



# Carleton College **STARS REPORT**

**Date Submitted:** March 20, 2018

**Rating:** Silver

**Score:** 52.25

**Online Report:** [Carleton College](#)

**STARS Version:** 2.1

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- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
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If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

# About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

## About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

# Table of Contents

<b>Summary of Results</b>	<b>5</b>
<b>Institutional Characteristics</b>	<b>6</b>
Institutional Characteristics	6
<b>Academics</b>	<b>13</b>
Curriculum	13
Research	36
<b>Engagement</b>	<b>42</b>
Campus Engagement	42
Public Engagement	71
<b>Operations</b>	<b>85</b>
Air & Climate	85
Buildings	96
Energy	105
Food & Dining	114
Grounds	128
Purchasing	135
Transportation	147
Waste	159
Water	173
<b>Planning &amp; Administration</b>	<b>180</b>
Coordination & Planning	180
Diversity & Affordability	199
Investment & Finance	214
Wellbeing & Work	223
<b>Innovation &amp; Leadership</b>	<b>232</b>
Exemplary Practice	232
Innovation	239

# Summary of Results

**Score** 52.25

**Rating:** Silver

## Institutional Characteristics

**b** Institutional Characteristics **0.00 / 0.00**

## Academics

**b** Curriculum **20.38 / 37.00**

**b** Research **8.02 / 18.00**

## Engagement

**b** Campus Engagement **14.50 / 21.00**

**b** Public Engagement **8.84 / 15.00**

## Operations

**b** Air & Climate **5.58 / 11.00**

**b** Buildings **0.75 / 8.00**

**b** Energy **3.82 / 10.00**

**b** Food & Dining **2.65 / 8.00**

**b** Grounds **2.00 / 4.00**

**b** Purchasing **3.09 / 6.00**

**b** Transportation **4.07 / 7.00**

**b** Waste **3.14 / 10.00**

**b** Water **2.89 / 6.00**

## Planning & Administration

**b** Coordination & Planning **3.00 / 8.00**

**b** Diversity & Affordability **5.51 / 10.00**

**b** Investment & Finance **3.07 / 7.00**

**b** Wellbeing & Work **3.74 / 7.00**

## Innovation & Leadership

**b** Exemplary Practice **1.00 / 2.00**

**b** Innovation **2.00 / 2.00**

*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.*

# Institutional Characteristics

## Institutional Characteristics

**Points Claimed** 0.00

**Points Available** 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

## Institutional Boundary

---

**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

---

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

**Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:**

Baccalaureate

**Institutional control (Public, Private for-profit, or Private non-profit):**

Private non-profit

**A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:**

Main campus and all buildings included in the report.

**Which of the following features are present on campus and which are included within the institutional boundary?:**

	Present?	Included?
Agricultural school	No	No
Medical school	No	No

Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Satellite campus	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

**The rationale for excluding any features that are present from the institutional boundary:**

880 of Carleton's 1,400 acres is dedicated to the Arboretum, which is a managed - primarily prairie - natural landscape dedicated to conservation, education and recreation.

**Additional documentation to support the submission :**

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**Data source(s) and notes about the submission:**

FY17 data.

## Operational Characteristics

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Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	<b>Alexandra Miller</b> Sustainability Program Coordinator Energy and Sustainability
<a href="#">Close</a>	

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### Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

#### Endowment size:

828,168,145 US/Canadian \$

#### Total campus area (i.e. the total amount of land within the institutional boundary):

1,040 Acres

#### Locale:

Small town

#### IECC climate zone:

6 - Cold

#### Gross floor area of building space:

1,927,731 Gross Square Feet

#### Floor area of laboratory space:

62,910 Square Feet

#### Floor area of healthcare space:

550 Square Feet

#### Floor area of other energy intensive space, e.g. data centers, food production space, convenience stores:

77,632 Square Feet

#### Additional documentation to support the submission :

[stars.aashe.org](https://stars.aashe.org)

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**Data source(s) and notes about the submission:**

Numbers above represent fiscal year 2017.

## Academics and Demographics

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate "weighted campus user", a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

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

**Number of academic divisions (e.g. colleges, schools):**

1

**Number of academic departments (or the equivalent):**

43

**Number of students enrolled for credit:**

2,045

**Total number of employees (staff + faculty):**

811

**Full-time equivalent student enrollment (undergraduate and graduate):**

2,023

**Full-time equivalent of employees (staff + faculty):**

663.67

**Full-time equivalent of students enrolled exclusively in distance education:**

0

**Number of students resident on-site:**

1,790

**Number of employees resident on-site:**

28

**Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):**

0

**Weighted campus users, performance year:**

2,469.50

**Additional documentation to support the submission:**

---

**Data source(s) and notes about the submission:**

1) Full time equivalent faculty/staff calculated by counting all PT staff/faculty as 0.5 and adding to number of FT faculty/staff.

2) Number of residential students varies each term due to off campus studies program enrollment.

3) Number of residential employees includes faculty/staff living in Carleton owned apartments plus Hall Directors residing in the residence halls.

Total number of Faculty/Staff and FTE updated 4-25-18

# Academics

## Curriculum

**Points Claimed** 20.38

**Points Available** 37.00

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>	<b>Points</b>
Academic Courses	11.10 / 14.00
Learning Outcomes	0.28 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

## Academic Courses

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### Score

11.10 / 14.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

## Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

## Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

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

### Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	339	0
Number of sustainability courses offered	32	0
Number of courses offered that include sustainability	52	0

### Percentage of courses that are sustainability course offerings:

24.78

### Total number of academic departments (or the equivalent) that offer courses (at any level):

43

### Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

20

### Percentage of academic departments with sustainability course offerings:

46.51

### A copy of the institution's inventory of its sustainability course offerings and descriptions:

[SustainableCourseID7\\_1.xlsx](#)

### Do the figures reported above cover one, two, or three academic years?:

One

### A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

[stars.aashe.org](http://stars.aashe.org)

Carleton College | STARS Report | 16

**and/or validating the course inventory :**

Carleton's Director of Environmental Studies collaborated with the sustainability assistant (STA) program to identify sustainability focused and sustainability related courses by looking through the registrar's list of courses and classifying relevant courses as "sustainability-focused" or "sustainability-related." This list is posted on the sustainability website.

Furthermore, the Majors and Concentrations tab in the College's Academics web page includes Sustainability in a list of "Other Topics of Interest." The courses listed in that link are maintained by a professor in Carleton's environmental studies department.

**How were courses with multiple offerings or sections counted for the figures reported above?:**

Each course was counted as a single course regardless of the number of offerings or sections

**A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):**

The number of sections each year were not counted twice to align with the total number of courses offered.

**Are the following course types included in the inventory? :**

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	No
Special topics	Yes
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	No

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

<https://apps.carleton.edu/campus/registrar/catalog/current/departments/enst/>

**Additional documentation to support the submission:**

[stars.aashe.org](https://stars.aashe.org)

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## Learning Outcomes

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**Score**

0.28 / 8.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the: *Continuing Education* credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

---

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

**Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):**

484

**Number of students that graduate from programs that have adopted at least one sustainability learning outcome:**

17

**Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:**

3.51

**Do the figures reported above cover one, two, or three academic years?:**

One

**Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:**

No

**Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:**

No

**A list or brief description of the institution level or division level sustainability learning outcomes:**

---

**Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:**

Yes

**A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):**

The central mission of Carleton's Environmental Studies Program is to educate the next generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic dimensions of environmental issues. The program aims to cultivate a truly interdisciplinary perspective, with a strong emphasis on critical thinking combined with hands-on laboratory and field research reaching across all divisions of the College. It values and facilitates opportunities for research projects, internships and other work experiences, and off-campus studies.

**Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:**

No

**A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:**

---

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

[stars.aashe.org](https://stars.aashe.org)

<http://apps.carleton.edu/curricular/ents/>

**Additional documentation to support the submission:**

[SustainableCourseID7.xlsx](#)

## Undergraduate Program

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**Score**

3.00 / 3.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution offers at least one:

- [Sustainability-focused program](#) (major, degree program, or equivalent) for [undergraduate students](#)

And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

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

**Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (i.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:**

Yes

**Name of the sustainability-focused undergraduate degree program:**

Environmental Studies (ENTS)

**A brief description of the undergraduate degree program:**

The central mission of Carleton's Environmental Studies Program is to educate the next generation of environmental scholars and professionals in the fundamental scientific, ecological, social, ethical, political, and economic forces that govern environmental issues and the long-term quality and viability of society.

**The website URL for the undergraduate degree program:**

<http://apps.carleton.edu/curricular/ents/>

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

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**A brief description of the undergraduate degree program (2nd program):**

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

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

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**A brief description of the undergraduate degree program (3rd program):**

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**The website URL for the undergraduate degree 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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**Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:**

No

**Name of the sustainability-focused undergraduate minor, concentration or certificate:**

---

**A brief description of the undergraduate minor, concentration or certificate:**

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**The website URL for the undergraduate minor, concentration or certificate:**

---

**Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):**

---

**A brief description of the undergraduate minor, concentration or certificate (2nd program):**

---

**The website URL for the undergraduate minor, concentration or certificate (2nd program):**

---

**Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):**

---

**A brief description of the undergraduate minor, concentration or certificate (3rd program):**

---

**The website URL for the undergraduate minor, concentration or certificate (3rd program):**

---

**The name and website URLs of all other sustainability-focused undergraduate minors, concentrations and certificates:**

---

**Additional documentation to support the submission:**

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**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator

Energy and Sustainability

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**Criteria**

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

---

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

*Institution offers fewer than 25 distinct graduate programs.*

## Immersive Experience

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### Score

2.00 / 2.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

---

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

## Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:

Yes

## A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

Carleton College offers off-campus programs that immerse students in sustainable issues. Each year, new proposals are accepted for programs, so faculty are continually creating new programs each year. There are 10 week programs that replace a term, or shorter trips for winter and spring breaks. The winter 2017 break trip to China and the United States focused on Agricultural Sustainability. Students met with farmers to compare practices in China and the United States. The spring break 2018 trip Wilderness Studies at the Grand Canyon explores the significance of wild country in the American experience. During winter term 2017 and 2018, two science-focused trips traveled Ecology in Australia and Geology in New Zealand. They are both general programs that work with environmental scientists locally.

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

[stars.aashe.org](https://stars.aashe.org)

<https://apps.carleton.edu/curricular/ocs/programs/carleton/>

**Additional documentation to support the submission:**

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## Sustainability Literacy Assessment

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**Score**

0.00 / 4.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

---

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

#### Data source(s) and notes about the submission:

Carleton College does not conduct an assessment of the sustainability literacy of its students.

## Incentives for Developing Courses

---

**Score**

0.00 / 2.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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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 specifically 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.

---

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

### Score

4.00 / 4.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

---

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

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:**

Carleton students in CHEM 100. Air Pollution and Human Health work with both campus and community members in academic civic engagement projects focused on measuring and assessing local air pollution levels. Furthermore, the course ties into particular aspects of the City of Northfield's efforts to pursue GreenStep Cities certification.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:**

Students in ENTS 262 Applied Projects (hosted in the Physics Dept.) worked on campus-based civic engagement projects including design of a net zero energy warming hut for the campus ice rinks and a season-extension greenhouse for the campus farm.

Students in ECON 267 Behavioral Econ used energy and water data to evaluate effects of projects intended to illicit behavior changes based on subtle cues as defined in the book "Nudge" by Thaler and Sunstein.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:**

Students in ENTS 262 Applied Projects (hosted in the Physics Dept.) worked on campus-based civic engagement projects including design of a net zero energy warming hut for the campus ice rinks and a season-extension greenhouse for the campus farm.

Students in CS 342 Mobile Application Development worked directly with Carleton's wind turbine and energy data to develop a mobile app version of building energy and water consumption graphics plus an instantaneous display showing percent of wind energy at any given time.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:**

Students and dining services staff have worked collaboratively to complete the Real Food Calculator for three years in a row. Data have been used in Statistics and Biology course projects, in responses to AASHE STARS and other external reporting survey questions and to guide purchasing decisions or plan future changes that would increase the percentage of "real food" purchased by Carleton's dining services provider, Bon Appetit.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:**

Students in GEOL 258 Geology of Soils calculated carbon sequestration of Carleton's current campus landscape management practices vs. potential additional carbon sequestration potential if Grounds undertook various changes to how land was managed, especially "alterable land" not currently dedicated to athletics or hardscape.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:**

No current examples.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:**

Students in ENTS 395 Senior Seminar which focuses preparing Environmental Studies majors to undertake the senior comprehensive exercise used campus commute survey data to study various methods of organizing and evaluating quantitative and qualitative survey information.

Students in Environmental Studies Research Methods studied local transportation issues and published a report entitled "Transportation at the Northfield Retirement Community" which highlighted current successes and deficiencies. A similar study was conducted relating to elementary and middle school transportation options.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:**

Student waste monitors, employed by the Custodial Services Department, gather data on contamination between landfill, recycling and compost streams during their weekend dorm trash pick-up routes. They then applied these data to a statistics class project which illustrated dorms with the best and worst performance. Results were on display in the dorms and prompted a modest level of friendly competition and behavior change between students.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:**

Environmental studies majors developed a senior comprehensive project around incentives to conserve water, using building water data to test their theories.

Sustainability assistants working in the Sustainability Office developed a feasibility study for a roof rainwater recapture system that could be used to irrigate a central greenspace. Their report was presented to the Capital Funding and Planning Committee and received enough positive feedback that it will be taken to the next level of development.

Carleton environmental studies seniors produced a senior comprehensive study report entitled "Polycentric Flood Governance: A Case Study of the Greater Northfield Action Arena"

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:**

Carleton's 2013-2014 environmental studies seniors produced a senior comprehensive study report entitled "Polycentric Flood Governance: A Case Study of the Greater Northfield Action Arena" and a second report entitled "Wading Through the Muddy Floodwaters: Social Vulnerability to Flooding in Northfield, MN, A Case Study" Both reports focused on policy and technical responses to recent 500-year flood events in the Northfield area.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:**

No current examples.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:**

No current examples.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:**

Carleton's Center for Community and Civic Engagement (CCCE) includes an Energy and Environment department intended to spur both academic civic engagement and community engagement volunteer opportunities. The CCCE has been instrumental in facilitating many of the projects described above. Furthermore, CCCE funded two summer intern positions to work directly with the City of Northfield on completing various components of the GreenStep Cities matrix, earning an additional "step" for the City through their efforts.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:**

No current examples.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:**

Carleton maintains an energy and water meter dashboard, hosted within the Lucid Building OS platform, which provides open access for both students and faculty to study and utilize building-level meter data in their courses and projects. This database also includes data from Carleton's two, utility-scale wind turbines.

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

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**Additional documentation to support the submission:**

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# Research

**Points Claimed** 8.02

**Points Available** 18.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. 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>	<b>Points</b>
Research and Scholarship	5.02 / 12.00
Support for Research	3.00 / 4.00
Open Access to Research	0.00 / 2.00

## Research and Scholarship

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### Score

5.02 / 12.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

#### **Part 1**

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

#### **Part 2**

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

**Total number of the institution's faculty and/or staff that are engaged in research (headcount):**

244

**Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):**

17

**Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :**

6.97

**Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:**

43

**Number of academic departments (or the equivalent) that include at least one faculty or staff member that**

**conducts sustainability research:**

12

**Percentage of research-producing departments that are engaged in sustainability research:**

27.91

**A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:**

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**The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:**

Becky Boling  
Stephen R. Lewis, Jr. Professor of Spanish and the Liberal Arts  
Nancy Braker Lecturer in Biology, Puzak Family Director of the Cowling Arboretum  
Lawrence Burnett Professor of Music and Choral Director  
Patricia Cavanaugh Visiting Assistant Professor of Political Science  
Fred Hagstrom Director, Perlman Center for Learning and Teaching; Humphrey Doermann Professor of Liberal Learning;  
Rae Schupack Nathan Professor of Art; Yoga Instructor  
Dan Hernandez Assistant Professor of Biology  
Mark Kanazawa Professor of Economics  
Mike Kowalewski McBride Professor of English and Environmental Studies  
Michael McNally Professor of Religion  
Steven Mohring Associate Professor of Art  
Tun Myint Assistant Professor of Political Science  
Tsegaye Nega Associate Professor of Environmental Studies  
Mary Savina Charles L. Denison Professor of Geology; Director of Archaeology  
Aaron Swoboda Assistant Professor of Environmental Studies and Economics  
Kim Smith Director of Environmental Studies; Professor of Environmental Studies and Political Science  
George Vrtis Associate Professor of Environmental Studies and History  
Matt Whited Assistant Professor of Chemistry

**A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):**

An email was sent out to all staff, asking them if they were working on sustainability related research, and if they were, what the research was.

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

<http://apps.carleton.edu/sustainability/action/curriculum/>

**Additional documentation to support the submission:**

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## Support for Research

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**Score**

3.00 / 4.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- 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. The program specifically aims to increase student sustainability research.
  - 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. The program specifically aims to increase faculty sustainability research.
  - Written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
- 

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

**Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :**

Yes

**A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:**

Carleton's Environmental Studies (or ENTS) major uses a multidisciplinary approach to studying sustainability and the environment. Students are encouraged to do sustainability research, and are required to complete a comprehensive study for their senior thesis or "comps" project.

**Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:**

No

**A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:**

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**Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:**

Yes

**A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:**

The Faculty Handbook specifies that extra-departmental letters should be requested for promotion reviews, including (primarily) from interdisciplinary program directors. In addition, in meeting with tenure candidates at the beginning of the process:

Candidates are instructed to construct their list of potential external reviewers of their scholarship so as to cover all areas of their scholarship, and in the list of names submitted, to indicate what aspects of their work potential reviewers can address. This includes interdisciplinary and/or multidisciplinary work. The dean selects reviewers who can speak to the range of a candidate's scholarship, including interdisciplinary/multidisciplinary research. The Faculty Personnel Committee gives thorough consideration to all external letters, both disciplinary and interdisciplinary, in making its evaluation and recommendations for tenure.

**Does the institution have ongoing library support for sustainability research and learning?:**

Yes

**A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:**

The library produces research guides for many sustainability focused classes, although these are not categorized specifically by a sustainability focus. They are provided primarily through the Environmental Studies department.

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

<http://apps.carleton.edu/curricular/ents/>

**Additional documentation to support the submission:**

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**Score**

0.00 / 2.00

**Responsible Party**

**Kimberly Smith**

Director of Environmental Studies  
Environmental Studies / Political Science

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**Criteria**

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

# Engagement

## Campus Engagement

**Points Claimed** 14.50

**Points Available** 21.00

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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>	<b>Points</b>
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.50 / 1.00
Staff Professional Development	0.00 / 2.00

## Student Educators Program

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### Score

4.00 / 4.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

This credit recognizes ongoing student educator programs that engage students as peers on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students actively participate.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by the *Outreach Campaign* and *Student Life* credits.

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

### Number of students enrolled for credit (headcount):

2,045

### Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

2,045

### Percentage of students served by a peer-to-peer educator program:

100

### Name of the student educators program:

[stars.aashe.org](https://stars.aashe.org)

**Number of students served (i.e. directly targeted) by the program (headcount):**

2,045

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

The STA program involves between 6-8 students hired on a part-time basis to drive campus sustainability initiatives. Although the STAs work as a team, each person focuses on a particular area such as energy, waste, data management, outreach, event planning, etc. The STA program works with Residential Life on a series of outreach events. The STA program has also been involved in waste to increase educational signage on proper waste sorting. STAs focus on food production and procurement through involvement in the campus farm and Real Food Challenge tabulation efforts. Others focus on energy, managing data and implementing energy conservation measures such as lighting timers and occupancy sensors. STAs focused on events coordinate Climate Action Week, Earth Week, Bike to Work Week, among others. The outreach STA keeps up our website, social media platforms, and newsletter.

In September 2016, a Sustainability Program Coordinator was hired to oversee the STA program and assist with continuity of the program.

There are also three different liaison position that overlaps with the sustainability office. These include students involved in waste, food, and energy who are also responsible for student outreach and a position through the Center for Community and Civic Engagement.

The Center for Civic and Community Engagement has five student Environmental Systems Fellows that manage the programs of Food Recovery Network, Real Food Calculator, Zero Waste Task Force, Arbor (working with the Arb), Greater Northfield Sustainability Collaborative, City of Northfield Climate Action Planning, Lighten Up Garage Sale, Food Alliance, Environmental Alliance, Eat the Lawn, Gleaning, Green Thumbs, Food Truth, Art Sprouts, Clothing Connection, Kids for Conservation. Each of these programs has Program Directors that volunteer to lead them. There are roughly 35 Program Directors co-managing all of these programs.

There are also three interest houses that have themes pertaining to sustainability: Carleton Association of Nature and Outdoor Enthusiasts (CANOE), Farm House, and the Wellstone House of Organizing and Activism.

**A brief description of how the student educators are selected:**

An application available to all students is posted each spring. Current STAs and Carleton's Manager of Campus Energy and Sustainability and Sustainability Program Coordinator review the applications and choose the strongest candidates to be interviewed. Final selections are made from that group.

Program Directors and Fellows are selected through an application process, interviewed, and selected by the CCCE Program Coordinator.

Interest houses are selected through an interview process at each individual house. The current residents select the incoming ones.

**A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:**

STAs engage in a one-day orientation workshop during the week before fall term begins. This workshop begins with a keynote speech from a former STA or alum. Training sessions include the basics of departmental operation and organization, an overview of the Carleton energy and waste systems, a sustainability database orientation, a sustainability website training session, and an overview of the Climate Action Plan. The training sessions also include guest speakers who present on specialized skills relevant to STA responsibilities. Past topics have included effective data visualization techniques, effective grassroots organizing and activism, event planning, and communications. STA training continues throughout the year through participation in webinars and hands-on field experience working closely with Facilities, Res Life, and Dining Services.

CCCE Program Directors and Fellows go through a training through the general Peer Leader 10-day training before the beginning of school. This was part of the RAs and other peer leaders across campus. Positionality was a big theme throughout training, as well as working with the community of Northfield and Faribault, basics on how to reserve a room or make phone calls.

**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):**

Alex Miller, the Sustainability Program Coordinator, is the primary coordinator and supervisor of the STA program, with the support of the Manager of Campus Energy, Martha Larson. The Carleton Custodial Manager supervises STAs focused on waste activities. Additional support, advising, and project funding is provided by the Carleton Environmental Advisory Committee (EAC), a committee that includes faculty, staff, and students. For FY17, there were 8 student staff members, each working 5-10 hours a week.

**Name of the student educators program (2nd program):**

Student Waste Monitors

**Number of students served (i.e. directly targeted) by the program (2nd program):**

2,045

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

The mission of student waste monitors is to promote an appropriate and acceptable standard for disposing of garbage, recycling, and compost on the Carleton College campus. The monitors also provide advice to campus decision-makers on how to allocate the resources that students need to dispose of their waste in according to this standard. The program was revamped in the fall of 2016 with the addition of the Sustainability Program Coordinator. The program now includes opportunities for the Student Waste Monitors for supervisor roles, data management and collection, event planning, and participation in the Zero Waste Committee.

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

The position is posted as a student worker position through the student employment office. The hiring team interviews and makes selections from the top candidates.

**A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):**

The Student Waste Monitors are co-managed by the Sustainability Program Coordinator and Custodial Services. Upon hiring, students will be given a training about their job duties and responsibilities, a history of Carleton's recycling a composting program, the most up to date information about the program, and a run-through of the Post Landfill Action Network's site for specific training throughout the term. The program is designed to have peer to peer training as well for identifying misplaced items and for auditing purposes.

**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):**

These are paid student workers through Custodial Services. They are co-managed by Custodial Services and the Sustainability Program Coordinator. Two to three students are also on the Zero Waste Committee, which helps in creating visibility for waste issues on campus.

**Name of the student educators program (3rd program):**

Center for Community and Civic Engagement Fellows

**Number of students served (i.e. directly targeted) by the program (3rd program):**

2,045

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

The CCCE fellows work in three issue areas: Energy and Environment and Food. The Energy and Environment Fellows work with campus organizations promoting sustainability-themed volunteer programs on and off campus. These include Clothing Connection, Energy Club, Arbor (working with campus arboretum), Greater Northfield Sustainability Collaborative, Bike Northfield, Zero Waste Committee, Lighten Up Garage Sale, and various transit initiatives. These programs include policy, advocacy, waste diversion, waste education, and conservation efforts. Our best example of a peer to peer program in this area is the Clothing Connection; each term the program runs a campus clothing drive and the clothes collected are offered to the campus transgender clothing swap, any clothes remaining are donated locally.

The Food Fellows work with campus organizations, local farmers, the student farm, the Real Food Challenge, and the Food Recovery Network. These programs engage in education efforts across campus to educate students on the ethics of food and local food systems. Food Recovery Network diverts edible food from our dining halls 10 times a week and delivers it to area non-profits in our community.

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

Applicants to become CCCE Fellow apply in February for the upcoming academic year, a committee narrows and interviews the applicants based on their written applications and face to face interviews.

**A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):**

CCCE Fellows arrive early to campus for seven days of training. Program Directors (students who coordinate individual programs) attend evening trainings and meet with CCCE Fellows regularly.

**A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):**

CCCE Fellows are paid student workers. This comes from the college's student work budget. There is also a Program Coordinator for Civic Engagement Pathways that is a .83 time staff member that supervises the Fellows and the programming in this area.

5 paid student fellows

3 paid farm interns

18 volunteer program directors

**A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:**

Carleton Food Alliance was formed in the fall of 2012 in an effort to connect food and agriculture groups on and off campus. It strives to promote health and wellbeing, food literacy, and to support the local food shed.

Empty Bowls is an international project to fight hunger, personalized by artists and art organizations on a community level. Carleton's event is held spring term in conjunction with an art department ceramics class.

Carleton Farm: Students operate a 1.5 acre farm that uses organic techniques. It boasts drip irrigation and a hoop house, among other innovations. The produce is sold to our dining halls and the profits pay summer farm interns.

**Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):**

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

<https://apps.carleton.edu/ccce/issue/environmentenergy/>

**Additional documentation to support the submission:**

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## Student Orientation

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Score	Responsible Party
2.00 / 2.00	<b>Katie McKenna</b> General Manager Bon Appetit

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### Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

### Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	N/A - institution does not have graduate students

### Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

100

### A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Prior to the start of New Student Week, Carleton sustainability assistants (STAs) provide an optional educational seminar for all peer leaders, the group of students who lead new student groups. The STAs manage a table at the New Student

Welcome Tent and offer wind turbine, steam plant and student organic farm tours to students and parents. Later in the week, the STAs provide a presentation to incoming freshman to inform them of various campus sustainability initiatives and provide suggestions on how they can get involved in sustainability-related student groups and activities. The College posts a "New Student Green Guide" on the new student website to provide incoming students with a preview of Carleton's sustainability programs and opportunities.

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

<http://apps.carleton.edu/newstudents/nsw/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Specific links include:

Green Guide:

[http://apps.carleton.edu/newstudents/assets/Green\\_Guide\\_2014.pdf](http://apps.carleton.edu/newstudents/assets/Green_Guide_2014.pdf)

Sustainability Tours:

<http://apps.carleton.edu/newstudents/nsw/week/Day1/>

Sustainability at Carleton Presentation:

<http://apps.carleton.edu/newstudents/nsw/week/day5/>

## Student Life

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### Score

2.00 / 2.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

## Does the institution have one or more active student groups focused on sustainability?:

Yes

## A brief description of active student groups focused on sustainability:

[stars.aashe.org](https://stars.aashe.org)

Students Organization for the Protection of the Environment (SOPE). This student group is dedicated to promoting environmental awareness and activism on campus and in the community by providing opportunities for environment volunteering. The group is student-governed and was instrumental in establishing trayless dining in one of Carleton's two student dining halls, implementing drying racks in dorms, and implementing reusable dishware in our grab and go cafe. Members also participate in organizing community events such as Carleton's annual Climate Action Week and Earth Week activities.

The Carleton Association of Nature and Outdoor Enthusiast (CANOE) focuses on outdoor appreciation, outdoor skills, and Leave No Trace principles. The organization is student-governed and organizes student-led trips for hiking, camping, snow shoeing, skiing, dog sledding, canoeing, climbing, etc. offering at least one trip every weekend.

<http://apps.carleton.edu/student/orgs/canoe/>

The Carleton Farm Club members assist farm interns with maintenance of the Carleton Student Organic Farm, which posted record profits during the 2014 season. The student-governed group is based out of Farm House, a student residence with the theme of sustainable living. Farm House regularly organizes events such as candle-making, canning and dinners with faculty and staff. Website:

<http://carletonfarm.tumblr.com/>

Food Truth is a student-governed Carleton College organization dedicated to raising food consciousness by examining the environmental, political, social and ethical impacts of what we eat. Food Truth organizes events, speakers, community dinners, films, workshops, and field trips to encourage discussion and advocacy around food-related issues. They spearheaded Real Food Calculator reporting and Real Food Challenge efforts on the Carleton campus. Website:

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

Kids for Conservation (KFC) was initiated to give elementary school children the knowledge about environmental issues that they will need in order to make responsible decisions. The group is housed in Carleton's Center for Community and Civic Engagement (CCCE).

Take Back the Tap is a student-governed campus organization working to eliminate bottled water on Carleton's campus, build and promote local water infrastructure, and raise awareness about water privatization and its impact around the world. Website:

<http://www.foodandwaterwatch.org/water/take-back-the-tap/>

Divest Carleton is a student organization that pushes the administration to divest its endowment from fossil-fuel based companies.

Food Recovery Network is a volunteer-run student program that donates leftover food from the dining hall to community partners. The Carleton program was the first in the state and now collects food during six dinner times at two locations to 8 [stars.aashe.org](http://stars.aashe.org)

community partners. In FY17, FRN recovered over 6,000 pounds to local organizations.

Energy Club is a student org that works with physics faculty and the energy conservation manager to conduct lighting and other energy-related audits across campus. In F17, stairwells and bathrooms were audited and the maintenance department worked to install dimming LED occupancy sensors in those areas. The project took one academic term to audit and is expected to have an ROI of four years.

Carls for the Boundary Waters is a student group that advocates for protection of the boundary waters in norther Minnesota that is theratened by copper-nickle mining.

**The website URL where information about the student groups is available (optional):**

[https://apps.carleton.edu/admissions/topics/student\\_orgs/](https://apps.carleton.edu/admissions/topics/student_orgs/)

**Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:**

Yes

**A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:**

Carleton students operate a 1.5 acre farm that uses organic farming techniques under the guidance of a faculty advisor. It boasts drip irrigation and a hoop house, among other innovations. All produce is sold to our food service provider, Bon Appetit, and the profits pay for the 3 summer farm intern positions and farm operations expenses. For FY 17, the farm also increased their interns from 2 to 3.

**The website URL where information about the gardens, farms or agriculture projects is available (optional):**

<http://apps.carleton.edu/sustainability/campus/land/farm/>

**Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:**

Yes

**A brief description of the student-run enterprises:**

Carleton does not at this time have any student-run sustainable enterprises except the Student Organic Farm (which is already mentioned above).

**The website URL where information about the student-run enterprises is available (optional):**

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**Does the institution have sustainable investment funds, green revolving funds or sustainable**

**microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:**

Yes

**A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:**

Students, faculty members and staff can propose projects for The Sustainable Revolving Fund (SRF) for sustainability related initiatives on campus. Proposals include a financial assessment of the cost of supplies and expected ROI. Each project last six years, and all savings during that period are returned into the fund.

The Carleton Responsible Investment Committee (CRIC) is a committee of faculty, staff, and students that makes recommendations about the management of the endowment to the Board of Trustees that embody Carleton's Values, which worked on divestment research in 2015-16 year with the student group, Divest Carleton.

<https://apps.carleton.edu/governance/cric/divest/>

**The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):**

<http://apps.carleton.edu/sustainability/action/srf/>

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

Yes

**A brief description of the conferences, speaker series, symposia or similar events related to sustainability:**

Every Friday Carleton hosts a convocation speaker which - on multiple occasions - has focused on a sustainability theme. The Environmental Studies department also hosts various speakers and events each term. Carleton's sustainability office in collaboration with various student-governed campus organizations facilitates a series of sustainability-related events during the annual Climate Action Week (February) and Earth Week (April) series. These events include movie screenings, speakers, discussion panels and dorm energy/water conservation competitions.

**The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):**

[http://apps.carleton.edu/sustainability/action/climate\\_action\\_week/](http://apps.carleton.edu/sustainability/action/climate_action_week/)

**Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:**

Yes

**A brief description of the cultural arts events, installations or performances related to sustainability:**

There have been art displays in the past, but for the past two years, Carleton has partnered with the Cannon River Watershed Partnership to host a film festival on campus as part of Climate Action Week.

**The website URL where information about the cultural arts events, installations or performances is available (optional):**

<http://crwp.net/>

**Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:**

Yes

**A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:**

Carleton Association of Nature and Outdoor Enthusiasts (CANOE) is a student group that organizes a variety of student-led outdoor field trips and activities as well as lend outdoor equipment to the campus population to promote outdoor activities.

Website:

<http://orgs.carleton.edu/canoe/>

The Carleton Arboretum offers numerous outdoor education and nature programs throughout the year. Website:

<http://apps.carleton.edu/campus/arb/>

**The website URL where information about the wilderness or outdoors programs is available (optional):**

<http://orgs.carleton.edu/canoe/>

**Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:**

No

**A brief description of the sustainability-related themes chosen for themed semesters, years, or first-year experiences:**

Carleton currently does not offer a program of this type.

**The website URL where information about the sustainability-related themes is available (optional):**

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[stars.aashe.org](http://stars.aashe.org)

**Does the institution have programs through which students can learn sustainable life skills?:**

No

**A brief description of the programs through which students can learn sustainable life skills:**

Carleton currently does not offer a program of this type.

**The website URL where information about the sustainable life skills programs is available (optional):**

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**Does the institution offer sustainability-focused student employment opportunities?:**

Yes

**A brief description of the sustainability-focused student employment opportunities offered by the institution:**

The Sustainability Assistant (STA) position employs 6-8 students each year in the college's sustainability office implementing various projects related to procurement, energy efficiency, waste, transportation, and food. STAs also organize numerous education and outreach activities and maintain the college's sustainability website and Facebook page.

Student waste monitors, employed by Custodial Services, not only collect trash but also audit and report on contamination between landfill, compost and recycling streams. The students also facilitate multiple waste-related education and awareness programs throughout the year.

Student farm interns- each year two interns manage the 1.5 acre student organic farm. They work through the spring fall and summer, harvesting managing and seeding.

The Center for Community and Civic Engagement (CCCE) employs students in both its Food and Energy & Environment track to assist with facilitating sustainability-related academic civic engagement and student volunteer programs.

Carleton's dining services provide recently established a student sustainability liaison to facilitate sustainable dining and food purchasing initiatives.

**The website URL where information about the student employment opportunities is available:**

[https://apps.carleton.edu/campus/human\\_resources/employment/job\\_openings/](https://apps.carleton.edu/campus/human_resources/employment/job_openings/)

**Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:**

No

**A brief description of the graduation pledges:**

Carleton currently does not facilitate a social / environmental responsibility graduation pledge.

**The website URL where information about the graduation pledges is available (optional):**

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**Does the institution have other co-curricular sustainability programs and initiatives?:**

Yes

**A brief description of the other co-curricular sustainability programs and initiatives:**

Carleton's Center for Community and Civic Engagement (CCCE) provides opportunities for students to teach students in the greater Northfield area about sustainability through the "kids for conservation program". The Farm Mentorship program also provides support for students to learn organic farming techniques that complement classwork tied to food production and access. Furthermore, Carleton students can engage in multiple student organizations as described above.

**The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):**

<https://apps.carleton.edu/ccce/act/actprograms/>

**Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Carleton's Pathways website illustrates ways for students to integrate their curricular, co-curricular, and employment experiences into a cohesive narrative. The Pathways site includes sections specific to environmental areas including Energy, Food Systems and Conservation. Website:

<https://apps.carleton.edu/pathways/>

## Outreach Materials and Publications

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**Score**

2.00 / 2.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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"---" 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 (optional):**

Carleton's sustainability website compiles information about Carleton's campus sustainability initiatives and communicates ways in which students and faculty/staff can get involved. The website home page includes a blog and events listing where current news is highlighted. We are currently under a review and redevelopment of our website.

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

<http://apps.carleton.edu/sustainability/>

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

Yes

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

On the sustainability website home page, Sustainability Assistants (STA's) update the Carleton community with blog postings that highlight up-to-date news about campus sustainability initiatives and outreach programs. The Environmental Studies department publishes a weekly newsletter including information on sustainability-related events, grant applications, jobs/internships and other similar opportunities. This newsletter is distributed to both Environmental Studies majors and non-majors who express interest in staying informed.

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

<http://apps.carleton.edu/sustainability/news/>

**Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:**

Yes

**A brief description of the social media platforms that focus on sustainability:**

The sustainability office has a Facebook page that is regularly updated to provide information on sustainability at Carleton. During Climate Action Week the sustainability office maintains a Twitter account to keep the campus community apprised of upcoming events and energy/water competition standings.

**The website URL of the primary social media platform focused on sustainability:**

<https://www.facebook.com/carletonsustainability>

**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 the regular coverage of sustainability in the main student newspaper:**

Carleton has current campus sustainability issues featured occasionally in The Carletonian, the main student newspaper.

**The website URL for regular coverage of sustainability in the main student newspaper:**

[https://apps.carleton.edu/carletonian/?story\\_id=1494991&issue\\_id=1494986&section\\_id=345118](https://apps.carleton.edu/carletonian/?story_id=1494991&issue_id=1494986&section_id=345118)

**Does the institution produce 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:**

Student research on topics related to sustainability are compiled on the "comps" page of Carleton's Environmental Studies program. Comps is a year-long research project conducted by all Carleton seniors.

Student research can also be posted to the Greater Northfield Sustainability Collaborative's resources page, which compiles multiple sources of local sustainability and environmental efforts. Website:

<http://northfieldsustainability.org/resources/>

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

<http://apps.carleton.edu/curricular/ents/comps/>

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

Yes

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

Carleton College's newest residences, Cassat and James Hall, have interactive digital signage in their lobbies that allow visitors to view energy consumed by each floor or suite, energy produced by the buildings' solar PV and solar thermal arrays, and other green features of these LEED Gold buildings.

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

<http://apps.carleton.edu/sustainability/campus/building/>

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

Yes

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

Carleton College's food provider, Bon Appetit, provides brochures on their sustainable food practices which they place as a centerpiece on every table in the cafeteria. Similar signage exists in the serveries where Bon Appetit highlights foods that are local, humanly produced, fair trade, and/or organic.

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

<http://www.cafebonappetit.com/sustainability/produce>

**Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:**

Yes

**A brief description of the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:**

There are signs around campus in which the Grounds crew or Arboretum have converted previously landscaped or agricultural land back to native vegetation. The grounds crew also posts signs about sustainable corn-based forms of fertilizer used on campus turf grass.

**The website URL for the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:**

<http://apps.carleton.edu/sustainability/campus/land/>

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

Yes

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

This map highlights just a few of our visible projects.

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

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**Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:**

Yes

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

Carleton Campus Services department maintains a web page dedicated to alternative methods of transportation for local transit (around Northfield) as well as for regional transit options (Airport, Twin Cities, etc.)

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

[stars.aashe.org](http://stars.aashe.org)

<https://apps.carleton.edu/transportation/>

**Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :**

Yes

**A brief description of the navigation and educational tools for bicyclists and pedestrians:**

The sustainability webpage contains information on local biking opportunities including bike collectives. There is access to campus maps and an arboretum map through the Arboretum Office website.

**The website URL for navigation and educational tools for bicyclists and pedestrians:**

<https://apps.carleton.edu/sustainability/campus/transportation-initiatives/>

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

Yes

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

The Carleton Sustainability website includes a "Sustainability How-To" page.

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

<https://apps.carleton.edu/sustainability/action/howto/>

**Does the institution produce other sustainability outreach materials or publications not covered above?:**

Yes

**A brief description of these materials or publications:**

The Carleton sustainability office provides incoming freshman with a "Green Guide" which highlights tips on green living and opportunities to get involved in sustainable campus initiatives and extra-curricular groups.

**The website URL for these materials or publications:**

<https://apps.carleton.edu/newstudents/>

**Additional documentation to support the submission:**

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## Outreach Campaign

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**Score**

4.00 / 4.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

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

#### **Part 2**

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

**Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?**

:

Yes

**Has the institution held at least one sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:**

Yes

**Name of the campaign:**

**A brief description of the campaign, including how students and/or employees were engaged:**

Climate Action Week is a 2 week series of sustainability awareness and education events including environmentally-related movie screenings, speakers, contests and panel discussions on internal or external sustainable initiatives. The week also incorporates a no impact competition aimed at developing habits to reducing consumption and waste.

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

We developed a weigh in system for students to come with their trash that they create over the two week period. There are multiple weigh-ins and we are able to see how the waste changes during the competition and look back at previous years.

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

[https://apps.carleton.edu/sustainability/action/climate\\_action\\_week/](https://apps.carleton.edu/sustainability/action/climate_action_week/)

**Name of the campaign (2nd campaign):**

Bike to Work Week

**A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):**

Bike to Work Week was created in 2016 to encourage faculty and staff to bike to work when the weather starts to warm up and to reduce commuting emissions. Faculty and staff will have the opportunity to sign up and participate, logging their trips and mileage throughout the week. Individuals with the most enthusiasm and dedication will be recognized, and everyone will receive fun goodies for participating with the opportunity to win raffle prizes! The celebration culminates in a joint celebration with Bike Northfield at Bridge Square, where participants can pick up prizes and free bagels and coffee.

**A brief description of the measured positive impact(s) of the campaign (2nd campaign):**

There is no quantitative measurement other than increasing levels of involvement over the years from participants.

**The website URL where information about the campaign is available (2nd campaign):**

<https://apps.carleton.edu/sustainability/action/biketowork/>

**A brief description of other sustainability-related outreach campaigns, including measured positive impacts:**

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

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**Additional documentation to support the submission:**

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## Assessing Sustainability Culture

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**Score**

0.00 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

**Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:**

No

**Which of the following best describes the cultural assessment? The assessment is administered to::**

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**Which of the following best describes the structure of the cultural assessment? The assessment is administered::**

---

**A brief description of how and when the cultural assessment(s) were developed and/or adopted:**

---

**A copy or sample of the questions related to sustainability culture:**

---

**A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:**

---

**A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:**

---

**A brief summary of results from the cultural assessment, including a description of any measurable changes over time:**

---

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

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**Additional documentation to support the submission:**

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## Employee Educators Program

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**Score**

0.00 / 3.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

## Employee Orientation

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**Score**

0.50 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

### **Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):**

50

### **A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):**

There is a program run through HR called First Year Information (FYI) that hosts sessions three times a year during your first year at Carleton. Each employee is encouraged to go to the first three, generally falling in their first year of work, so employees cycle through often. The Sustainability Office is part of the program and gives a small presentation on sustainability at Carleton as part of the day-long workshop. The sessions rotate, so this presentation is given every third session and presented to 50 new faculty and staff each time.

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

[https://apps.carleton.edu/campus/human\\_resources/about/calendar/?event\\_id=1467700&date=2017-02-22](https://apps.carleton.edu/campus/human_resources/about/calendar/?event_id=1467700&date=2017-02-22)

### **Additional documentation to support the submission:**

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## Staff Professional Development

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**Score**

0.00 / 2.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

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

#### **Part 2**

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

**Does the institution make available professional development and training opportunities in sustainability to all staff at least once per year?:**

No

**Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in**

**sustainability professional development and training)?:**

No

**Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):**

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**A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:**

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**A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):**

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**Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :**

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

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**Additional documentation to support the submission:**

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# Public Engagement

**Points Claimed** 8.84

**Points Available** 15.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

<b>Credit</b>	<b>Points</b>
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	2.50 / 3.00
Continuing Education	Not Applicable
Community Service	3.34 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	0.00 / 2.00

## Community Partnerships

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**Score**

3.00 / 3.00

**Responsible Party**

**Martha Larson**

Manager of Campus Energy and Sustainability  
Facilities

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### Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities, to work together to advance sustainability.

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

---

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

### **Name of the institution’s formal community partnership to advance sustainability :**

Carleton's Food Recovery Network Partners

### **Does the institution provide financial or material support for the partnership? :**

Yes

### **Which of the following best describes the partnership timeframe?:**

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus?:**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):**

Yes

**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:**

Food Recovery Network (FRN) is a national organization that unites students to fight waste and feed people by donating surplus food from their colleges to local community partner organizations. Carleton's chapter recovers food from Burton and LDC dining halls and Sayles Cafe every weeknight and involves over 50 student, faculty, and staff volunteers each term. Carleton's FRN delivers recovered food to seven organizations serving food-insecure community members in Northfield and Faribault. They recover food five days a week with an average of 300 pounds a week. The six community partners are Greenvale Community School, Northfield Food Shelf, Area Learning Center, The Key, A Child's Delight, and Laura Baker. In addition to this direct service, Carleton's FRN also raises awareness on campus about issues of food waste and food insecurity--locally and nationally. The national Food Recovery Network website is

<https://www.foodrecoverynetwork.org/>

and the Carleton chapter Facebook page is

<https://www.facebook.com/CarletonFRN/>

**Name of the institution's formal community partnership to advance sustainability (2nd partnership):**

greater northfield sustainability collaborative

**Does the institution provide financial or material support for the partnership? (2nd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (2nd partnership):**

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus? (2nd partnership):**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):**

Not Sure

**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):**

The Greater Northfield Sustainability Collaborative brings together participants from Carleton College and St. Olaf College and various community organizations to facilitate and coordinate sustainability initiatives in the greater Northfield area and to support implementation of Northfield's commitment to the Minnesota Greenstep Cities Program.

The GNSC website is

<http://northfieldsustainability.org/>

The MN Green Step Cities website is

<https://greenstep.pca.state.mn.us/index.cfm>

**Name of the institution's formal community partnership to advance sustainability (3rd partnership):**

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**Does the institution provide financial or material support for the partnership? (3rd partnership):**

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**Which of the following best describes the partnership timeframe? (3rd partnership):**

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**Which of the following best describes the partnership's sustainability focus? (3rd partnership):**

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**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):**

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**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):**

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**A brief description of the institution's other community partnerships to advance sustainability:**

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

[stars.aashe.org](http://stars.aashe.org)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Greater Northfield Sustainability Collaborative website:  
[northfieldsustainability.org](http://northfieldsustainability.org)

## Inter-Campus Collaboration

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### Score

2.50 / 3.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
  - Is an active member of a regional, state/provincial or local sustainability network;
  - Has presented at a sustainability conference during the previous year;
  - Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
  - Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
  - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
  - Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
  - Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.
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"---" indicates that no data was submitted for this field

### Is the institution an active member of a national or international sustainability network?:

Yes

### The name of the national or international sustainability network(s):

Association for the Advancement of Sustainability in Higher Education, AASHE

### Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

### The name of the regional, state/provincial or local sustainability network(s):

Upper Midwest Association for Campus Sustainability, UMACS

Greater Northfield Sustainability Collaborative, GNSC  
[stars.aashe.org](http://stars.aashe.org)

**Has the institution presented at a sustainability conference during the previous year? :**

Yes

**A list or brief description of the conference(s) and presentation(s):**

AASHE: Sustaining Ourselves half-day workshop co-presented with the University of Minnesota and Macalester College

UMACS: Utility Master Planning presented by the Manager of Campus Energy and Sustainability

UMACS: Waste Audits as a Successful Educational Tool presented by the Sustainability Program Coordinator

UMACS: Student summit organized and hosted by student sustainability staff

NACUBO: Utility Master Planning presented by the Vice President and Treasurer

Minnesota Pollution Control Agency (MPCA) Climate Adaptation Conference: Utility Master Plan presented by the Manager of Campus Energy and Sustainability

**Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :**

No

**A list or brief description of the awards program(s) and submission(s):**

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**Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :**

Yes

**A list or brief description of the board or committee appointment(s):**

The Sustainability Program Coordinator sits on the steering committee for UMACS, the Upper Midwest Association for Campus Sustainability

The Sustainability Program Coordinator and the Manager of Campus Energy and Sustainability sit on the GNSC, the Greater Northfield Sustainability Collaborative. This group works with St. Olaf College (the other college in Northfield), community members, and city council to advance community sustainability.

**Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:**

No

**A brief description of the mentoring relationship and activities:**

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**Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:**

No

**A brief description of the peer review activities:**

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**Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :**

Yes

**A brief description of other collaborative efforts around sustainability during the previous year:**

An annual gathering called Sustaining Ourselves is a networking retreat for sustainability staff in the greater Minnesota area. Ideas, resources, etc. are shared at this event.

The Sustainability Program Coordinator co-presents with representatives from Macalester and the University of Minnesota on the above-mentioned retreat.

Students work together to host the Student Summit at the UMACS conference. They are in the process of planning a day-long workshop for campus farms.

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

<http://umacs.org/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

We do not have a specific website dedicated to cross-campus collaboration since it is embedded within many of our campus sustainability activities. Carleton's sustainability website also references partnerships with various on-campus departments and organizations including:

- Environmental Studies
- Carleton Arboretum
- Custodial Management
- Facilities Department

- Center for Civic and Community Engagement (CCCE)
- Registrar's Office
- Career Center
- Students Organized for Protection of the Environment (SOPE)
- Farm Club, Farm Interns
- Engineers Without Borders
- CANOE (outdoors group)

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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**Criteria**

**Part 1**

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

**Part 2**

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

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

*Institution does not offer continuing education or community education programs.*

## Community Service

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**Score**

3.34 / 5.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

#### **Part 2**

Institution engages students in community service, as measured by the average hours contributed per student per year.

Institutions may exclude non-credit, continuing education, part-time, and/or graduate students from this credit.

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

**Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):**

2,045

**Number of students engaged in community service (headcount):**

1,032

**Percentage of students engaged in community service:**

50.46

**Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):**

Yes

**Total number of student community service hours contributed during the most recent one-year period:**

37,392

**Number of annual community service hours contributed per student :**

18.28

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

<http://apps.carleton.edu/campus/ccce/>

**Does the institution include community service achievements on student transcripts?:**

Yes

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):**

Yes

**A brief description of the institution's employee community service initiatives:**

Employees can take a paid leave of absence if they are Red Cross first responders to respond to disasters.

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The Carleton Center for Community and Civic Engagement (CCCE) includes both the Academic and Civic Engagement programs (curricular service projects tied to courses) and Acting in the Community Together (co-curricular volunteer opportunities)

## Participation in Public Policy

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**Score**

0.00 / 2.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

## Trademark Licensing

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### Score

0.00 / 2.00

### Responsible Party

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

---

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

### Is the institution a member of the Worker Rights Consortium?:

No

### Is the institution a member of the Fair Labor Association? :

No

### A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:

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

<https://apps.carleton.edu/governance/committees/>

### Additional documentation to support the submission:

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# Operations

## Air & Climate

**Points Claimed** 5.58

**Points Available** 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having 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 particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	5.08 / 10.00
Outdoor Air Quality	0.50 / 1.00

## Greenhouse Gas Emissions

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### Score

5.08 / 10.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

### Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

### Part 2

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

### Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2</sub>e) per gross square foot (0.215 MtCO<sub>2</sub>e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

For this credit, the following carbon offsets may be counted:

- Third-party verified purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as "local offsets")
- Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
- Carbon storage from on-site composting

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

**Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :**

Yes

**Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:**

	All, Some, or None
Business travel	All
Commuting	Some
Purchased goods and services	Some
Capital goods	None
Waste generated in operations	All
Fuel- and energy-related activities not included in Scope 1 or Scope 2	All
Other categories	None

**A copy of the most recent GHG emissions inventory:**

[Carleton FY17 GG Source Summary.xlsx](#)

**A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:**

Carleton uses the Clean Air - Cool Planet methodology

This tool is used by Sightlines as part of the GoGreen Measurement, Benchmarking and Analysis service. Sightlines annually works with Carleton College Facilities staff to collect data to compile, calculate and analyze institutional GHG data.

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

Yes

**A brief description of the internal and/or external verification process:**

Carleton hires Sightlines, a facilities benchmarking and analysis firm, to assist with and verify our annual greenhouse gas emissions data.

**Documentation to support the internal and/or external verification process:**

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**Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):**

Yes

**Gross Scope 1 and Scope 2 GHG emissions:**

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	7,870 Metric Tons of CO2 Equivalent	8,482 Metric Tons of CO2 Equivalent
Gross Scope 1 GHG emissions from other sources	745 Metric Tons of CO2 Equivalent	155 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from purchased electricity	8,658 Metric Tons of CO2 Equivalent	11,205 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from other sources	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Total	17,273 Metric Tons of CO2 Equivalent	19,842 Metric Tons of CO2 Equivalent

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2007	June 30, 2008

**A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

The GHG emissions baseline was adopted because 2008 is the first year in which we have comprehensive GHG data validated by Sighthines.

**Figures needed to determine total carbon offsets:**

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Institution-catalyzed carbon offsets generated	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon sequestration due to land that the institution manages specifically for sequestration	738 Metric Tons of CO2 Equivalent	728 Metric Tons of CO2 Equivalent
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Net carbon offsets	738 Metric Tons of CO2 Equivalent	728 Metric Tons of CO2 Equivalent

**A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):**

The carbon sequestration from is from our Arboretum, which was calculated by an Ecosystems Ecology class on campus and this number has stayed constant.

**Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:**

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

**A brief description of the purchased RECs/GOs including vendor, project source and verification program:**

---

**Adjusted net Scope 1 and 2 GHG emissions:**

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	16,535 Metric Tons of CO2 Equivalent	19,114 Metric Tons of CO2 Equivalent

**Figures needed to determine “Weighted Campus Users”:**

	Performance Year	Baseline Year
Number of students resident on-site	1,790	2,000
Number of employees resident on-site	28	40
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	2,023	1,975
Full-time equivalent of employees (staff + faculty)	865	664

Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted campus users	2,620.50	2,489.25

**Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:**

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	6.31 <i>Metric Tons of CO2 Equivalent</i>	7.68 <i>Metric Tons of CO2 Equivalent</i>

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline (0-100):**

17.83

**Gross floor area of building space, performance year:**

1,927,731 *Gross Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor Area
Laboratory space	62,910 <i>Square Feet</i>
Healthcare space	550 <i>Square Feet</i>
Other energy intensive space	77,632 <i>Square Feet</i>

**EUI-adjusted floor area, performance year:**

2,132,283 *Gross Square Feet*

**Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**

0.01 *MtCO2e / GSF*

**Scope 3 GHG emissions, performance year:**

	Emissions

Business travel	1,985 <i>Metric Tons of CO2 Equivalent</i>
Commuting	997 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	175 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	870 <i>Metric Tons of CO2 Equivalent</i>
Other categories	873 <i>Metric Tons of CO2 Equivalent</i>

**A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:**

In summer 2017 Carleton will begin a five-year transformation of its district heating system from steam to hot water tied to a geothermal heat pump system. This will reduce both plant operating costs and Scope 1 and 2 emissions.

Ongoing efforts to manage energy data and track energy use have led to numerous energy conservation projects across campus. An "Energy Management Team" consisting of sustainability staff, maintenance staff, the campus energy manager, and students meets weekly to review current project opportunities and log progress.

In fall 2011, Carleton installed its a 1.68 MW wind turbine, which currently produces about 30% of campus electricity. Solar arrays were also installed on Cassat and James residence halls. In terms of future planning, Carleton recently reviewed and modified its architectural master plan, which greatly reduced projections for increased floor space, by renovating or replacing existing structures.

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

<https://apps.carleton.edu/sustainability/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Baseline year for Carleton College's GHG inventory is fiscal year 2008, performance year is fiscal year 2016. This encompasses the period of years when Carleton worked with Sightlines, so data and comparisons should be consistent.

Our Scope 3 measurements have increased in accuracy since 2008 (air travel and waste data tracking has improved) resulting in a general increase to these values.

Our Scope 1 & 2 emissions have improved in purchased electricity, despite adding two residence halls and a large academic building since 2008. This is primarily due to addition of a 1.68 MW wind turbine in fall 2011.

## Outdoor Air Quality

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**Score**

0.50 / 1.00

**Responsible Party**

**Mitch Miller**  
Maintenance Manager  
Facilities Management

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### Criteria

#### **Part 1**

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

#### **Part 2**

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

**Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus?:**

No

**A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

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**Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:**

Yes

**Weight of the following categories of air emissions from stationary sources::**

	Weight of Emissions
Nitrogen oxides (NOx)	8.34 <i>Tons</i>
Sulfur oxides (SOx)	0.18 <i>Tons</i>
Carbon monoxide (CO)	5.46 <i>Tons</i>
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	0.50 <i>Tons</i>

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

The Carleton College maintenance department submits how much fuel we burn and contracts with a third-party company to test stack emissions to determine the efficiency of our burn. This company produces an air emissions inventory for use by the college. This data varies depending on the weather but our operations have not changed.

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

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

We do not post our annual emissions reports online.

# Buildings

**Points Claimed** 0.75

**Points Available** 8.00

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>	<b>Points</b>
Building Operations and Maintenance	0.75 / 5.00
Building Design and Construction	0.00 / 3.00

## Building Operations and Maintenance

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### Score

0.75 / 5.00

### Responsible Party

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

### Total floor area of building space:

1,927,731 *Square Feet*

### Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

Certified Floor Area
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LEED O+M Platinum or the highest achievable level under another GBC rating system	0 Square Feet
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 Square Feet
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 Square Feet
LEED O+M Certified or certified at minimum level under another GBC rating system	0 Square Feet

**Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:**

0 Square Feet

**Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:**

0

**A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:**

Carleton currently does not pursue LEED certification for existing buildings.

**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):**

0

**A copy of the IAQ management policy or protocol:**

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**The website URL where the IAQ policy/protocol may be found:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):**

**A copy or the green cleaning policy:**

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**A brief description of how green cleaning is incorporated into cleaning contracts:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):**

50

**A brief description of the energy management or benchmarking program:**

On an annual basis, Carleton engages Sightlines - a Facilities benchmarking company - to analyze campus data and benchmark Carleton's energy use verses a target group of peers with a similar institutional and climate profile. Benchmarking is done with both actual values and weather normalized. On a real-time basis, Carleton sub-meters each building for both heating and electricity. 15-minute interval data from the campus meters plus monthly utility bill information is automatically fed to a Lucid Building OS energy management information system (EMIS) which provides data visualizations and benchmarking information. An Energy Team consisting of the Manager of Campus Energy, the Maintenance Manager and 2-3 student sustainability assistants reviews the data on a weekly basis to identify anomalies which are then compared with building schedules and building automation system data to identify the source of the issue. Carleton also uses the building automation system to schedule HVAC systems according to building open hours and/or room occupancy. Meeting room and classroom schedules are adjusted weekly according to the campus calendar.

**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):**

100

**A brief description of the water management or benchmarking program:**

On an annual basis, Carleton engages Sightlines - a Facilities benchmarking company - to analyze campus data and benchmark Carleton's water use verses a target group of peers with a similar institutional and climate profile. On a real-time basis, Carleton has a water meter in each building which feeds the 15-minute interval data to a Lucid Building OS system described above.

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

<http://apps.carleton.edu/sustainability/campus/energy>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

STARS staff can be provided with a guest login to the Lucid Building OS system if you require access to the graphs and charts.

## Building Design and Construction

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**Score**

0.00 / 3.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

**Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :**

70,168 Square Feet

**Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:**

0 Square Feet

**Floor area of newly constructed or renovated building space certified at each level under a rating system**

**for design and construction used by an Established Green Building Council (GBC) :**

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 Square Feet
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	0 Square Feet
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 Square Feet
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	0 Square Feet
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 Square Feet

**Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):**

0 Square Feet

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

0

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

Carleton has the following LEED-NC certified buildings:  
James and Cassat residence halls - LEED gold (91,536 sf) 2009  
Weitz center for creativity- LEED gold (135,000 sf) 2011

**Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:**

0 Square Feet

**A copy of the green building guidelines or policies :**

[Construction\\_Design\\_Standards\\_7.2014.pdf](#)

## The green building guidelines or policies:

Sustainability section in the Carleton Design and Construction Standards requires the new construction to meet LEED Silver standards as a minimum.

## Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	Yes

## A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

Sustainable building guidelines are integrated into Carleton's construction / design standards (document attached). Standards include a requirement to achieve minimum LEED Silver on all new construction.

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

Carleton's Manager of Campus Energy and Sustainability reviews design documents at each phase and delivers a written memo to the project manager outlining any aspects that do not meet the sustainability points in Carleton's Construction & Design Standards.

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

[http://apps.carleton.edu/campus/facilities/assets/Construction\\_Design\\_Standards\\_7.2014.pdf](http://apps.carleton.edu/campus/facilities/assets/Construction_Design_Standards_7.2014.pdf)

**Additional documentation to support the submission:**

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# Energy

**Points Claimed** 3.82

**Points Available** 10.00

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 climate change. Global climate change is having 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, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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>	<b>Points</b>
Building Energy Consumption	3.55 / 6.00
Clean and Renewable Energy	0.27 / 4.00

## Building Energy Consumption

**Score**

3.55 / 6.00

**Responsible Party**

**Martha Larson**

Manager of Campus Energy and Sustainability  
Facilities

### Criteria

#### Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

#### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

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

### Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	45,391 <i>MMBtu</i>	48,811 <i>MMBtu</i>
Electricity from on-site renewables	13,882 <i>MMBtu</i>	0 <i>MMBtu</i>
District steam/hot water (sourced from offsite)	147,684 <i>MMBtu</i>	156,288 <i>MMBtu</i>
Energy from all other sources (excluding transportation fuels)	0 <i>MMBtu</i>	0 <i>MMBtu</i>
Total	206,957 <i>MMBtu</i>	205,099 <i>MMBtu</i>

### Start and end dates of the performance year and baseline year (or 3-year periods):

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2007	June 30, 2008

**A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

The baseline corresponds with Carleton's first greenhouse gas inventory that was aided and verified by Sightlines, a facilities benchmarking and analysis firm.

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area of building space	1,927,731 <i>Gross Square Feet</i>	1,680,023 <i>Gross Square Feet</i>

**Source-site ratio for grid-purchased electricity:**

3.14

**Total building energy consumption per unit of floor area:**

	Performance Year	Baseline Year
Site energy	0.11 <i>MMBtu / GSF</i>	0.12 <i>MMBtu / GSF</i>
Source energy	0.17 <i>MMBtu / GSF</i>	0.20 <i>MMBtu / GSF</i>

**Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):**

14.69

**Degree days, performance year (base 65 °F / 18 °C):**

	Degree days (see help icon above)
Heating degree days	6,689 <i>Degree-Days (°F)</i>
Cooling degree days	845 <i>Degree-Days (°F)</i>

**Floor area of energy intensive space, performance year:**

	Floor Area
Laboratory space	62,910 <i>Square Feet</i>
Healthcare space	550 <i>Square Feet</i>
Other energy intensive space	

**EUI-adjusted floor area, performance year:**

2,132,283 *Gross Square Feet*

**Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:**

12.88 *Btu / GSF / Degree-Day (°F)*

**Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:**

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**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):**

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**A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):**

Campus standard is 68 degrees in winter 74 degrees in summer. Each week, Carleton's HVAC technicians enter the weekly classroom and office room schedule information into the Building Automation System so temperature setbacks can be employed during unoccupied hours.

**A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:**

LED retrofit kits and new LED lights are now the standard for the Carleton maintenance department. Our current efforts are low-wattage LED lights with occupancy sensors in enclosed stairwells so they can be reduced to minimum footcandles when unoccupied. Carleton recently replaced over 100 highly inefficient MR16 light bulbs with LEDs in our language and dining facility and one section of the Gould Library. Exterior wall packs are being replaced by LED fixtures as they burn out. We are also beginning to install bi-level LED light fixtures with occupancy sensors in all enclosed stairwells. Furthermore, all underwater pool lights in our two swimming facilities have been replaced with LED lights this summer.

**A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:**

None at this time.

**A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):**

None at this time.

**A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):**

Carleton has engaged professional engineering firms to perform ASHRAE Level 2 energy audits on ten primary campus buildings. Audits focused on high energy users such as athletic buildings, science building and dining facilities. Audit efforts continue, with the goal of auditing all building on the district energy system within 5-6 years.

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

<http://apps.carleton.edu/sustainability/campus/energy/audits/>

**Additional documentation to support the submission:**

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## Clean and Renewable Energy

**Score**

0.27 / 4.00

**Responsible Party**

**Martha Larson**

Manager of Campus Energy and Sustainability  
Facilities

### 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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) 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.

Since this credit is intended to recognize institutions that are actively supporting the development and use 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 (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity

- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

**Total energy consumption (all sources, excluding transportation fuels), performance year :**

206,957 MMBtu

**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:**

13,882 MMBtu

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

Carleton's second wind turbine, a General Electric XLE 1.6 MW turbine, was installed in the Fall of 2011 and provides electricity directly to Carleton's electric grid. Carleton also has a 9 kW solar PV array which produces an annual average of 10 MWh per year. The number was lower in FY17 due to maintenance.

**Non-electric renewable energy generated on-site, performance year:**

0 MMBtu

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

Carleton has a solar panel array on its Cassat-James residence Hall which provides solar thermal heating for domestic hot water. We do not currently have the ability to measure cumulative btu production.

**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, performance year:**

0 MMBtu

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

Carleton installed its first commercial-sized wind turbine in 2004. This 1.65 MW turbine is connected to the public utility grid and provides 4000 - 4700 MWh of electricity annually. Both the power and the Renewable Energy Credits are sold to the public utility, so Carleton cannot count this production as an offset to its annual GHG emissions inventory.

**Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:**

0 MMBtu

**A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:**

None at this time.

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

<http://apps.carleton.edu/sustainability/campus/energy/>

**Additional documentation to support the submission:**

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**Electricity use, by source (percentage of total, 0-100):**

	Percentage of total electricity use (0-100)
Biomass	2
Coal	22
Geothermal	0
Hydro	5
Natural gas	12
Nuclear	23

Solar photovoltaic	1
Wind	35
Other (please specify and explain below)	---

**A brief description of other sources of electricity not specified above:**

Carleton purchases most of its electricity from the public utility (Xcel Energy).

**Energy used for heating buildings, by source::**

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	100
Other (please specify and explain below)	---

**A brief description of other sources of building heating not specified above:**

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**Percentage of total energy consumption from clean and renewable sources:**

6.71

**Data source(s) and notes about the submission:**

The performance year is considered to be fiscal year 2017.

# Food & Dining

**Points Claimed** 2.65

**Points Available** 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	0.90 / 6.00
Sustainable Dining	1.75 / 2.00

**Score**

0.90 / 6.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

**Criteria**

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

**Third Party Verified.** The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

**Local & Community Based.** The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	<p>A single-ingredient product must meet ALL of the following criteria:</p> <p><b>Ownership.</b> Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.</p> <p><b>Size. Produce:</b> Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).</p> <p><b>Distance.</b> All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).</p>
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.

Multi-Ingredient Products (e.g., baked goods)	<p>Producing company must meet ALL of the following criteria:</p> <p>Ownership. Company must be a privately or cooperatively owned enterprise.</p> <p>Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).</p> <p>Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.</p> <p>AND</p> <p>At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.</p>
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Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified... or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

### **Part 1**

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

### **Part 2**

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

**Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based (0-100):**

17

**Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):**

Yes

**Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):**

73

**A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):**

Carleton's food provider, Bon Appetit has a number of initiatives to encourage sustainability in their food purchasing program, including the following:

Turkey and chicken are produced without the routine use of antibiotics as a feed additive.

Hamburgers are made with fresh ground beef from cattle raised on vegetarian feed and never given antibiotics or hormones. Only solid muscle meat and fat are used. No neck or trim is allowed. As of Sept. 2012, all ground beef purchased is certified humane.

<http://carleton.cafebonappetit.com/wellness/sustainability/beef>

In 2015 Bon Appetit switched to all gestation crate, antibiotic, and growth-promoter free pork.

<http://carleton.cafebonappetit.com/wellness/sustainability/pork>

Other meats are raised without antibiotics as a first preference. Turkey and beef are roasted in-house daily for deli meat.

Milk and yogurt are from cows not treated with artificial Bovine Growth Hormone.

Shell eggs are produced cage-free and are certified by Humane Farm Animal Care, or Animal Welfare Approved. As of 2015, all eggs are cage-free.

<http://carleton.cafebonappetit.com/wellness/sustainability/poultry-eggs>

Salsas, pizza, marinara and other sauces are made from scratch.

Stocks are made from scratch the day before use to ensure the removal of fats.

All seafood purchases, wild and farmed, follow the sustainability guidelines of the Monterey Bay Aquarium's Seafood Watch program. Seafood should be purchased fresh when available locally or frozen at the source to ensure quality, and never air-freighted.

Purchase all pork that is gestation crate free.

**An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):**

**A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):**

Bon Appetit has a "Farm to Fork" (F2F) Program. Local vendors, within 150 miles of each cafe are able to go through a screening process with the company to become F2F vendors. All purchases from these F2F vendors are closely tracked, reports for these purchases are included in monthly reports for each location.

Carleton College also has students active in the Real Food Calculator. They work closely with the on-campus food service provider, Bon Appetit, to complete an annual inventory of "real food" (local, humane, fair trade and ecologically sound) using the Real food Calculator tool. Once completed the results of the calculator are shared with the campus and used by students and Bon Appetit staff to inform future purchasing efforts.

**Percentage of total dining services expenditures on Real Food A (0-100):**

10

**Percentage of total dining services expenditures on Real Food B (0-100):**

16

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

**A brief description of purchased food and beverage products that have other sustainability attributes not**

**recognized above :**

Other areas of the Real Food Challenge breakdown:

7% Humane

4% Fair

9% Ecologically Sound

**Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :**

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

<http://www.bamco.com/about-us/kitchen-principles>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Carleton's food service provider, Bon Appetit, only tracks food grown within 150 miles of Carleton so the 17% local food only captures food that is grown and processed within 150 miles of Carleton, not 250 miles.

## Sustainable Dining

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### Score

1.75 / 2.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

### Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

**Does the institution or its primary dining services contractor have a published sustainable dining policy?:**

No

**A brief description of the sustainable dining policy:**

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**Does the institution or its primary dining services contractor source food from a campus garden or farm?:**

Yes

**A brief description of the program to source food from a campus garden or farm:**

All of our campus farm produce is sold to our dining service provider. Three farm interns work all summer at the on-campus farm.

**Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:**

No

**A brief description of the farmers market, CSA or urban agriculture project:**

---

**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

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

There are vegan dining options at every meal in both dining halls. One of the dining halls has a station which always has vegan options for lunch/dinner, and has recently expanded to vegan breakfasts during the week. The other dining hall always has a type of veggie burger and salad bar options. Many of the entrees offered are available with meat or as a vegan option.

Food Truth students are promoting Meatless Mondays and Bon App is encouraging students to go meatless any day of the week.

**Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:**

Yes

**A brief description of the low impact dining events:**

Yes, and there are vegetarian specials with every meat special.

**Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:**

Yes

**A brief description of the sustainability-themed meals:**

We do a few local-focused meals where we bring in farmers from the area to visit with students, we shoot for twice a year.

**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:**

No

**A brief description of the sustainability-themed food outlet:**

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**Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:**

Yes

**A brief description of the sustainability labeling and signage in dining halls:**

We have a robust signage program that labels foods from vegan to made without gluten-containing ingredients, etc.

**Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:**

Yes

**A brief description of the outreach efforts to support learning and research about sustainable food systems:**

Yes, Bon Appetit does an excellent job with signage of local producers and other sustainability practices year-round.

**Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:**

No

**A brief description of the other sustainability-related dining initiatives:**

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**Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:**

Yes

**A brief description of the food recovery competition or commitment program or food waste prevention system:**

Bon Appétit's staff works to reduce food waste as part of their daily protocol.

For outdoor events, BA manages the number of buffet lines so that food does not become stranded and wasted (they also limit the number of trays of produce they put out by placing only one type of vegetable on each tray). Additionally, leftovers from menu items are planned into the subsequent day's menu, and soups are frozen or transported to Carleton's cafe for the next day's meal. Broths are created from the stock of vegetables that would otherwise be disposed.

**Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:**

Yes

**A brief description of the trayless dining or modified menu/portion program:**

Through a student-led initiative, Carleton instituted trayless dining in one of its two campus dining halls. The program began as "Trayless Tuesdays" in the 2010-2011 academic year and was expanded by student referendum to "Trayless Everyday" for the 2011-2012 academic year and beyond. The program applies to student dining, not the two commercial cafes. This program is still in effect today.

The Food Recovery Program operated through the CCCE collects and delivers food from the dining halls to the local food pantry. Volunteers collect food ten times a week and recently collected over 2,000 pounds of food in the fall 10 week term and donated them to 4 non-profits in the area.

**Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:**

Yes

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

Food Recovery Network has began and developed into one of the most active groups on campus. They now pick up 10 times a week and deliver to four non profits in the Northfield community. This past term was a record for donations- one ton of food donated in nine weeks!

**Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:**

No

**A brief description of the food materials diversion program:**

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**Does the institution or its primary dining services contractor have a pre-consumer composting program?:**

Yes

**A brief description of the pre-consumer composting program:**

All pre-consumer food waste for food prepared by Carleton's food provider is composted.

**Does the institution or its primary dining services contractor have a post-consumer composting program?:**

Yes

**A brief description of the post-consumer composting program:**

All postconsumer food waste at Carleton is composted by an outside company. Additionally, only compostable products are used at major outdoor catered events (typically 5 per year). Composting is widespread on campus and is part of our triple-bin system.

**Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:**

Yes

**A brief description of the reusable service ware program:**

Carleton uses metal reusable silverware for dine in meals and "Eco Products" plant based plastic compostable silverware for to-go meals. They are BPI certified.

**Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:**

Yes

**A brief description of the compostable containers and service ware:**

All dishware in our dining halls are reusable. In our to-go style cafe, reusable dishware is available for those wishing to eat in the cafe. Compostable to-go containers are the option if student want to take their meal out of the cafe. Our cafe also has a Mug Club, to encourage students to use their reusable mug for coffee and tea (10 mug punches equals a free cup of coffee or tea).

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:**

Yes

**A brief description of the reusable container discount or incentives program:**

Patrons in our cafes can purchase a drink for \$1.25 (no matter what size) with use of a reusable mug. Without the discount, a large is \$1.80 and a small is \$1.44. Our cafe also has a Mug Club, to encourage students to use their reusable mug for coffee and tea (10 mug punches equals a free cup of coffee or tea).

**Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:**

Yes

**A brief description of other dining services materials management initiatives:**

Imperfectly Delicious Produce (IDP): This is a program that was started by Bon App's waste specialist. The idea behind it is to put to use produce items that would otherwise be thrown out because, aesthetically, they are not fit to be sold in grocery stores. With the IDP, misshapen produce, or tomatoes with blemishes on them are being used to cook our meals instead of being thrown out.

Buying in Bulk

Bon App has tried to buy in bulk as much as possible to reduce the smaller, individual packets. For example, Bon App puts ketchup out in the big containers as opposed to having individual packets to reduce the overall waste produced.

Napkins on tables: Studies have shown that when the napkins are on the table, people take a napkin as needed. Whereas, if

the napkins are on the counter, people take a huge stack and end up throwing them all out in the end. By switching to this set-up, Bon App has saved a lot of money and waste.

Dining Hall: Bon App has been trying to reduce food waste by batch cooking throughout the meal period, so they make the food as needed. They also now have tasting spoons at each station to let students try the food before they take it. Bon App is hoping this will reduce the amount of students that take food and then waste it because they don't like it.

Bon App also uses Terracycle to recycle as many products as possible, like the Malt-o-Meal brand cereal bags.

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

<http://carleton.cafebonappetit.com/>

**Additional documentation to support the submission:**

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# Grounds

**Points Claimed** 2.00

**Points Available** 4.00

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 resources.

Credit	Points
Landscape Management	0.00 / 2.00
Biodiversity	<p data-bbox="1414 684 1547 716">2.00 / 2.00</p> <p data-bbox="841 762 1547 873">This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul data-bbox="818 919 1547 1251" style="list-style-type: none"> <li data-bbox="818 919 1547 951">• Legally protected areas (e.g. IUCN Category I-VI)</li> <li data-bbox="818 968 1547 1035">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)</li> <li data-bbox="818 1052 1547 1119">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)</li> <li data-bbox="818 1136 1547 1251">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li> </ul> <p data-bbox="818 1297 1547 1562">Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research &amp; Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</p> <p data-bbox="1471 1608 1547 1640">Close</p>

## Landscape Management

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**Score**

0.00 / 2.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution's grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

### Total campus area (i.e. the total amount of land within the institutional boundary):

1,040 Acres

### Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	0 Acres
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	0 Acres

Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	1,040 Acres
Total area of managed grounds	1,040 Acres

**A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):**

Cowling Arboretum  
 Leased Farm Land  
 Buffer Zones, which are woodlands and prairie

**Percentage of grounds managed in accordance with an IPM program:**

0

**A copy of the IPM plan or program:**

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**A brief description of the IPM program:**

Although there is no written IPM plan, Carleton grounds does follow certain protocol to ensure that as few synthetic chemicals are needed as possible. This includes keeping herbicides off of Carleton's main campus, and converting grounds so that they have lower intensity management.

**Percentage of grounds managed in accordance with an organic program:**

0

**A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:**

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**A brief description of the institution's approach to plant stewardship:**

Carleton College has four landscape zones with a design strategy for each zone. The design strategy in each zone includes a focus to feature and consist primarily of plant species native to Rice County and southeastern Minnesota with the understanding that responsible and sustainable land practices favor the selection and predominant use of fully hardy species that are native and/or adapted to the region.

**A brief description of the institution's approach to hydrology and water use:**

During restoration of green space and landscape zones we have been conscious of how water moves and where it is going. Our goals in many instances are to capture the water for infiltration purposes. Not all areas is this practice possible but we are trying to integrate infiltration and reuse into our restoration projects.

**A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):**

In general, the mower decks mulch the grass clippings well and the organic matter and nutrients are returned to the turf, unless an area gets away from the Grounds department. Then, the grass clippings are collected and placed in a campus compost pile. All other organic yard waste goes into this pile as well, excluding woody materials.

**A brief description of the institution's approach to energy-efficient landscape design:**

The Grounds Department is gradually decreasing the total area of non-recreational mowed turf landscape, replacing this area with natural landscapes.

**A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):**

The Grounds department attempts to remove snow as it falls to reduce the need for using deicing chemicals and sand. Carleton also pre-treats high traffic areas with a moderate amount of deicer to avoid snow pack and the need for larger amounts of deicer. Carleton College also uses only about a 20% salt content sand/salt mixture to treat most of the road/walkways.

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

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**Additional documentation to support the submission:**

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## Biodiversity

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### Score

2.00 / 2.00

### Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

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## Criteria

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

**A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:**

Carleton owns McKnight prairie a protected 33.5 acre plot of land 7 miles from the college. Unlike the surrounding areas, it has been virtually undisturbed by agriculture and other development and represents original prairie.) A conservation easement owned by the State of Minnesota protects this property in perpetuity, restricting any damaging activities such as building structures, cultivation, mining, or alteration of the topography. This site is recognized by the State of Minnesota and The Nature Conservancy as an area of biodiversity significance.

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:**

Yes

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:**

Yes, these assessments are always ongoing since we routinely find new species. We have excellent data on plants, birds and small mammals. Invertebrate assessment is less complete but some groups have been well surveyed.

**A brief description of identified species, habitats and/or environmentally sensitive areas:**

Information is compiled on the Cowling Arboretum website:

<http://apps.carleton.edu/campus/arb/habitats/>

,

<http://apps.carleton.edu/campus/arb/species/>

,

<http://apps.carleton.edu/campus/arb/management/>

) McKnight Prairie is a highly diverse remnant tallgrass prairie. Two federally listed plant species occur in good numbers at McKnight Prairie, *Lespedeza leptostachya* (Prairie Bush Clover) and *Besseyia bullii* (Kittentails) and two state listed animals, the *Speyeria idalia* (Regal Fritillary Butterfly) and *Ammodramus henslowii* (Henslow's Sparrow) are found there. While the Cowling Arboretum is primarily a restoration of native plant communities there are fragments of original vegetation including oak savanna, floodplain and upland forest, and marsh. Several state listed plants, *Carex conjuncta* (Jointed Sedge), *Carex grayii* (Gray's Sedge), and *Scutellaria ovata* (Forest Skullcap), as well as three state listed animals, *Clemmys insculpta* (Wood Turtle), *Microtus ochrogaster* (Prairie Vole) and Henslow's Sparrow are found in the Cowling Arboretum.

**A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

Programs are summarized on the Cowling Arboretum website (

<http://apps.carleton.edu/campus/arb/management/>

) and a copy of the Arboretum Strategic Plan is available upon request. Further details are as follows: Carleton College Cowling Arboretum consists of approximately 800 acres of land and has been a State Game Refuge for decades. Restoration projects over the past 20 years have focused on creating large blocks of native plant community types including floodplain forest, upland forest, oak savanna and tall grass prairie. The Cole Naturalist Program trains students in natural history and nature interpretation and provides opportunities for students to lead field trips for the College and local community. There are also workshops and programs focused on prescribed fire, invasive shrub control, and wildlife management

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

<https://apps.carleton.edu/campus/arb/>

**Additional documentation to support the submission:**

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# Purchasing

**Points Claimed** 3.09

**Points Available** 6.00

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>	<b>Points</b>
Sustainable Procurement	1.50 / 3.00
Electronics Purchasing	0.95 / 1.00
Cleaning and Janitorial Purchasing	0.64 / 1.00
Office Paper Purchasing	0.00 / 1.00

**Score**

1.50 / 3.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

**Criteria**

**Part 1**

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

**Part 2**

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components (e.g. HVAC systems). Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

**Part 3**

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none"> <li>• Published measures to minimize the use of chemicals.</li> <li>• A stated preference for green cleaning services and third party certified products.</li> </ul>
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none"> <li>• A stated preference for materials that meet LEED requirements.</li> </ul>

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> <li>• Published measures to reduce the demand for equipment.</li> <li>• A stated preference for ENERGY STAR or EPEAT registered products.</li> </ul>
4) Food services (i.e. franchises, vending services, concessions, convenience stores)  (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> <li>• Including sustainability objectives in contracts with on-site franchises.</li> <li>• Requiring that franchises pay a living wage to employees.</li> </ul>
5) Garments and linens	<ul style="list-style-type: none"> <li>• Published labor and human rights standards that suppliers must meet.</li> </ul>
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> <li>• A stated preference for disadvantaged or community-based service providers.</li> <li>• A stated preference for B Corporations.</li> </ul>
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> <li>• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.</li> <li>• A stated preference for clean and renewable technologies.</li> </ul>
8) Wood and paper	<ul style="list-style-type: none"> <li>• A stated preference for post-consumer recycled, agricultural residue or third party certified content.</li> <li>• A stated preference for FSC certified printing services.</li> </ul>
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> <li>• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.</li> </ul>

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

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

**Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:**

Yes

**A copy of the policies, guidelines or directives:**

[AASHE info 1.5.15.docx](#)

**The policies, guidelines or directives:**

These guidelines detail purchasing recycled products, local vendors, minority-owned or woman-owned businesses, and environmentally committed vendors. We encourage employees to purchase Energy Star appliances as well.

**Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:**

Yes

**Which of the following best describes the institution's use of LCCA?:**

Institution employs LCCA less comprehensively, e.g. for certain types of systems or projects and not others

**A brief description of the LCCA policy and/or practices:**

Carleton evaluates energy conservation projects and energy/water aspects of new construction or renovations on the basis of LCCA. We do not, however, have a formal policy or procedure document to this effect.

**Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:**

Yes

**A brief description of the published sustainability criteria for chemically intensive products and services:**

When we do need to apply herbicides to turf areas on campus to manage weed infestations - we are very sensitive to using chemicals that provide no negative effects on pollinators. We also apply materials very early in the morning where wind speed is virtually non-existent. This reduces or eliminates the risk of herbicide drift onto non-target plants. In the Design and Construction Standards, we try to "Maximize areas of landscape that increase plant/animal biodiversity and habitat while decreasing use of fuel, fertilizers and pesticides for maintenance"

**Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:**

Yes

**A brief description of the published sustainability criteria for construction and renovation products:**

In our building construction standards for all construction, we outline various sustainability-related requirements including sustainable building requirements, stormwater management, water use efficiency, etc.

[https://apps.carleton.edu/campus/facilities/assets/Construction\\_Design\\_Standards\\_\\_\\_January\\_2016](https://apps.carleton.edu/campus/facilities/assets/Construction_Design_Standards___January_2016)

.pdf

**Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:**

No

**A brief description of the published sustainability criteria for IT products and services:**

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**Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:**

No

**A brief description of the published sustainability criteria for food services:**

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**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

No

**A brief description of the published sustainability criteria for garments and linens:**

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**Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:**

No

**A brief description of the published sustainability criteria for professional services:**

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**Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:**

No

**A brief description of the published sustainability criteria for transportation and fuels:**

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**Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:**

No

**A brief description of the published sustainability criteria for wood and paper products:**

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**Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:**

No

**A brief description of the published sustainability criteria for other commodity categories:**

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

[https://apps.carleton.edu/campus/facilities/assets/Construction\\_Design\\_Standards\\_\\_\\_January\\_2016.pdf](https://apps.carleton.edu/campus/facilities/assets/Construction_Design_Standards___January_2016.pdf)

**Additional documentation to support the submission:**

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**Score**

0.95 / 1.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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**Criteria**

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

**Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:**

158,223 US/Canadian \$

**Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment::**

	Expenditure Per Level
EPEAT Gold	134,473 US/Canadian \$
EPEAT Silver	23,750 US/Canadian \$
EPEAT Bronze	0 US/Canadian \$

**Percentage of expenditures on electronic products that are EPEAT Gold registered:**

84.99

**Do the figures reported above include leased equipment?:**

No

**A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):**

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

<https://apps.carleton.edu/sustainability/campus/procurement/electronics/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Carleton works to recycle all of its computer products through Materials Processing Corporation (MPC).

## Cleaning and Janitorial Purchasing

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**Score**

0.64 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

### Total expenditures on cleaning products:

64,366.46 US/Canadian \$

### Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

37,378.95 US/Canadian \$

### Total expenditures on janitorial paper products:

290,601.69 US/Canadian \$

### Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

189,392.58 US/Canadian \$

**Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:**

63.89

**A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):**

Please note that we also included things like mop heads and vacuum bags in our calculations for FY17.

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

<https://apps.carleton.edu/campus/facilities/sustainability/GreenCleaningProducts/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Carleton made a commitment to purchase green cleaning products and compostable materials and a full list is included in the link below.

Included in Janitorial is vacuum cleaner bags, compostable dishes, bag liners, floor pads, etc. This is not included in the definition above.

## Office Paper Purchasing

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### Score

0.00 / 1.00

### Responsible Party

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

### Total expenditures on office paper :

27,850 US/Canadian \$

### Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	3.30 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

### Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

0

### A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Fiscal Year 17: July 1, 2016, to June 30, 2017

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

<https://apps.carleton.edu/sustainability/campus/procurement/officesupplies/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Carleton College does not have a directive to purchase recycled paper since recycled content office paper jams the printers. A significant portion of our office paper purchases is eucalyptus, a rapidly renewable material that is Forest-Stewardship Council certified. We do not have a breakdown of total purchases based on FSC certification.

20lb regular office paper is the only paper item used in this calculation for FY17.

# Transportation

**Points Claimed** 4.07

**Points Available** 7.00

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>	<b>Points</b>
Campus Fleet	0.27 / 1.00
Student Commute Modal Split	2.00 / 2.00
Employee Commute Modal Split	0.60 / 2.00
Support for Sustainable Transportation	1.20 / 2.00

**Score**

0.27 / 1.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric (including electric assist utility bicycles and tricycles)
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:**

15

**Number of vehicles in the institution's fleet that are:**

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	4
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

**Do the figures reported above include leased vehicles?:**

No

**A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:**

Four of Carleton's vehicles are gasoline-electric hybrid Ford CMax cars and Fusion Hybrid. Our fleet of golf carts is also 7/9 electric that are used by Facilities.

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

<https://apps.carleton.edu/campus/fleet/types/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet:  
 3 Ford C-Max  
 1 Ford Fusion Hybrid  
 1 Toyota

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

Eight 2008 Dodge Grand Caravan (dual fuel)

One 2010 Dodge Ram minivan (dual fuel)

## Student Commute Modal Split

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**Score**

2.00 / 2.00

**Responsible Party**

**Martha Larson**

Manager of Campus Energy and Sustainability  
Facilities

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### Criteria

Institution's students commute to and from campus using more sustainable commuting 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

### Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

100

### A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Carleton College is a residential campus so students are not allowed to commute to school.

### The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	0
Walk, bicycle, or use other non-motorized means	100
Vanpool or carpool	0
Take a campus shuttle or public transportation	0

Use a motorcycle, scooter or moped

0

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

<https://apps.carleton.edu/transportation/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Over 90% of Carleton's students live on campus. Those who live off-campus are within a comfortable walking distance and generally walk or bike to campus.

## Employee Commute Modal Split

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### Score

0.60 / 2.00

### Responsible Party

**Martha Larson**

Manager of Campus Energy and Sustainability  
Facilities

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### Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

### Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

30

### A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

A survey was conducted of all Carleton College employees. All faculty and staff were surveyed, and 614 responses were recorded.

### The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	70.20
Walk, bicycle, or use other non-motorized means	23.10
Vanpool or carpool	6.30

Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0.50
Telecommute for 50 percent or more of their regular work hours	0

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

<https://apps.carleton.edu/sustainability/campus/transportation-initiatives/commutesurvey/>

**Additional documentation to support the submission:**

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**Score**

1.20 / 2.00

**Responsible Party**

**Martha Larson**

Manager of Campus Energy and Sustainability  
Facilities

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### Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
  - Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
  - Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
  - Has a bicycle-sharing program or participates in a local bicycle-sharing program.
  - Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
  - Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
  - Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
  - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
  - Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
  - Offers a telecommuting program for employees, either as a matter of policy or as standard practice
  - Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
  - Has incentives or programs to encourage employees to live close to campus
  - Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)
- 

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

No

**A brief description of the facilities for bicycle commuters:**

Carleton has 67 bike racks and 1875 exterior bike parking spaces. All are available to staff and faculty. Employee showers are available at the Recreation Center, Cowling Gym, West Gym and Laird Stadium.

Out of our total count, 935 parking spots are at residence halls. All ten residence halls have bike parking. Indoor parking is available at three (Watson, James, Cassat) and covered exterior storage is available at three (Goodhue, Myers, Musser). There are also bike maintenance stations placed in high-traffic locations at the Recreation Center and student union. Students shower in their residence halls.

**Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

SHORT-TERM: There are bike racks within 50 feet of every academic building and non-residential building (with the exception of West Gym). There is also bike storage next to all residential buildings, however much of it is exterior. There are several residence halls that have storage for school breaks including Watson hall.

LONG-TERM: Watson Hall, James Hall and Cassat Hall have secured indoor bike rooms.

**Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:**

No

**A brief description of the bicycle and pedestrian plan or policy:**

A circulation plan is currently in progress.

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

No

**A brief description of the bicycle sharing program:**

The student government voted in February 2017 to institute a bike-sharing program, details to come...

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

Yes

**A brief description of the mass transit programs:**

The LOCAL bus program provides evening and weekend transportation around Northfield for Carleton and St. Olaf students as well as the general public. Destinations include Target, Cub Foods, Northfield Urgent Care, and downtown Bridge Square. The bus is free for Carleton and St. Olaf students and is subsidized by both colleges and their student governments.

**Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:**

No

**A brief description of the guaranteed return trip program:**

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**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

Go! Northfield-Dundas offers an open ride board that is a public service for all members of the Northfield community, including Carleton College and St. Olaf College students. Users can post notices requesting a ride or calling for passengers. Carleton College also offers a Carleton Rideshare Map in which Carls can identify potential carpool candidates, making it easier to take advantage of carpool opportunities. Carleton employees independently participate in the Metro Transit sponsored vanpool program.

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

Enterprise Car Share is a membership-based car sharing program offered to Carleton students, faculty and staff. Students pay a \$35 annual membership fee and receive in \$35 driving credits toward the hourly rate. Faculty and staff pay a \$50 annual fee plus an hourly rate.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

In 2013 Carleton installed an Coulomb CT 2021 Level 2 EV charging station. There is also a conduit run to a second location for easy installation of a second station.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

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**Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:**

No

**A brief description of the condensed work week option:**

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

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

The college rents college-owned houses to faculty and staff. This benefit is primarily used by new employees and/or faculty who do not yet have tenure positions.

**Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:**

No

**A brief description of other strategies to reduce the impact of commuting:**

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

<https://apps.carleton.edu/sustainability/campus/transportation-initiatives/>

**Additional documentation to support the submission:**

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# Waste

**Points Claimed** 3.14

**Points Available** 10.00

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>	<b>Points</b>
Waste Minimization and Diversion	1.83 / 8.00
Construction and Demolition Waste Diversion	0.81 / 1.00
Hazardous Waste Management	0.50 / 1.00

## Waste Minimization and Diversion

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**Score**

1.83 / 8.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator

Energy and Sustainability

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### Criteria

#### **Part 1**

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

#### **Part 2**

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

### Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

#### Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	585.67 Tons	525 Tons
Materials composted	285.69 Tons	0 Tons
Materials donated or re-sold	0 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	557.27 Tons	544 Tons
Total waste generated	1,428.63 Tons	1,069 Tons

#### A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

---

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	Aug. 1, 2010	July 30, 2011

**A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

In 2010 Carleton switched waste collection vendors and started to require more rigorous data collection.

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,790	1,584
Number of employees resident on-site	28	40
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	2,023	1,998
Full-time equivalent of employees (staff + faculty)	747.29	664
Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted campus users	2,532.22	2,402.50

**Total waste generated per weighted campus user:**

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.56 Tons	0.44 Tons

**Percentage reduction in total waste generated per weighted campus user from baseline (0-100):**

0

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

60.99

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

60.99

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes

Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	Yes

**A brief description of other materials the institution has recycled, composted, donated and/or re-sold:**

Aerosol cans, office supply swap shop, Terracycle (granola wrappers, chip bags, writing implements)

**Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :**

---

**Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

Yes

**Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

No

**Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

No

**Average contamination rate for the institution's recycling program (percentage, 0-100):**

---

**A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:**

---

**A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

In FY 17 we resigned everything across campus using infographics for easier comparison than aging pictures. We also do a presentation to students during freshman orientation that is required for all freshman to attend. During our annual Climate Action Week we have what is called the "No Impact Challenge" where students compete to see who can reduce their waste the most by carrying it around all week.

**A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:**

In FY17, sustainability staff began conducting specialized audits in individual offices and departments across campus. We found that when specifically targeting one group, diversion rates were higher with less contamination. We followed up with education and a second audit to confirm our tactics were working. our most successful audit went from 78% to a 95% diversion rate.

**A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):**

In 2014, Carleton started working with Cort Furniture to manage visiting faculty apartment furniture. The program works such that when the college no longer needs the furniture, it is reused by other subscribers. This limits the amount of furniture that is purchased and thrown away. We also use this service to furnish our student union.

**A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:**

The Carleton Office Supply Swap is housed in the Sustainability Office. Staff and faculty can drop off unwanted supplies or pick up things they need at no charge. A sign-in sheet tracks usage.

The Sustainability Office also sells items that are no longer needed at the college through

[GovDeals.com](http://GovDeals.com)

. In FY17, we sold \$41,462 worth of usable goods, thus diverting them from the landfill. This money is put into a zero waste fund, that is currently funding a waste study on campus, details to come in the 2019 STARS report.

**A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):**

We have a weekly newsletter where we encourage faculty and staff to post items their department no longer needs. This is a campus-wide newsletter, not just a sustainability one.

**A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):**

Carleton uses PaperCut as its print management solution for students. The program charges \$0.04 for white and black and \$0.15 for color per page. Students start off each academic year with a \$30 credit, meaning the first 750 white and black

pages are free until students begin to pay out of their own pocket. The system also tracks faculty and staff printing, helping the sustainability office role out an educational campaign to campus about printing.

**A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:**

Carleton's course catalog is available online and registration is an online process. The Carleton online directory is the primary source for staff, faculty and student directory information, there are no printed faculty/staff directories. Our invoices and personnel information are stored on a secure server online as well with shared access between necessary departments. Job postings are sent out via email to the entire campus from HR.

**A brief description of the institution's program to reduce residence hall move-in/move-out waste:**

Carleton has the "Lighten Up Garage Sale" at the end of every year, where the Center for Civic and Community Engagement organizes drop-off receptacles for students' unwanted possessions. The resulting sale generates profits for local charities. In FY17, Lighten Up donated \$32,000 to local charities. In addition, Carleton has a tri-weekly newsletter called the NNB (Noon News bulletin) in which students can put free ads for items that they are looking to buy, sell or give away. We do not measure the weight of donated or reused items, however the quantity is very high.

**A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:**

Our ITS purchases electronics with minimal packaging where possible.

We have a disposal policy that asks for items to be used again within the college before selling or donating it. If the item cannot be sold or donated, then proper disposal is required. The Sustainability Program Coordinator position was created to help ease the burden of finding proper recycling and disposal of items. Items are also posted on an online auction sight and profits from the sale go toward sustainability projects on campus.

Our shop manager also handles aerosol cans, batteries, light bulbs, electronics, etc. to be recycled. Batteries can be dropped off at three locations across campus, or through the Specialized Waste Disposal Form on the facilities website.

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

<https://apps.carleton.edu/sustainability/campus/waste/>

**Additional documentation to support the submission:**

[170927 Waste Audits as a Successful Eduational Tool\\_1.pdf](#)

**Data source(s) and notes about the submission:**

Carleton's waste stream is measured on a volume basis, so compost, recycling, and landfill waste weights are rough estimates.

Carleton students and the institution donate, reuse and resell a huge number of goods. Unfortunately, due to the high volume and the difficulty of weighing all those items, we are unable to say how many tons we divert each year.

Dining Services sustainability initiatives can be found here:

[https://apps.carleton.edu/campus/dining\\_services/localgrowers/](https://apps.carleton.edu/campus/dining_services/localgrowers/)

## Construction and Demolition Waste Diversion

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**Score**

0.81 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

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

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

---

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

### **Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:**

980.18 Tons

### **Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:**

232.93 Tons

### **Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:**

80.80

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

For Carleton's Weitz Center project (completed Sept 2011) the contractor tracked waste for LEED requirements. For that project, total Waste (2010-2011) was 7136.40 tons of which 6592.89 tons were recycled/re-used ( 92% )

Calendar year 2011 Waste for the Weitz Center project was 640.37 tons of which 558.46 tons were recycled/re-used (87%)

The large amount of demolition (1954 classroom wing and 1934 auditorium balcony) occurred in 2010 and boosted the overall material recycling.

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

[https://apps.carleton.edu/campus/facilities/assets/Construction\\_Design\\_Standards\\_\\_\\_January\\_2016.pdf](https://apps.carleton.edu/campus/facilities/assets/Construction_Design_Standards___January_2016.pdf)

## Additional documentation to support the submission:

---

### Data source(s) and notes about the submission:

For non-LEED projects, we do not currently have data on construction and demolition materials that have been recycled, donated or otherwise recovered. The last two major campus construction projects (Weitz Center 2011 and Cassat and James Halls 2009) were or are about to be all LEED gold certified, which requires a certain percentage of construction waste to be recycled, donated or otherwise recovered.

## Hazardous Waste Management

---

Score

0.50 / 1.00

Responsible Party

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

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.

#### **Part 2**

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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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:**

Carleton's Environmental Health and Safety officer oversees proper removal and disposal of hazardous materials. We also created a full time Chemical Hygiene and Radiation Safety Officer in 2015 to oversee the proper disposal of these items.

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

Items are packaged in sealed containers and labeled according to what type of material is contained within. Certified hazardous waste removal companies pick up the material and provide Carleton with a manifest that documents proper handling and disposal.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

We have not had any incidents in the past three years.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

In progress: our science lab managers and environmental health and safety managers are developing a comprehensive chemical inventory and storage plan. We purchased the UNHCEMS training as well:

<http://www.unh.edu/research/ehs-training>

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:**

All campus-owned computing devices are managed by Carleton's ITS (Information and Technology Services) department. ITS manage faculty and staff computer replacements and reclaim all computing devices that are no longer of use to the College. The majority of computing assets/waste is sent to one of two electronics recycling partners: Oceantech (

<http://oceantech.com>

) and The Retrofit Companies (

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

). The college does not manage personally owned electronic equipment.

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

---

**Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:**

8.26 Tons

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

<https://apps.carleton.edu/sustainability/campus/waste/guide/>

**Additional documentation to support the submission:**

7.1.16-6.30.17 Carleton College Universal Waste Report.pdf

**Data source(s) and notes about the submission:**

We do divert a majority of our electronic waste by recycling with The Retrofit Companies. Unfortunately, we do not have complete weights for these items. This is an area for improvement. What is listed is what we do have weights for.

Website for the Retrofit Companies:

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

# Water

**Points Claimed** 2.89

**Points Available** 6.00

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

Credit	Points												
Water Use	<p style="text-align: right;">1.89 / 4.00</p> <p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p> <table border="1" data-bbox="813 1108 1542 1570"> <thead> <tr> <th data-bbox="813 1108 1057 1245">Physical Risk QUANTITY</th> <th data-bbox="1062 1108 1300 1245">Points Available For Each Part</th> <th data-bbox="1305 1108 1542 1245">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1251 1057 1339">Low and Low to Medium Risk</td> <td data-bbox="1062 1251 1300 1339" style="text-align: center;">1■</td> <td data-bbox="1305 1251 1542 1339" style="text-align: center;">4</td> </tr> <tr> <td data-bbox="813 1346 1057 1434">Medium to High Risk</td> <td data-bbox="1062 1346 1300 1434" style="text-align: center;">1■</td> <td data-bbox="1305 1346 1542 1434" style="text-align: center;">5</td> </tr> <tr> <td data-bbox="813 1440 1057 1570">High and Extremely High Risk</td> <td data-bbox="1062 1440 1300 1570" style="text-align: center;">2</td> <td data-bbox="1305 1440 1542 1570" style="text-align: center;">6</td> </tr> </tbody> </table> <p style="text-align: right;">Close</p>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low and Low to Medium Risk	1■	4	Medium to High Risk	1■	5	High and Extremely High Risk	2	6
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit											
Low and Low to Medium Risk	1■	4											
Medium to High Risk	1■	5											
High and Extremely High Risk	2	6											
Rainwater Management	1.00 / 2.00												

## Water Use

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### Score

1.89 / 4.00

### Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

[Close](#)

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

Institution has reduced its potable water use per weighted campus user compared to a baseline.

#### **Part 2**

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

#### **Part 3**

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

**Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:**

Low

**Total water use (potable and non-potable combined):**

	Performance Year	Baseline Year
Total water use	33,748,220 <i>Gallons</i>	33,369,024 <i>Gallons</i>

**Potable water use:**

	Performance Year	Baseline Year
Potable water use	27,673,540.40 <i>Gallons</i>	29,266,805 <i>Gallons</i>

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2008	Dec. 30, 2008

**A brief description of when and why the water use baseline was adopted:**

2008 was the first year we started (reliably) tracking our greenhouse gas emissions, so it serves as the baseline year for our Climate Action Plan.

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,790	1,821
Number of employees resident on-site	28	5

Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	2,023	1,821
Full-time equivalent of employees (staff + faculty)	865	740
Full-time equivalent of students enrolled exclusively in distance education	0	0
Weighted campus users	2,620.50	2,377.25

**Potable water use per weighted campus user:**

	Performance Year	Baseline Year
Potable water use per weighted campus user	10,560.40 <i>Gallons</i>	12,311.20 <i>Gallons</i>

**Percentage reduction in potable water use per weighted campus user from baseline (0-100):**

14.22

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area	1,927,731 <i>Gross Square Feet</i>	1,460,055 <i>Gross Square Feet</i>

**Potable water use per unit of floor area:**

	Performance Year	Baseline Year
Potable water use per unit of floor area	14.36 <i>Gallons / GSF</i>	20.05 <i>Gallons / GSF</i>

**Percentage reduction in potable water use per unit of floor area from baseline (0-100):**

28.38

**Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):**

Yes

**Area of vegetated grounds:**

	Performance Year	Baseline Year
Vegetated grounds	1,005 Acres	1,005 Acres

**Total water use (potable + non-potable) per unit of vegetated grounds:**

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	33,580.32 Gallons / Acre	33,203.01 Gallons / Acre

**Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):**

0

**A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

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**A brief description of the institution's water recovery and reuse initiatives:**

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**A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):**

The majority of residence hall faucets have been replaced with low flow faucets. Funding for part of this initiative came from the student Sustainability Revolving Fund.

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

<https://apps.carleton.edu/sustainability/campus/water/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Although we don't have a formal stated commitment, Carleton has implemented numerous water use reduction measures including:

- low-flow showerheads in residence halls
- targeted irrigation practices
- water consumption monitor and annual water reduction competition
- elimination of bottled water from athletics packs.

Numbers for this year were calculated from the Sightlines Data.

## Rainwater Management

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**Score**

1.00 / 2.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

---

### Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial 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*

### Which of the following best describes the institution's approach to rainwater management?:

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

### A brief description of the institution's green infrastructure and LID practices:

Carleton is required to develop a Stormwater Pollution Prevention Plan (SWPPP) for major new development projects. We have also implemented a variety of initiatives on campus in order to manage stormwater runoff, including bio-swales and permeable paving.

### A copy of the institution's rainwater management policy, plan, and/or guidelines:

---

### A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

See attached document that is in our construction design standards that each construction project has to follow.

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

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### Additional documentation to support the submission:

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# Planning & Administration

## Coordination & Planning

**Points Claimed** 3.00

**Points Available** 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	1.25 / 4.00
Participatory Governance	0.75 / 3.00

## Sustainability Coordination

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**Score**

1.00 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

---

### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

### Does the institution have at least one sustainability committee?:

Yes

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

The Environmental Advisory Committee is a standing College committee dedicated to upholding the Environmental Statement of Principles and the Carbon Neutrality Value Statements at Carleton College, ensuring that these visions and ideals are incorporated into all aspects of College function.

**Environmental Statement of Principles:** Carleton College recognizes that it exists as part of interconnected communities that are impacted by personal and institutional choices. We are dedicated to investigating and promoting awareness of the current and future impacts of our actions in order to foster responsibility for these human and natural communities. Carleton strives to be a model of stewardship for the environment by incorporating ideals of sustainability into the operations of the College and the daily life of individuals

**Carbon Neutrality Value Statement:** Carleton College recognizes that global warming is one of the greatest local and global challenges of our time. The College values the goal of carbon neutrality as a priority for our community, recognizing that this goal merits the consideration of allocation of resources to research and implement technological and behavioral change. The College commits to developing a framework to reduce greenhouse gas emissions with the input of students, staff and faculty. In doing so, Carleton reaffirms its commitment to sustainability as articulated in the Environmental Statement of Principles

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Stephie Fried, Assistant Professor of Economics  
Mary Savina, Professor of Geology and Archaeology  
Kim Smith, Director of Environmental Studies  
Martha Larson, Manager of Campus Energy and Sustainability  
Alex Miller, Sustainability Program Coordinator  
Rae Horton, Residence Hall Director  
Phillip Lundquist, Interim Program Coordinator for Civic Engagement Pathways  
Ally Tucker, Carleton Student Association Representative  
Olwenn Fruchart , Student-at-Large  
Sharan Ganjam Seshachallam, Student-at-Large

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

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

The sustainability office consists of one staff member and eight student workers. Located within the Facilities department, the sustainability office works on various campus sustainability initiatives focused on waste reduction, energy conservation, energy data collection, and food systems. The office also organizes numerous annual events such as New Student Week sustainability presentations, Green Wars energy conservation competitions and Earth Week activities. Student sustainability office employees serve as liaisons to other student groups and campus committees.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

2

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Martha Larson

**Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:**

Yes

**A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:**

Carleton College Energy & Sustainability Recent Accomplishments:

1) In fall 2016, Carleton's Energy & Sustainability department received Board approval to proceed with design of a Utility Master Plan that would cut central plant carbon emissions by over 30% through transitioning from steam to hot water heating with geothermal, combined heat and power and high efficiency condensing boilers.

2) In spring 2016, the Energy & Sustainability Department partnered with the Center For Civic & Community Engagement (CCCE) to create a Zero Waste Committee focused on waste diversion and education/outreach initiatives. This committee assists with trash sorting at campus events, introducing processes for diverting specialized waste streams from the landfill (e-waste, batteries, Terracycle, etc.) and auditing contamination levels between the three streams of compost, recycling and landfill trash.

3) In fall 2016, the Energy & Sustainability department installed kitchen hood controls on nine hoods in our East Dining Facility. The project is expected to save over 100,000 kWh annually.

4) The Energy & Sustainability Department partners annually with dining services and the CCCE to complete the Real Food Calculator. Carleton's campus currently purchases a fall/winter average of 27% real food.

5) The Energy & Sustainability department organizes an annual Climate Action Week which includes speakers, contests, movie screenings and other events that raise awareness and action on environmental issues.

6) The Energy & Sustainability department partners with the Maintenance Managers and student-led Energy Club for form an Energy Management Team that monitors data from the Lucid Building OS energy metering system, manages building energy audits and implements energy conservation projects.

**Job title of the sustainability officer position:**

Manager of Campus Energy and Sustainability

**Job description for the sustainability officer position:**

[Mgr of Campus Energy & Sustainability JD \(ML\).doc](#)

**Job description for the sustainability officer position:**

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**Job title of the sustainability officer position (2nd position):**

Sustainability Program Coordinator

**Job description for the sustainability officer position (2nd position):**

[Sustainability Program Coordinator \(AM\) 5-16.docx](#)

**Job description for the sustainability officer position (2nd position):**

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**Job title of the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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

<http://apps.carleton.edu/sustainability/>

**Additional documentation to support the submission:**

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## Sustainability Planning

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**Score**

1.25 / 4.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

---

### Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

The strategic plan cites the May 2011 Climate Action Plan as an "underlying assumption" that formed part of the foundation for developing the plan. the specific verbiage is that" We have a responsibility to be a wise steward of our man-made and natural environment. Accordingly, we shall seek to reduce our carbon footprint in accordance with our Climate Action Plan." This was not restated in the published plan, but can be found here:

<https://apps.carleton.edu/strategic/planningprocess/foundation/assumptions/>

The Climate Action Plan is also cited on page 12, "developing a sustainable economy for the college is also connected with the broader goal of environmental sustainability."

The Climate Action Plan has a measurable goal of achieving net zero carbon emissions by the year 2050. It furthermore contains three interim milestones noting specific, measurable reductions in carbon emissions:

Reduce emissions to 17,000 MTCDE by 2020

Reduce emissions to 14,000 MTCDE by 2025

Reduce emissions to 11,000 MTCDE by 2030

Reduce emissions to zero by 2050

**A copy of the strategic plan:**

[FINAL\\_\\_\\_Strategic\\_Planning\\_Synthesis.pdf](#)

**The website URL where the strategic plan is publicly available:**

<https://apps.carleton.edu/strategic/>

**Does the institution have a published sustainability plan (apart from what is reported above)? :**

No

**A copy of the sustainability plan:**

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**The website URL where the sustainability plan is publicly available:**

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**Does the institution have a published climate action plan (apart from what is reported above)? :**

No

**A copy of the climate action plan:**

[11.06.13\\_CarletonClimateActionPlan.pdf](#)

**The website URL where the climate action plan is publicly available:**

<https://apps.carleton.edu/sustainability/about/cap/>

**Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :**

Yes

**A list of other published plans that address sustainability, including public website URLs (if available):**

Carleton also has a Utility Master Plan which outlines our in-progress transition our district heating and cooling system from fossil-fuel based to a hot water system tied to a geothermal heat pump system by 2021:

<https://apps.carleton.edu/geothermal/>

. This plan is expected to reduce our campus carbon emissions by 15% in Phases 1 and 2 (due to be complete in 2021), and 35% by completion of Phase 3 (timing TBD). It will likewise reduce central plant operating costs by up to 35% by the completion of Phases 1 and 2.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:**

No

**A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:**

Although we have many curricular activities that are directly tied to campus sustainability, we do not have fixed, quantitative goals for our sustainability curriculum at this time.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:**

No

**A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:**

Although we have many research activities that are directly tied to campus sustainability, we do not have fixed, quantitative goals for our sustainability research at this time.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:**

Yes

**A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:**

Data for both the Climate Action Week engagement and civic & community engagement is collected annually and compared to previous years.

The goals of the Carleton Climate Action Plan outreach and engagement sections are expressed in terms of action items, so they are measured by being noted as "N/A" (found to be not feasible), "Pending" or "Complete". The Climate Action Plan actions include:

- Re-establish the "green network" communication newsletter to update all campus groups focused on the environment and sustainability (COMPLETE)
- Provide competitive awards for students pursuing summer research positions, community service projects or internships related to sustainability (PENDING)
- Expand new student week to include mandatory sustainability awareness session (COMPLETE)
- Connect with the Career Center to establish a consolidated green-collar jobs and internships database (COMPLETE)
- Organize a series of speakers who are currently working in green-collar professions to visit Carleton (COMPLETE, the 30 minutes program and Climate Action Week speakers)
- Partner with other community groups such as St. Olaf College, the Northfield Environmental Quality Commission, etc. to expand individual sustainability projects into community-wide collaborates (COMPLETE - est. the Greater Northfield Sustainability Collaborative in 2013)
- Create a reading/discussion group in partnership with the Perlman Center for Learning and Teaching with a focus on sustainability (COMPLETE - "this changes everything" book group)
- Develop action guides for College departments and offices to help the campus community adopt widespread sustainability best practices and create opportunities to engage staff and faculty members in sustainability (PENDING)
- Establish environmental and sustainability networks or organizations for faculty and staff members to include sustainability practices in their work, include in new employee orientation (PENDING)

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:**

No

**A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:**

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**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:**

Yes

**A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:**

This information can be found in the 2011 Climate Action Plan.

Install second wind turbine by fall 2011; 3378 MTCDe reduction  
Ongoing energy conservation efforts; 1770-2963 MTCDe reduction  
More efficient space utilization (life of plan); total reduction of 570 MTCDe  
Green building standards (life of plan); total reduction of 1140 MTCDe  
Central plant conversion to hot water w/ geothermal (timing TBD): 7600 MTCDe

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:**

Yes

**A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:**

Lower baseline (2008) campus-wide energy use intensity by 20% over the life of the climate action plan (now to 2050).  
Achieve 10% reduction in carbon emissions per square foot of new construction from baseline expectations reported in the Climate Action Plan.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:**

Yes

**A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:**

We aim to audit 3-6 buildings per year, eventually building a continuous commissioning system that will allow us to monitor buildings on a "real time" basis.

This information can be found in the 2011 Climate Action Plan and is referenced in the Utility Master Plan.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:**

No

**A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:**

Currently we purchase 23-24% (average) "real food" each year. Our general goal is to increase that percentage annually, but no formal target has been set.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:**

No

**A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:**

TBD

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:**

No

**A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:**

TBD.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:**

No

**A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:**

TBD.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:**

Yes

**A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:**

Zero Waste by 2030. With a mission of continued education, outreach, and data utilization, Carleton's campus will integrate zero waste into the culture and daily operations by 2030.

This information can be found in the 2011 Climate Action Plan.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:**

No

**A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:**

TBD.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:**

No

**A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:**

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**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:**

No

**A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:**

N/A.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:**

No

**A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:**

Unknown.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:**

No

**A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:**

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**Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :**

No

**The formal statement in support of sustainability:**

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**The institution’s definition of sustainability (e.g. as included in a published statement or plan):**

The institution has no formal, custom definition of sustainability but ascribes to the United Nations statement that sustainability is the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.

**Is the institution an endorser or signatory of the following? :**

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

**A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:**

Carleton signed on to the Second Nature Carbon Commitment in 2007.

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

<https://apps.carleton.edu/sustainability/about/cap/>

**Additional documentation to support the submission:**

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## Participatory Governance

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**Score**

0.75 / 3.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

## Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

## Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

**Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :**

Yes

**Do the institution's students have an elected representative on the institution's highest governing body?:**

No

**A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:**

All enrolled students are eligible to run for student council and for a number of positions on different committees. Each term a list of positions are submitted to the student body, and elections are held to fill those positions.

**Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:**

Yes

**Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:**

No

**A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:**

Staff are present on campus committees which are part of the governance process, and many serve in an advisory / support role to the Board of Trustees.

**Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:**

Yes

**Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :**

No

**A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:**

Faculty are present on campus committees including those related to campus design, budget, classrooms, technology, sustainability and more.

**Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:**

No

**A copy of the written policies and procedures:**

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**The policies and procedures:**

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**Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:**

	Yes or No
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Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

**A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):**

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

<https://apps.carleton.edu/governance/>

**Additional documentation to support the submission:**

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# Diversity & Affordability

**Points Claimed** 5.51

**Points Available** 10.00

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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.06 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	1.33 / 3.00
Affordability and Access	3.12 / 4.00

## Diversity and Equity Coordination

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**Score**

1.06 / 2.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

#### **Part 2**

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:**

Yes

**Does the committee, office and/or officer focus on students, employees, or both?:**

Students

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Carleton College aspires to provide a liberal arts education that equips students with the skills to lead a fully realized life in a diverse and changing world. A Carleton education recognizes that the world's people differ in their race and ethnicity, culture, political and social worldviews, religious and spiritual understandings, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social and economic classes.

It is essential to our high academic standards that we be committed to creating a diverse campus community because:

Carleton has a responsibility to educate talented and diverse students, and we have a strong commitment to underrepresented groups.

Carleton students must meaningfully encounter difference in order to grow personally and live fruitfully in society and

contribute to its work.

The core principles of a liberal arts education are based on mutual respect, communication, and engagement, which commits us to create and affirm a culture of respect for people in all aspects of their lives. Carleton seeks to provide a welcoming and safe living and learning space, while we also recognize that the pursuit of a liberal arts education can involve discomfort and disagreement. Carleton affirms that the college and its community grow in understanding when established views are challenged.

A community that fosters diversity of thought and an open exchange of ideas can only emerge from the participation of individuals with different backgrounds and worldviews. Because creative and talented people come from many places and have many backgrounds, Carleton College is dedicated to attracting and retaining a diverse faculty, staff, student body, and Board of Trustees and sees this as among our highest priorities. Carleton's commitment to diversity will sustain and enrich the learning and living environment that defines the institution and its place in the world.

**Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

All

**Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Some

**Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Some

**A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:**

Students participate in mandatory orientation sessions during New Student Week, one of which is focused on diversity, "Creating Inclusion on Campus".

Faculty and Staff have training offered, but not required to attend at this time.

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

<http://apps.carleton.edu/governance/diversity/>

**Additional documentation to support the submission:**

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## Assessing Diversity and Equity

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**Score**

0.00 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

**Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:**

No

**A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:**

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**Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:**

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**Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:**

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**Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:**

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**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:**

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**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

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**A brief description of how the assessment results are shared with the campus community:**

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**Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:**

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**The diversity and equity assessment report or summary:**

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**The website URL where the report or summary is publicly posted:**

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

[http://apps.carleton.edu/governance/diversity/campus\\_climate\\_survey/](http://apps.carleton.edu/governance/diversity/campus_climate_survey/)

**Additional documentation to support the submission:**

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## Support for Underrepresented Groups

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**Score**

1.33 / 3.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
  - 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
  - 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
  - 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
  - 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
    - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
    - Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
- 

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

**Does the institution have a publicly posted non-discrimination statement? :**

Yes

**The non-discrimination statement, including the website URL where the policy is publicly accessible:**

[https://apps.carleton.edu/handbook/governance/?policy\\_id=955843](https://apps.carleton.edu/handbook/governance/?policy_id=955843)

College Statement of Non-Discrimination

Guiding Principle  
[stars.aashe.org](https://stars.aashe.org)

Equal opportunity for all is an essential part of Carleton's recognition that diversity expands the Carleton community's intellectual horizons and enriches the teaching, working, living and learning environment. Carleton College is committed to the principle that its educational facilities, activities and employment opportunities shall be offered without regard to race, color, creed, ethnicity, religion, gender, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability or age. Carleton College prohibits discrimination against or harassment of any student, applicant, visitor or employee because of race, color, creed, ethnicity, religion, gender, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability or age.

#### Examples of Prohibited Behavior

Examples of behavior prohibited by this Statement are: denying an educational opportunity or applying a different standard to a student because of the student's national origin; racial epithets or "jokes;" intimidating an employee because the employee is gay; stalking a student because of student's gender; and actions intended to create a hostile learning or working environment because a student or employee is disabled.

#### Application

This Statement applies to all Carleton faculty, students, employees and visitors in connection with any College program, whether on or off campus, including academic, educational, extra-curricular, athletic, residential, employment (including work-study), and other College activities and programs.

#### Reporting Violations

Any student, employee or visitor to the College campus who is subject to, witnesses, or otherwise becomes aware of discrimination or harassment in violation of this Statement is strongly encouraged to immediately report the incident by filing a Community Concern Form or by making a report to the appropriate Designated Person identified below.

#### Designated Person for Reports by Student

Carolyn H. Livingston  
Vice President for Student Life and Dean of Students  
Severance Hall 110  
One North College Street  
Northfield, MN 55057  
(507) 222-4248

[clivingston@carleton.edu](mailto:clivingston@carleton.edu)

#### Designated Person for Reports by Faculty

Beverly Nagel  
Dean of the College  
141 Laird Hall  
One North College Street  
Northfield, MN 55057  
(507) 222-4303

[stars.aashe.org](https://stars.aashe.org)

[bnagel@carleton.edu](mailto:bnagel@carleton.edu)

Designated Person for Reports by Employees (other than faculty) and Visitors

Kerstin M. Cárdenas  
Director of Human Resources  
Strong House 101  
One North College Street  
Northfield, MN 55057  
(507) 222-4068

[kcardena@carleton.edu](mailto:kcardena@carleton.edu)

Students, employees and visitors may also make a report to the interim Title IX Coordinator, Amy Sillanpa, Assistant Dean of Students, Severance Hall 110, One North College Street, Northfield, MN 55057, 507-222-4075,

[asillanp@carleton.edu](mailto:asillanp@carleton.edu)

A community concern reporting a violation of this Statement will be directed to the appropriate Designated Person.

Procedures

The College maintains Procedures for Investigating Reports of Discrimination or Harassment which can be found here.

Please note that reports of violations of the College's Policy Against Sexual Misconduct should be reported as provided in that policy.

**Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):**

Reporting Violations

Any student, employee or visitor to the College campus who is subject to, witnesses, or otherwise becomes aware of discrimination or harassment in violation of this Statement is strongly encouraged to immediately report the incident by filing

a Community Concern Form or by making a report to the appropriate Designated Person identified below.

#### Designated Person for Reports by Student

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#### Designated Person for Reports by Faculty

Beverly Nagel  
Dean of the College  
141 Laird Hall  
One North College Street  
Northfield, MN 55057  
(507) 222-4303

[bnagel@carleton.edu](mailto:bnagel@carleton.edu)

#### Designated Person for Reports by Employees (other than faculty) and Visitors

Kerstin M. Cárdenas  
Director of Human Resources  
Strong House 101  
One North College Street  
Northfield, MN 55057  
(507) 222-4068

[kcardena@carleton.edu](mailto:kcardena@carleton.edu)

Students, employees and visitors may also make a report to the interim Title IX Coordinator, Amy Sillanpa, Assistant Dean of Students, Severance Hall 110, One North College Street, Northfield, MN 55057, 507-222-4075,

[asillanp@carleton.edu](mailto:asillanp@carleton.edu)

A community concern reporting a violation of this Statement will be directed to the appropriate Designated Person.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit staff from underrepresented groups?:**

No

**Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:**

No

**A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:**

Multicultural Alumni Network works to identify students of color who may be interested in attending Carleton, and connects with these prospective students in personal and meaningful ways, giving a human face to the intimidating college admissions process.

<https://apps.carleton.edu/alumni/mcan/circle/admissions/>

**Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:**

No

**Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:**

No

**A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:**

The Office of Intercultural & International Life (OILL) fosters a campus-wide climate of respect. The office reflects the changing paradigms of the growth of many U.S. cultures reflected by currently enrolled students of color and international

students and the needs of a diverse intercultural community. OIIL advocates for the promotion of a diverse and nondiscriminatory campus community, preparing students for pursuit of lifelong learning. The Office is open to assist all students regardless of race, gender, color, age, religion, disability, sexual orientation, and national or ethnic origin. However, the office has a unique role with regard to enhancing the overall quality of life for students of color and international students on campus by focusing on retention, programming, leadership development, training and education. The Office of Intercultural & International Life works to fulfill this mission through sponsoring guest speakers, cultural performances, art exhibits, discussion forums, and films. The office also maintains a small library, publishes an office newsletter, and supports a peer-mentoring program.

**Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:**

No

**A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:**

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**Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:**

Yes

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

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

<https://apps.carleton.edu/campus/intercultural/>

**Additional documentation to support the submission:**

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## Affordability and Access

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**Score**

3.12 / 4.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

#### **Part 1**

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

#### **Part 2**

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
  2. The graduation/success rate for low-income students
  3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
  4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
- 

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

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

Yes

### **A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Carleton College meets 100% of demonstrated need for all admitted students. The average financial aid award for students enrolling at Carleton in 2012-13 was \$40,569. Carleton also works to reduce the amount of loans that a student has to take out; the average loan indebtedness of students graduating in 2013 was \$18,000.

In addition, the TRIO office offers:

- Scholarship, fellowship, and other financial resource information and exploration
- Textbook, laptop, and reference lending library
- Coordination with Fellowships Office - Each year, Carleton students achieve some of the most prestigious awards for graduate study and travel in many parts of the world.

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

"Class Act" - engaging interested members of the TRIO/SSS and campus community in discussions about socioeconomic class issues and how they might impact the experience of TRIO eligible students at Carleton (organized and facilitated by TRIO/SSS peer leaders)

### **A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:**

Carleton College has many resources to prepare students from low-income backgrounds for higher education. Our Trio/SSS office works with 1st generation and low-income students to provide support throughout their time at Carleton and provides assistance for students seeking fellowships, internships, and graduate and professional schools. Carleton also provides Mellon Mays Undergraduate Fellowships, which provides a stipend for independent research as well as loan forgiveness if the student chooses to pursue a Masters or PhD.

Specifically, TRIO services include:

- Supplemental advising and mentoring (one-on-one meetings and individualized support)
- Professional writing assistance and tutoring available for all participants
- Peer mentoring program
- Social/Cultural programming
- Informational workshops (study skills, money management, library research, FAFSA and income tax support, etc.)
- Freshman retreats focusing on assessment, resources for success, and networking
- Sophomore retreat focusing on identity, self awareness and empowerment, cultural and spiritual connections, goals clarification, and the impact of these aspects of self on academic pursuits and achievement
- Sophomore Transition program (retreat, resume writing, choosing a major, exploration of career, internship and fellowship opportunities)
- Graduate and professional school exploration and preparation
- Beautiful house location for studying, socializing, relaxation, and community building

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

Carleton College is a partner institution with Questbridge, a national 501(c)(3) non-profit organization that works with outstanding low-income students to help them access top-tier educational opportunities. In addition to Questbridge, Carleton is a partner with the Posse Foundation, which works to identify public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Finally, Carleton meets 100% of demonstrated need for every student that attends the college. Typically, 55-60% of the student body receives need based aid.

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

Carleton participates in the Questbridge Conferences, which are held across the country in multiple locations every spring to expose low-income students to what Carleton can offer them. Carleton also provides need based scholarships for all of its seven summer programs. These programs are advertised to a wide range of non-profit offices across the country.

**A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:**

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**Does the institution have policies and programs to support non-traditional students?:**

No

**A brief description of the institution's scholarships provided specifically for part-time students:**

Carleton does not have any part-time students.

**A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:**

None.

**A brief description of the institution's other policies and programs to support non-traditional students:**

N/A

**Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):**

Yes

**The percentage of entering students that are low-income (0-100):**

14.80

**The graduation/success rate for low-income students (0-100):**

91

**On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):**

100

**The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):**

56

**Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):**

---

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

<http://apps.carleton.edu/admissions/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

<http://apps.carleton.edu/campus/trio/>

<http://apps.carleton.edu/admissions/>

# Investment & Finance

**Points Claimed** 3.07

**Points Available** 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

<b>Credit</b>	<b>Points</b>
Committee on Investor Responsibility	2.00 / 2.00
Sustainable Investment	1.07 / 4.00
Investment Disclosure	0.00 / 1.00

## Committee on Investor Responsibility

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**Score**

2.00 / 2.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes?:**

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 Carleton Responsible Investment Committee (CRIC) was established in 2005. Its primary purpose is to make recommendations about the management of the endowment to the Board of Trustees that embody Carleton's values.

**Does the CIR include staff representation?:**

Yes

**Does the CIR include faculty representation?:**

Yes

**Does the CIR include student representation?:**

Yes

**Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):**

Fred Rogers [ex officio], VP and Treasurer

Locke Perkins, Mail Room

Steve Romenesko, Hall Director

Arjendu Pattanayak [Co-Chair], Professor of Physics

Stephen Kennedy, Professor of Mathematics and Statistics

Students: Chenoa Schatzki-McLain'19 [Co-Chair], Greg Amusu '19, Madeline Hagar '20, Paul Peterson '18, Shane Zerr '21

**Examples of CIR actions during the previous three years:**

Students from the Carleton Responsible Investment Committee (CRIC) organized a student-led town hall discussion on the pros and cons of divestment in the fossil fuel industry in response to the recent

[350.org](https://www.350.org)

campaign.

Furthermore, the committee voted yes on 3 resolutions at 4 companies:

1. Report on BPA Use (Coca-Cola and Safeway)
2. Adopt GHG Reduction Goals (ExxonMobil)
3. Hydraulic Fracturing - Community Impact (requests a company report - at ExxonMobil)

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

<http://apps.carleton.edu/governance/cric/>

**Additional documentation to support the submission:**

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### Score

1.07 / 4.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

#### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for exemplary* sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible 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 Option 1.
- Green revolving loan funds that are funded from the endowment

#### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has 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

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

**Does the institution wish to pursue Option 1 (positive sustainability investment)?:**

Yes

**Total value of the investment pool:**

645,654,187 US/Canadian \$

**Value of holdings in each of the following categories:**

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	6,456,541 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

We do not have full visibility into the underlying portfolios of our funds or fund managers (several of whom likely have some investments in clean tech/renewable energy), so the value of holdings in sustainable industries is estimated at 1% of the total endowment value.

We have an investment with a fund that helps finance wind project developments in exchange for a stream of future payments from the project's revenue. This investment represents approximately 0.4% of the portfolio or \$3.6 million.

**Percentage of the institution's investment pool in positive sustainability investments:**

1.00

**Does the institution wish to pursue Option 2 (investor engagement)?:**

Yes

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

While Carleton does not have a sustainable investment policy, the College aims to invest with managers whose standards of propriety, fairness, and ethical integrity align with those of the College. The College tries to select managers that will generate superior returns, but not at all costs, and make investments in a responsible manner that takes into account societal impacts.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

Yes

**A copy of the proxy voting guidelines or proxy record:**

[Proxy\\_voting\\_policy\\_summary.pdf](#)

**A brief description of how managers are adhering to proxy voting guidelines:**

Carleton's investment office managers submit all votes as determined by the Carleton Responsible Investment Committee (CRIC).

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or**

[stars.aashe.org](https://stars.aashe.org)

**submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

Yes

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

It is required that members of Carleton's Responsible Investment Committee (CRIC) write a letter to each corporation upon which Carleton has taken a proxy voting position. The letters call attention and explain the rationale behind Carleton's vote. Examples of letters can be found at:

<https://apps.carleton.edu/governance/cric/engage/corps/>

In addition to written letters, Carleton students have attended the annual meetings of corporations in its portfolio to publicly address their view on proxy issues. See this link for more information:

<https://apps.carleton.edu/governance/cric/articles/>

**Does the institution have a publicly available investment policy with negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

Carleton participates in a dialogue with several peer institutions and others to discuss various issues such as proxy voting, divestment, and ESG approaches.

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

<http://apps.carleton.edu/campus/investment/>

**Additional documentation to support the submission:**

[stars.aashe.org](http://stars.aashe.org)

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## Investment Disclosure

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### Score

0.00 / 1.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

#### Data source(s) and notes about the submission:

The top ten public equity holdings are publicly available. An entire list of direct holdings in companies is shared with CRIC and available to the campus community. 5.3% is the percentage of the total investment pool available to the public. The percentage of the total investment pool accessible to the campus community is 21%.

# Wellbeing & Work

**Points Claimed** 3.74

**Points Available** 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. 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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

<b>Credit</b>	<b>Points</b>
Employee Compensation	1.05 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.69 / 2.00

## Employee Compensation

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### Score

1.05 / 3.00

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

### **Part 1**

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

### **Part 2**

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

### **Part 3**

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada's](#) standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

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**The local living wage (based on a family of four and expressed as an hourly wage):**

16.10 US/Canadian \$

**Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):**

100

**Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:**

Yes

**Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):**

0

**The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:**

100 percent

**A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :**

The lowest paid part-time employees receive \$11.22 per hour and the lowest paid full-time employee is \$19.21 per hour. The calculation was made using the \$19.21 amount for a full-time employee.

**Has the institution made a formal commitment to pay a living wage?:**

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**A copy or brief description of the institution's written policy stating its commitment to a living wage:**

---

**Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:**

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**A brief description of the institution's commitment to a student living wage:**

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

[http://apps.carleton.edu/campus/human\\_resources/](http://apps.carleton.edu/campus/human_resources/)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

For specific information not available on the website, contact Carleton College Human Resources. This data does not include food service staff who are contracted via Bon Appetit Management Company.

## Assessing Employee Satisfaction

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**Score**

0.00 / 1.00

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

**Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:**

No

**Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):**

---

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

Carleton conducted a campus climate survey in 2008, addressing a variety of issues. All faculty, staff, and students were surveyed. In 2011-12 we conducted a faculty and staff satisfaction survey and several town hall meetings as part of the Strategic Planning process.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

---

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Carleton does not have a current documented process to measure employee satisfaction at least once every five years. Segments of our community conduct regular satisfaction surveys, and we conducted a campus climate survey in 2008. This issue is currently under review, and I hope to soon have a process in place.

## Wellness Program

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**Score**

1.00 / 1.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

**Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:**

Yes

**A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :**

Carleton College contracts The Wellness Corporation to administer our Employee Assistance Program which provides support and counseling for personal, legal, financial and work/life issues. The program is managed by the Human Resources department.

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

[https://apps.carleton.edu/campus/human\\_resources/benefits\\_and\\_insurance/Cigna\\_Behavioral\\_Health\\_EAP/](https://apps.carleton.edu/campus/human_resources/benefits_and_insurance/Cigna_Behavioral_Health_EAP/)

**Additional documentation to support the submission:**

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## Workplace Health and Safety

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### Score

1.69 / 2.00

### Responsible Party

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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## Criteria

### Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

---

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

## Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	5	15
Full-time equivalent of employees	865	543
Number of injuries and cases per FTE employee	0.01	0.03

## Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2016	June 30, 2017
Baseline Year	July 1, 2009	June 30, 2010

**A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

The guide lines were revised in November 2010 and reviewed in October 2016 to ensure we are keeping up with the latest standards of safety for our employees.

**Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):**

79.08

**Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:**

0.58

**A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:**

In the Safety Committee we review all workplace accidents and near misses and discuss preventative measures.

The majority of our injuries fall in the facilities department so we focus most of our safety training for those groups of employees. Each year we do safety training that usually includes a section on Ergonomics and Stretching for prevention purposes. The Associate Director of Human Resources also meets with each injured employee and assist in filing a work comp claim if needed and follow the claim until it is closed to ensure the employee is getting all the proper benefits and care they need to get healthy again.

We also introduced a free class for custodial and maintenance staff to learn how to stretch properly and strengthen their core for better to prevent injuries during the work day.

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

[https://apps.carleton.edu/handbook/employment/?policy\\_id=867295](https://apps.carleton.edu/handbook/employment/?policy_id=867295)

**Additional documentation to support the submission:**

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# Innovation & Leadership

## Exemplary Practice

**Points Claimed** 1.00

**Points Available** 2.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

<b>Credit</b>	<b>Points</b>
Certified Green Cleaning	0.00 / 0.50
Sustainable Dining Certification	0.50 / 0.50
Pest Management Certification	0.00 / 0.50
Campus Pride Index	0.50 / 0.50

## Certified Green Cleaning

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**Score**

0.00 / 0.50

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution and/or its primary cleaning services contractor uses a green cleaning program that is certified under one of the following:

Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42),

The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)

- An equivalent third party certification program approved by AASHE (email stars@ashe.org to enquire about program equivalence)
- 

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

### Under which of the following is the institution's green cleaning program certified?:

	Yes or No
Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42)	---
The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)	---
An equivalent third party certification program approved by AASHE	---

### A brief description of the institution's certified green cleaning program, including the year adopted and/or certified:

Updated 2017, began in 2011. Carleton makes a commitment to green cleaning, see URL for more information.

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

<https://apps.carleton.edu/campus/facilities/sustainability/GreenCleaningProducts/>

**Additional documentation to support the submission:**

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## Sustainable Dining Certification

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### Score

0.50 / 0.50

### Responsible Party

**Katie McKenna**  
General Manager  
Bon Appetit

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### Criteria

Institution and/or its primary dining services contractor has at least one on-site dining hall or food service outlet certified by:

The Food Recovery Network

The Green Restaurant Association (GRA) (Two Star or higher)

Green Seal (GS-55 Standard for Restaurants and Food Services)

Leaders for Environmentally Accountable Foodservice (LEAF)

Marine Stewardship Council (MSC) Chain of Custody Certification

Responsible Epicurean and Agricultural Leadership (REAL)

- An equivalent program approved by AASHE (email [stars@ashe.org](mailto:stars@ashe.org) to inquire about program equivalence)
- 

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

**Is at least one on-campus dining hall or food service outlet certified by the following organizations? (at least one positive response required):**

	Yes or No
The Food Recovery Network	Yes
The Green Restaurant Association (GRA) (Two Star or higher)	No
Green Seal (GS-55 Standard for Restaurants and Food Services)	No
Leaders for Environmentally Accountable Foodservice (LEAF)	No

Marine Stewardship Council (MSC) Chain of Custody Certification	No
Responsible Epicurean and Agricultural Leadership (REAL)	No
An equivalent program approved by AASHE	No

**A brief description of each certified dining hall or food service outlet, including the year the certification was achieved and/or renewed:**

Bon Appetit and Carleton College have collaborated in the Food Recovery Program for 5 years. We have students recovering from both dining halls and our retail operation.

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

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The Food Recovery Program is very successful here at Carleton. We currently have 7 community partners, and over 24 volunteers to recover 5 days a week.

## Pest Management Certification

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**Score**

0.00 / 0.50

**Responsible Party**

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution's integrated pest management (IPM) program and/or contractor is currently certified under one or more of the following programs:

EcoWise

GreenPro

Green Shield

- An equivalent program approved by AASHE (email [stars@ashe.org](mailto:stars@ashe.org) to enquire about program equivalence)
- 

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

**Is the institution's integrated pest management program or contractor currently certified under EcoWise, GreenPro, Green Shield, or an equivalent program approved by AASHE?:**

No

**A brief description of the institution's third party certified IPM program or contractor, including the year certification was achieved and/or renewed:**

Carleton uses Plunkett's for our pest management needs, who is GreenPro certified through QualityPro.

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

<https://www.npmaqualitypro.org/>

**Additional documentation to support the submission:**

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## Campus Pride Index

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### Score

0.50 / 0.50

### Responsible Party

**Alexandra Miller**

Sustainability Program Coordinator  
Energy and Sustainability

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### Criteria

Institution is rated at four stars or higher by the Campus Pride Index or an equivalent program approved by AASHE (email [stars@ashe.org](mailto:stars@ashe.org) to enquire about program equivalence).

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

### Institution's current Campus Pride Index rating (3 Stars, 3.5 Stars, 4 Stars, 4.5 Stars, 5 Stars):

4 Stars

### A brief description of the institution's LGBTQ-inclusive policies, programs and practices:

Carleton College has a Gender and Sexuality Center (GSC) with two staff members and 12 students that serve as Peer Leaders in the campus community. The GSC offers resources and support on issues related to diversity in gender and sexuality and coordinates campus initiatives to prevent sexual violence and create healthy communities and relationships. We work with other campus organizations and offices to strengthen and sustain an inclusive campus community that promotes gender equality and awareness and welcomes people of all sexual orientations and gender identities.

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

<https://apps.carleton.edu/campus/gsc/>

### Additional documentation to support the submission:

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# Innovation

**Points Claimed** 2.00

**Points Available** 2.00

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.

<b>Credit</b>	<b>Points</b>
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

**Score**

1.00 / 1.00

**Responsible Party****Alexandra Miller**Sustainability Program Coordinator  
Energy and Sustainability

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**Criteria**

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

**Name or title of the innovative policy, practice, program, or outcome:**

Utility Master Plan Outreach and Education

**A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The Carleton Board of Trustees just approved Phase 1 and 2 of an approximately \$40 million renewal of the 100-year-old campus district heating system. The existing steam system will be replaced with a hot water distribution system tied to three large geothermal well fields.

With this large-scale disruptive project, we anticipated questions, backlash, and other comments about the construction. Because of this, we rolled out an extensive outreach and educational campaign about the construction, unlike anything we had done with previous facilities projects. Examples being Well Field Wednesdays, public open-house style info sessions, tabling, and tours. All of these outreach tactics were open to the community as well as students, staff, and faculty. This outreach continues as construction will go for 3 more years.

**Which of the following impact areas does the innovation most closely relate to? (select up to three):**

Campus Engagement

Public Engagement

Energy

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

[IN-C UMP Outreach and Education.pdf](#)

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

<https://apps.carleton.edu/geothermal/>

**Additional documentation to support the submission:**

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**Score**

1.00 / 1.00

**Responsible Party**

**Alexandra Miller**  
Sustainability Program Coordinator  
Energy and Sustainability

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**Criteria**

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
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- 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

**Name or title of the innovative policy, practice, program, or outcome:**

Zero Waste Graduation Lunch for 4,000

**A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

Carleton's graduation ceremony concludes with a lunch for all students and their guests, about 4,000 people each year. Working with the Director of Events, Custodial Services, Dining Services, and the Sustainability Office, in June of 2017 we were able to divert 97% of the waste from that event from the landfill, making it 'zero waste.'

This effort had four pieces:

1. Pre-planning: Language in the program for our efforts, coordination with all groups.
2. Product selection: All compostable or recyclable items
3. Education: Custodial Waste Busters working each waste station telling guests where to put their waste, including food recovery for the food shelf and proper signage throughout the space.
4. Recording data and reporting information out.

**Which of the following impact areas does the innovation most closely relate to? (select up to three):**

Public Engagement

Food & Dining

Waste

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

[IN-D ZW Graduation.pdf](#)

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

<https://apps.carleton.edu/sustainability/campus/waste/custodialwastebusters/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**