/curriculum/descrip/>

# Student Training Opportunities

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## Responsible Party

**Maria d. Flores-Mills**

Associate Dean, Office of the Dean of Undergraduate Students  
Office of the Dean of Undergraduate Students

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

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

Yes

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

The University offers Residential College Adviser training, programs within the Residential Education Program, Fields Center programming, International Center programming and diversity programming through the residential colleges.

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

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# Human Resources

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

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

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

# Sustainable Compensation

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## Responsible Party

**Lianne Sullivan-Crowley**

Vice President for Human Resources

Human Resources

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## Criteria

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

Student workers are not covered by this credit.

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

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

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

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

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

6047

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

6047

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

Princeton University is strongly committed to providing all employees with market-based pay and additional opportunities to grow further and earn more. We are proud that all employees receive the same excellent health and retirement benefits. We are committed to maintaining strong and open communications with our employees, their union representatives and our managers by working collaboratively with all parties to reach a common understanding through interest-based bargaining about a wide range of topics to identify issues jointly, address concerns early and explore possible solutions that address each other's needs.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :**

2011

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

<http://www.princeton.edu/hr/progserv/compensation/>

# Employee Satisfaction Evaluation

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## Responsible Party

**Lianne Sullivan-Crowley**  
Vice President for Human Resources  
Human Resources

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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## Submission Note:

In addition, a benefits survey on Princeton's childcare program was administered in spring 2011.

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

## Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

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

In 2006, the Diversity Working Group (DWG) sponsored a confidential employee survey, Perspectives on Diversity, to inform efforts to strengthen and diversify the University's workforce. This survey asked Princeton staff members to respond to structured as well as open-ended questions about the fairness of employment practices, the openness of Princeton's culture and the extent to which people's ideas are sought, heard and utilized in decision making.

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

2006

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

[http://www.princeton.edu/diversity/progress/perspectives\\_on\\_diversity/](http://www.princeton.edu/diversity/progress/perspectives_on_diversity/)

# 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

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

**Does the institution make training and professional development opportunities in sustainability available to all staff? :**

No

**A brief description of the sustainability trainings and professional development opportunities available to staff :**

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

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# Sustainability in New Employee Orientation

## Criteria

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

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

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

No

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

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**The website URL for the information about sustainability in new employee orientation :**

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# Employee Sustainability Educators Program

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## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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## Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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## Submission Note:

The purpose of the Sustainability Ambassadors program is to provide a real and active connection between the Office of Sustainability and the campus community, facilitating the generation and implementation of new ideas, partnerships, and the sharing of information about sustainable practices and activities on and off campus. Within their respective offices, departments and groups, the Ambassadors act as facilitators and implementers of sustainability, and conduits for the flow of information to and from the Office of Sustainability.

Currently, the majority of Ambassadors are Facilities staff, as the Program was initiated in that department as a pilot in 2010. Therefore, the number of people served by the program in our response above has been limited to the total number of Facilities staff. For more accurate results in terms of the number of employees served by such programs, we recommend that the STARS program require a more accurate gauge for this credit in the future.

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

## Total number of people employed by the institution :

6047

## Program name (1st program) :

Sustainability Ambassadors Program

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

1037

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

Primarily, the Ambassadors are appointed by their department directors to participate in the program. Additionally, a growing number of Ambassadors are self-nominated.

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

Campus Sustainability Data Collector | AASHE | Sierra Magazine

The Ambassadors program includes an orientation that covers the history of sustainability initiatives at the institution and the progress the institution has made toward reaching its sustainability goals. Specific sustainability-related topic areas are then explored in more detail through subsequent presentations by fellow Ambassadors and others with an expertise in sustainability. The Ambassadors attend quarterly meetings during the academic year.

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

The Office of Sustainability staff developed and coordinates the program.

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

<http://www.princeton.edu/sustainability/alliances/internal/ambassadors/>

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

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

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

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

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

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

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

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

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**A brief description of how the employee educators are selected (all other programs) :**

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

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

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

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**Responsible Party**

**Lianne Sullivan-Crowley**  
Vice President for Human Resources  
Human Resources

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

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :**

Yes

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

Princeton University's Employee Child Care Assistance Program (ECCAP) is designed to help faculty and staff meet the cost of child care for prekindergarten-aged children. The ECCAP award may be available to eligible faculty and staff members whose annual household income is less than \$130,000. There are also two on-site, not-for-profit childcare facilities – the University League Nursery School and University N.O.W. Day Nursery – which receive support from the University, and University employees have priority for admission.

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

<http://www.princeton.edu/hr/benefits/worklife/child/>

# Employee Wellness Program

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## Responsible Party

**Lianne Sullivan-Crowley**  
Vice President for Human Resources  
Human Resources

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

### **Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :**

Yes

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

Professional health educators work to advance the personal health of all students, faculty, and staff at Princeton University. A wide range of personal and community health issues are addressed, including nutrition, cancer prevention, physical illness, stress, depression, and anxiety.

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

<https://www.princeton.edu/uhs/faculty-staff/health-promotion-wellness/>

## Socially Responsible Retirement Plan

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**Responsible Party**

**Lianne Sullivan-Crowley**

Vice President for Human Resources

Human Resources

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

**Does the institution offer a socially responsible investment option for retirement plans? :**

Yes

**A brief description of the socially responsible investment option for retirement plans :**

TIAA-CREF Social Choice Fund

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

<http://www.princeton.edu/hr/benefits/retire/options/>

# Investment

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

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

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



# Committee on Investor Responsibility

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## Responsible Party

**Jennifer Birmingham**

Managing Director

Princeton University Investment Company

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## Criteria

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

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

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

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

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## Submission Note:

Princeton University does have a mechanism for consideration of investment-driven social responsibility issues, through the Resources Committee of the Council of the Princeton University Community. The Resources Committee was created in 1970 and includes members of the faculty, undergraduates, graduate students, and staff. The key criteria for consideration of issues - including matters of environmental or social concern - includes the presence of “considerable, thoughtful, and sustained campus interest” in a specific issue in which a core University value is at stake and in the ability of the University community to reach a consensus on how to respond. The Resources Committee has a broad mandate to help identify issues of concerns to the University community, provide opportunities for discussion and education, research and review alternatives, and recommend a course of action that shares broad support among and across campus constituencies. When appropriate, the Resources Committee makes investment recommendations to the Trustees regarding issues of broad social concern.

At a time when the University’s portfolio included a substantial investment in traditional stocks and when the portfolio was managed directly by the Trustee Committee on Finance, the Resources Committee made proxy voting recommendations to the Trustees. However, as investment instruments have changed, reducing significantly the number of opportunities to vote proxies, and the day-to-day management of the endowment portfolios was delegated to the Princeton University Investment Company (Princo), an internal unit of the University responsible for investing the endowment, which in turn allocates all but a very small fraction of the portfolio to commingled funds and partnerships in which proxy votes cannot be directly controlled, the Resources Committee stopped evaluating proxy ballots and advising the Trustees on those matters. Instead, the Resources Committee devoted its energies to creating a venue to discuss broad campus issues of significant interest to a wide range of the campus community. This venue allows us to discuss and implement change on a broader and more systemic basis than the very narrow, indeed negligible, basis provided by proxy voting. Princeton believes this approach is more likely to create opportunities for individual and institutional change and is more effective and efficient than a narrow focus on proxy voting and investment restrictions.

**Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?**

:

Yes

**The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :**

The Resources Committee of the Council of the Princeton University Community was established in 1970 to “consider questions of general policy concerning the procurement and management of the University financial resources. The Resources Committee is responsible for recommendations to the University Trustees as to when the Trustees should take a position regarding issues of broader social concern. The key criteria used in making this determination include the presence of “considerable, thoughtful, and sustained campus interest” in a specific issue in which a core University value is at stake and whether it is possible for the University community to reach a consensus on how to respond.

**Members of the CIR, including affiliations :**

2010-2011 Committee members:

Prof. Markus Brunnermeier (faculty)

Prof. Rene Carmona (faculty)

Mr. Daniel Condronimpuno '12 (undergraduate student)

Ms. Kristina Johnson GS (graduate student)

Prof. Deborah Prentice (chair) (faculty)

Mr. Salvador Rosario (staff)

**Recent examples (within the past 3 years) of CIR actions :**

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

<http://www.princeton.edu/vpsec/cpuc/committees/rc/>

# Shareholder Advocacy

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## Responsible Party

**Jennifer Birmingham**

Managing Director

Princeton University Investment Company

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## Criteria

There are two possible approaches to earning this credit.

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

and/or

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

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

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

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :**

No

**Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :**

No

**Has the institution conducted a negative screening of its entire investment pool within the last three years? :**

Yes

**A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :**

As the response indicates above, the institution has conducted a negative screening of its investment pool within the last three years.

**The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :**

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# Positive Sustainability Investments

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## Responsible Party

**Jennifer Birmingham**

Managing Director

Princeton University Investment Company

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## Criteria

Institution invests in any of the following:

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

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

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

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### Submission Note:

The zero values listed indicate that this information is not disclosed.

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

### Total value of the investment pool :

17100000000 US/Canadian \$

### Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

### Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

### Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

726400000 US/Canadian \$

### Value of holdings in community development financial institutions (CDFIs) :

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0 US/Canadian \$

**Value of holdings in socially responsible mutual funds with positive screens :**

0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above :**

The University's holdings referenced above reflect investments in timber and clean tech assets (Clean tech holdings are \$74.2 million and Timber are \$652.2 million).

**The website URL where information about the institution's sustainability investment activities is available :**

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# Student-Managed Sustainable Investment Fund

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

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :**

No

**A brief description of the student-managed sustainable investment fund :**

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

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# Sustainable Investment Policy

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## Responsible Party

**Jennifer Birmingham**

Managing Director

Princeton University Investment Company

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

## Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

Yes

## A brief description of the sustainable investment policy :

As described elsewhere, in 1970, the Resources Committee of the Council of the Princeton University Community was established to “consider questions of general policy concerning the procurement and management of the University financial resources. The Resources Committee is responsible for recommendations to the University Trustees as to when they should take a position regarding issues of broader social concern. The key criteria used in making this determination include the presence of “considerable, thoughtful, and sustained campus interest” in a specific issue in which a core University value is at stake and whether it is possible for the University community to reach a consensus on how to respond.

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

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# Investment Disclosure

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## Responsible Party

**Jennifer Birmingham**

Managing Director

Princeton University Investment Company

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

**Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :**

No

**A brief description of the institution's investment disclosure practices :**

The most significant public disclosure of investments is included in the University's publication of its Annual Report of the Treasurer. Certain investment information is also provided regularly to tax and regulatory authorities and we contribute somewhat consistently to college and university endowment surveys. Additionally, PRINCO provides complete disclosure to its forty Trustees regardless of engagement in the investment decision. We look to our Trustees to be stewards of the University and the public good.

**The website URL where information about investment disclosure available :**

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# Public Engagement

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

<b>Credit</b>
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

# Community Sustainability Partnerships

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## Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

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## Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

## Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

## A brief description of the institution's sustainability partnerships with the local community :

The University has partnered with several local entities, from local to statewide, to advance sustainability in the local community and region. The following are examples of these collaborations:

The Office of Sustainability collaborates on a regular basis with Sustainable Princeton, a local nonprofit advocacy group, on initiatives relevant to Princeton Borough, Town and University. A recent example of a collaborative effort is the "Bring Your Own Bag" (BYOB) campaign in which Boro merchants have been asked to sign a waste reduction pledge, which includes reducing the number of disposable bags given away at the point of sale. Another example was a bulk purchasing agreement among the Boro, Town and University that has led to volume discounts for 100 percent post-consumer recycled paper. Dr. Weber was also on the original Steering Committee that formed Sustainable Princeton.

Sustainability Manager, Shana Weber, Ph.D., currently sits on the Executive Board of the New Jersey Higher Education Partnership for Sustainability (NJHEPS) organization.

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

<http://www.princeton.edu/sustainability/alliances/external/>

# Inter-Campus Collaboration on Sustainability

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## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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## Criteria

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

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*"---" 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 :**

Princeton actively collaborates with other colleges and universities to support campus sustainability initiatives and share best practices. The following list of events and associated resources includes examples of our efforts in this area:

1. 2008 Northeast Campus Sustainability Consortium Conference (NECSC) –<https://deptafe01.princeton.edu/sustainability/necsc-2008/>

In 2008, the conference was held at Princeton with the theme, “The Sustainability Puzzle: Putting the Pieces Together,” and focused on the areas of Academics, Operations, Governance and Community. Presentations included:

- a. Tours of the Princeton Plasma Physics Lab, Cogeneration Plan, Forbes College and Forbes Garden
- b. Master Session on Nuclear Power

2. 2011 Ivy+ Sustainability Committee Meeting -

<https://deptafe01.princeton.edu/sustainability/ivyplus2011/>

In 2011, the Ivy Plus Sustainability Working Group was held at Princeton with an emphasis on professional development for sustainability officers as well sustainability and development, with a theme of “Communicating Sustainability Effectively for Fundraising.” Workshops included:

- a. Communication and Conflict Styles
- b. Communicating Sustainability Effectively for Fundraising

3. 2011 Association for the Advancement of Sustainability in Higher Education Conference (AASHE) –

Presentations by Princeton staff at the fall 2011 AASHE conference included:

- a. Bridging Operations and Academics: Princeton University Sustainability Working Group Initiatives and Collaborations
- b. Communicating Sustainability: Princeton University Programmatic and Academic Initiatives
- c. Education through Restoration: The Campus Landscape as a Living Laboratory
- d. Environmental Challenges and Sustainable Solutions of Natural and Built Environments
- e. Framing a research agenda for Campus Sustainability
- f. Showcasing Sustainability: Engaging the University & Community in a Successful Public Event

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

The Ivy+ Sustainability Working Group, the Northeast Campus Sustainability Consortium (NECSC), the New Jersey Higher Education Partnership for Sustainability (NJHEPS), and the Association for the Advancement of Sustainability in Higher Education (AASHE).

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

Our external partners are a community of sustainability professionals with whom we exchange ideas and share efforts. These ideas and efforts both help our internal sustainability efforts and help advance sustainability at other institutions and across communities. Princeton's Sustainability Manager, Dr. Shana Weber, currently serves as on the executive committee for NJHEPS, and steering committees for the NE Campus Sustainability Consortium, and Ivy+ Sustainability Group.

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

<https://deptafe01.princeton.edu/sustainability/alliances/external/>

# 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.

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

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

No

**Number of sustainability continuing education courses offered :**

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**Total number of continuing education courses offered :**

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**Does the institution have a sustainability-related certificate program through its continuing education or extension department? :**

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**A brief description of the certificate program :**

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**Year the certificate program was created :**

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**The website URL where information about sustainability in continuing education courses is available :**

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# Community Service Participation

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## Responsible Party

**Don Dailey**

Assistant Director, Civic Engagement, Pace Center  
Pace Center

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## Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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### Submission Note:

-Community service numbers are approximate. This includes 200 students involved in community-based learning courses and 1600 students involved in Pace Center projects.

-The total number of students reflects 5,149 undergraduate and 2,582 graduate students.

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

### The number of students engaged in community service :

1800

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

7731

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

<http://www.princeton.edu/pace/home/>

# Community Service Hours

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## Responsible Party

**Don Dailey**

Assistant Director, Civic Engagement, Pace Center  
Pace Center

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## 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.

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### Submission Note:

-Data are approximate

-The total number of students reflects 5,149 undergraduate and 2,582 graduate students.

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

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

5128

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

7731

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

<http://www.princeton.edu/pace/home/>



## Responsible Party

**Karen Jezierny**

Director of Public Affairs

Public Affairs

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## 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.

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## Submission Note:

Over the past two years, Princeton University has organized and hosted an annual conference for K-12 schools, colleges and universities, and managers of corporate campus complexes. The 2010 conference focused on alternative energy systems for large scale use; the 2011 conference highlighted integrated storm water management and sustainable landscape design. These conferences were planned and hosted by Princeton University in an effort to share best practices and identify emerging technologies and approaches. The 2011 conference offered continuing education credits for architects, landscape architects and other design and construction professionals.

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

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

Yes

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

At the state level, Princeton University tracks legislation pertaining to renewable energy, energy efficiency, and land use initiatives that are intended to promote sustainability. We have provided direct testimony in support of efforts to increase incentives for the development of cogeneration facilities and for legislation that would permit cogenerated power to be used more efficiently and effectively.

In addition, the University works with state agencies on expanding land use regulatory frameworks to accommodate advanced sustainability practices, specifically with regard to stream corridor restoration and brownfield remediation. At the local land use level, the University has mapped out a 10-year campus plan for development, and continues to work with the local municipalities on revised campus zoning to support it, so that new construction projects concentrate development in neighborhoods, enhance walkability and access to transit, and reverse negative impacts on the environment from prior development.

## The website URL where information about the institution's advocacy efforts are available :



# Trademark Licensing

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## Responsible Party

**Allison Brooks**  
Associate Director  
Trademark Licensing

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## 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.

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## Submission Note:

In regard to the question about our intention to participate in the Designated Suppliers Program:

This is not applicable as the Designated Suppliers Program is not a current program (as the Anti-Trust Division of the US Department of Justice did not issue a Business Review Letter, in order to provide anti-trust clearance – refer to WRC memo dated 01/22/2007 found at: [http://www.workersrights.org/dsp/012208\\_DSP\\_update.html](http://www.workersrights.org/dsp/012208_DSP_update.html)).

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

**Is the institution a member of the Worker Rights Consortium? :**

Yes

**Is the institution a member of the Fair Labor Association? :**

Yes

**Has the institution expressed intention to participate in the Designated Suppliers Program? :**

No

**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :**

<http://www.princeton.edu/trademark/conduct.html>

## Graduation Pledge

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

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

No

**A brief description of the graduation pledge program :**

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

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## Community Service on Transcripts

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

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

No

**A brief description of the practice :**

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

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# Farmers' Market

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## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

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

### Does the institution host a farmers' market for the community? :

Yes

### A brief description of the farmers' market :

The campus farmers' market was founded in the fall 2007 semester by the Greening Princeton student group. The market is currently open for several weeks during the spring semester. Every item sold at the market is grown, raised or produced locally, thus raising awareness about the benefits of local produce and supporting area farmers. In the spring of 2010, as a result of the campus market, students partnered with the Town of Princeton to start a new farmers market now held downtown year-round.

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

---

# Innovation

## Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

# Innovation 1

---

## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

## Criteria

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

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

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

In 2011, Princeton's Dining Services department developed and introduced a unique tool that enables the University to display carbon footprint information for many of the food items available at the Frist Campus Center and in dining halls across campus. Relevant food items are identified with low-, medium- or high-carbon emission icons, allowing students and other campus members to compare the carbon impact of their food choices. Currently, Princeton is the only self-operating school that offers such a tool. For more information on the carbon footprint tool, please visit:



<http://www.princeton.edu/facilities/info/dining/sustain/foot-print>

.

**A letter of affirmation from an individual with relevant expertise :**

[Dining Carbon Footprint Tool.pdf](#)

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

---

### Responsible Party

**Shana Weber**

Sustainability Manager

Office of Sustainability

---

### 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.
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  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

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

The New Frick Chemistry Laboratory on Princeton's campus features unique water conservation elements that result in saving thousands of gallons of domestic water each year, and significantly reducing stormwater runoff. The building has a 12,000 gallon cistern that collects and recycles stormwater from the roof of the building, and collects condensate from mechanical systems in the "penthouse." The water is then treated and reused for toilet flushing through high-efficiency, automatic flush valves. The collection system has provided enough water for all toilet flushing needs since the building opened in fall 2010. For more information on the Frick Chemistry Laboratory building, please visit:

[http://www.princeton.edu/facilities/info/major\\_projects/chemistry/](http://www.princeton.edu/facilities/info/major_projects/chemistry/)

.

**A letter of affirmation from an individual with relevant expertise :**

[New Frick Water Conservation.pdf](#)

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

---

### Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

### 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.
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  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

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

The research study currently being conducted on the Butler College green roof illustrates an innovative "campus as lab" initiative with both educational and operational significance. Since its installation in June 2009, Dr. Eileen Zerba, senior lecturer in ecology and evolutionary biology in the Princeton Environmental Institute, has been conducting research on the green roof system, assessing various energy- and stormwater-related performance factors as compared to a conventional roof. Throughout the study, student projects have been conducted within courses, as well as through summer internships.

For more information on the research being conducted, please visit:

<http://www.princeton.edu/sustainability/stormwaterforumnov2011/landscape-strategies-pres/Butler-Green-Roof-FAQ-Research.pdf>

For more information on the installation of the green roof, please visit:

<http://www.princeton.edu/sustainability/stormwaterforumnov2011/landscape-strategies-pres/Butler-Green-Roof-FAQ.pdf>

**A letter of affirmation from an individual with relevant expertise :**

[Butler Green Roof.pdf](#)

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

---

### Responsible Party

**Shana Weber**

Sustainability Manager  
Office of Sustainability

---

### 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.
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  - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
  - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
- 

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

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

The Drink Local initiative at Princeton is unique with its focus on reducing bottled water usage through providing local filtered water stations on campus, while simultaneously offering branded reusable 'Drink Local' water bottles with maps of all stations to incoming freshman. A retail version of the bottle was also recently introduced, which is available to all campus community members at the campus-affiliated U-Store. The initiative, which was kicked off in 2009, has continued to grow, with additional spouts having been installed each summer since the project's inception. Today there are more than 150 stations across campus. For more information on the initiative, please visit:

<http://www.princeton.edu/sustainability/drinklocal/>

.

**A letter of affirmation from an individual with relevant expertise :**

[Drink Local.pdf](#)

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

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# Supplemental

## Supplemental Data

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

<b>Credit</b>
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing



# New Student Orientation

---

## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

## Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

---

*"---" indicates that no data was submitted for this field*

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :**

Yes

**Provide a brief description of the presentations, speakers or skits :**

The principles of sustainability have been integrated into the University's Outdoor Action (OA) orientation program. In 2011, OA, the largest outdoor orientation program in the United States, enrolled 820 freshmen (63 percent of the class of 2015) from 37 countries. The program helps to build environmental consciousness among all participants.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :**

---

**Provide a brief description of the presentations :**

---

**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :**

---

**Provide a brief description of the activities :**

---

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :**

---

**Provide a brief description of the efforts :**

---

**Does the institution incorporate sustainability into new student orientation in other ways? :**

---

**Provide a brief description :**

---

# Food Education

---

## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

## Criteria

Institution provides education about eco-positive food and gardening techniques.

---

*"---" indicates that no data was submitted for this field*

### **Are students educated in an academic class about how to make eco-positive food choices? :**

---

### **Provide a brief description :**

---

### **Are students educated in dining facilities about how to make eco-positive food choices? :**

Yes

### **Provide a brief description :**

Princeton Dining Services uses several icons to educate the campus community on its sustainable food offerings. The following sustainability-related icons and color codings are displayed electronically for "Today's Menu" listings:

- Vegan
- Vegetarian
- Earth Friendly Entrée (At least 80% of an entree contains sustainable, organic or local ingredients)
- Conscious Cuisine Choice (Meets Conscious Cuisine Requirements; for definition, see

<http://www.princeton.edu/facilities/info/dining/nutrition/healthy/#comp00004aae8f4c00000020986a>

36)

- Low Carbon Emissions
- Medium Carbon Emissions
- High Carbon Emissions

Additionally, the E-squared (E2) icon appears next to entrees that are prepared with at least 80 percent sustainable ingredients as defined by our sustainability metric. This logo was developed with the Office of Sustainability.

**Are students educated during orientation about how to make eco-positive food choices? :**

---

**Provide a brief description :**

---

**Are students educated in other venues about how to make eco-positive food choices? :**

---

**Provide a brief description :**

---

**Is there a program by which students are encouraged to and/or taught how to grow their own food? :**

Yes

**Provide a brief description of the program :**

The Princeton Garden Project is a student initiative overseen by the Office of Sustainability and Forbes College. Students coordinate the planting and harvesting of three organic garden plots on the Princeton campus, including two at Forbes and one at the Frist Campus Center. The gardens serve as an educational vehicle and provide fresh produce to Dining Services.

# Food and Beverage Purchases

## Criteria

Institution provides details of its food and beverage purchases.

---

"---" indicates that no data was submitted for this field

**The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :**

---

**The percentage of food and beverage expenditures that were grown within 100 miles of the institution :**

---

**List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :**

---

**List items procured for dining services from on-campus organic garden(s) :**

---

**The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :**

---

**List all Fair Trade certified items purchased :**

---

# Confinement-Free Food Purchases

## Criteria

Institution provides details of its confinement-free animal product purchases.

---

"---" indicates that no data was submitted for this field

**Type of cage-free / free-range eggs purchased :**

---

**Percentage purchased :**

---

**Comments :**

---

**Type of confinement-free product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of confinement-free product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of confinement-free product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of confinement-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

# Vegetarian-Fed Food Purchases

## Criteria

Institution provides details of its vegetarian-fed animal product purchases.

---

"---" indicates that no data was submitted for this field

**Type of vegetarian-fed product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of vegetarian-fed product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of vegetarian-fed product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of vegetarian-fed product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---



**Comments (4th product) :**

---

**Type of vegetarian-fed product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Hormone-Free Food Purchases

## Criteria

Institution provides details of its hormone-free animal product purchases.

---

"---" indicates that no data was submitted for this field

**Type of hormone-free product purchased (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Comments (1st product) :**

---

**Type of hormone-free product purchased (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of hormone-free product purchased (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of hormone-free product purchased (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Comments (4th product) :**

---

**Type of hormone-free product purchased (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Comments (5th product) :**

---

# Seafood Purchases

## Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

---

*"---" indicates that no data was submitted for this field*

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :**

---

**Percentage purchased (1st product) :**

---

**Standard used (1st product) :**

---

**Comments (1st product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :**

---

**Percentage purchased (2nd product) :**

---

**Standard used (2nd product) :**

---

**Comments (2nd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :**

---

**Percentage purchased (3rd product) :**

---

**Standard used (3rd product) :**

---

**Comments (3rd product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :**

---

**Percentage purchased (4th product) :**

---

**Standard used (4th product) :**

---

**Comments (4th product) :**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :**

---

**Percentage purchased (5th product) :**

---

**Standard used (5th product) :**

---

**Comments (5th product) :**

---

# Dishware

---

**Responsible Party**

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

**Criteria**

Institution provides details of the dishware its provides at its dining services locations.

---

*"---" indicates that no data was submitted for this field*

**Does the institution offer reusable dishware at its dining services locations? :**

---

**Does the institution offer plastic dishware at its dining services locations? :**

---

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :**

---

**Does the institution offer post-consumer recycled content dishware at its dining services locations? :**

---

**Does the institution offer biodegradable / compostable dishware at its dining services locations? :**

---

**Does the institution offer other types of dishware at its dining services locations? :**

---

**Provide a brief description. :**

---

# Energy Initiatives

## Criteria

Institution provides details about its energy initiatives.

---

"---" indicates that no data was submitted for this field

**The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :**

---

**The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :**

---

**The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

---

**The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :**

---

**The combined gross square footage of all buildings that are ENERGY STAR labeled :**

---

**The names of all buildings that are ENERGY STAR labeled :**

---

# Energy Use by Type

## Criteria

Institution reports its energy use by type.

---

"---" indicates that no data was submitted for this field

**The percentage of total electricity use from coal. :**

---

**The percentage of total electricity use from wind. :**

---

**The percentage of total electricity use from biomass. :**

---

**The percentage of total electricity use from natural gas. :**

---

**The percentage of total electricity use from solar PV. :**

---

**The percentage of total electricity use from geothermal. :**

---

**The percentage of total electricity use from nuclear. :**

---

**The percentage of total electricity use from hydro. :**

---

**The percentage of total electricity use from other. :**

---

**Provide a brief description. :**

---

**The percentage of total energy used for heating buildings from coal. :**

---



**The percentage of total energy used for heating buildings from biomass. :**

---

**The percentage of total energy used for heating buildings from electricity. :**

---

**The percentage of total energy used for heating buildings from natural gas. :**

---

**The percentage of total energy used for heating buildings from geothermal. :**

---

**The percentage of total energy used for heating buildings from fuel oil. :**

---

**The percentage of total energy used for heating buildings from other. :**

---

**Provide a brief description. :**

---

**If cogeneration, please explain. :**

---

# Procurement

## Criteria

Institution provides details about its procurement efforts.

---

*"---" indicates that no data was submitted for this field*

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :**

---

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :**

---

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

---

**Does the institution's vendor code or policy require vendors to use less packaging? :**

---

## Bike Sharing

---

### Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

### Criteria

Institution reports the number of bicycles available through bike sharing programs.

---

*"---" indicates that no data was submitted for this field*

### The number of bicycles available through bike sharing programs :

100

# Water Initiatives

---

## Responsible Party

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

## Criteria

Institution provides details about its water initiatives.

---

### Submission Note:

Princeton has more than 150 filtered water bottle-filling stations around campus, giving students, faculty and staff the option to choose free filtered water for their reusable bottles and cups rather than bottled water. Since 2009, freshmen have received complimentary water bottles during move-in, with a map of campus bottle-filling locations. "Drink Local" water bottles can also be purchased at the U-Store.

*"---" indicates that no data was submitted for this field*

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

No

**Provide a brief description of any bottled water ban or restriction :**

---

**Does the institution meter any of its non-potable water usage? :**

---

**The percentage of urinals on campus that are waterless :**

---

# Endowment

## Criteria

Institution provides details about its endowment.

---

"---" indicates that no data was submitted for this field

**The institution's total endowment market value as of the close of the most recent fiscal year :**

---

**Date as of :**

---

**Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :**

---

**If yes, or if currently under consideration, provide a brief description :**

---

**Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :**

---

**Size of capital commitments made within past 3 years :**

---

**Provide a brief description :**

---

**Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :**

---

**Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :**

---

**Do investment managers handle the details of proxy voting on environmental and social resolutions? :**

---

**Do investment managers handle the details of proxy voting on corporate governance resolutions? :**

---

**Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :**

---

**Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :**

---

**Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :**

---

**Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :**

---

**Does a single administrator determine proxy votes on environmental and social resolutions? :**

---

**Does a single administrator determines proxy votes on corporate governance resolutions? :**

---

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :**

---

**Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :**

---

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on enviromental and social resolutions? :**

---

**Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :**

---

**Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :**

---

**Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :**

---

# Sustainability Staffing

---

**Responsible Party**

**Shana Weber**  
Sustainability Manager  
Office of Sustainability

---

**Criteria**

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

---

*"---" indicates that no data was submitted for this field*

**The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :**

150

**FTE staff on payroll :**

3

**FTE student intern/fellow :**

1