Bates College
STARS REPORT

Date Submitted: June 12, 2020
Rating: Gold
Score: 72.83
Online Report: Bates College
STARS Version: 2.1

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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.

Summary of Results

Score 72.83

Rating: Gold

Institutional Characteristics	
Institutional Characteristics	0.00 / 0.00
Academics	
Curriculum	23.92 / 37.00
Research	12.40 / 18.00
Engagement	
Campus Engagement	20.75 / 21.00
Public Engagement	11.09 / 15.00
Operations	
Air & Climate	10.91 / 11.00
Buildings	3.15 / 8.00
Energy	8.38 / 10.00
Food & Dining	2.89 / 8.00
Grounds	3.78 / 4.00
Purchasing	3.38 / 6.00
Transportation	4.43 / 7.00
Waste	4.66 / 10.00
Water	5.27 / 6.00
Planning & Administration	
Coordination & Planning	5.75 / 8.00
Diversity & Affordability	6.16 / 10.00
Investment & Finance	2.57 / 7.00
Wellbeing & Work	3.36 / 7.00
Innovation & Leadership	
Exemplary Practice	0.50 / 0.50
Innovation	4.00 / 4.00

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

Institutional Boundary

Score	Responsible Party
0.00 /	**Tom Twist** Sustainability Manager Facilities
Total adjusted for non-applicable credits	
Close	

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:

Bates College is an urban campus in downtown Lewiston, ME of about 133 acres, and founded by abolitionists in 1855. The central campus is made up of older brick buildings, and the two satellite campuses - an 80 acre research station closer to the coast, and a 574 acre conservation area, are more rural.

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

	Present?	Included?
Agricultural school	No	---
Medical school	No	---
Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Satellite campus	Yes	Yes
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:

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	**Tom Twist** Sustainability Manager Facilities
Total adjusted for non-applicable credits	
Close	

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.

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

Endowment size:
271,500,000 *US/Canadian $*

Total campus area:
787 *Acres*

Locale:
Small town

IECC climate zone:
6 - Cold

Gross floor area of building space:
1,840,000 *Gross Square Feet*

Floor area of laboratory space:
118,609 *Square Feet*

Floor area of healthcare space:
11,000 *Square Feet*

Floor area of other energy intensive space:
445,770 *Square Feet*

Additional documentation to support the submission :

Academics and Demographics

Score	Responsible Party
0.00 /	**Tom Twist** Sustainability Manager Facilities
Total adjusted for non-applicable credits	
Close	

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.

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

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

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

Number of students enrolled for credit:
1,780 *DUMMY_UNIT*

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

Full-time equivalent student enrollment (undergraduate and graduate):
1,772 *DUMMY_UNIT*

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

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

Number of students resident on-site:
1,780 *DUMMY_UNIT*

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

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):
100 *DUMMY_UNIT*

Weighted campus users, performance year:
2,428.50

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 23.92

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.

Credit	Points
Academic Courses	7.30 / 14.00
Learning Outcomes	3.62 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	2.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
7.30 / 14.00	**Tom Twist** Sustainability Manager Facilities

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,* andthe 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.

"---" *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	630 *DUMMY_UNIT*	0 *DUMMY_UNIT*
Number of sustainability courses offered	40 *DUMMY_UNIT*	0 *DUMMY_UNIT*
Number of courses offered that include sustainability	33 *DUMMY_UNIT*	0 *DUMMY_UNIT*

Percentage of courses that are sustainability course offerings:
11.59

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

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

Percentage of academic departments with sustainability course offerings:
40

A copy of the institution's inventory of its sustainability course offerings and descriptions:
Bates_College_Sustainability_Courses.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 and/or validating the course inventory :

The course descriptions were reviewed in the course catalog for 2019~2020. Those courses included dimensions of sustainability of urban and natural environments, and humans and non-humans were included. Sustainability criteria included economic, environmental, equity, and ethical considerations.

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):

Not different from above.

Are the following course types included in the inventory? :

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

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/catalog/?s=current

Additional documentation to support the submission:

Learning Outcomes

Score	Responsible Party
3.62 / 8.00	**Tom Twist** Sustainability Manager Facilities

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):
469 *DUMMY_UNIT*

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

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:
45.20

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):

Data was obtained through Bates College Office of Institutional Research and Planning, as well as our faculty liaisons within the Committee for Environmental Responsibility. See "2019 GRADUATES: B.A./B.S. AND MAJORS AND MINORS" (page 10).

Program Learning Outcomes:

Environmental Studies (Interdisciplinary) - 33 student degrees awarded:

1. Students will understand the issues that arise from the interaction of humans with both the natural world and built environments, and how physical environments are inflected in complex ways by socio-cultural and political factors.
2. The coursework will provide a framework for students to examine how humans experience, investigate, and interact with the world around them.
3. Students will explore the social, aesthetic, ethical, scientific, and technical aspects of environmental questions.
4. Students will be equipped with a focused knowledge and methodological tools for assessing environmental impact.
5. Each student will gain hands-on, real-world experience via an internship with an environmentally focused organization or business.

Economics (Social Sciences) - 63 student degrees awarded
1. Students will demonstrate knowledge of the economic basis of environmental problems and examine alternative policies aimed at reducing environmental degradation.
2. Students will have a familiarity with the market system and existing property-rights system that contribute to environmental problems, cases where public intervention offers the potential for improvement, cases amenable to market-based approaches, and the public-policy tools available to promote environmental goals.

Geology, Biology, Physics, Chemistry, Math, & Engineering (Natural Sciences) - 83 student degrees awarded
1. Students will be able to demonstrate knowledge that most environmental change, while manifested in biophysical realities, is linked to historical, economic, political and cultural drivers that shape power relations and unequal control over and access to resources.
2. Students will have an understanding of the interplay of physical, chemical, biological, social, and cultural processes that must be recognized to understand the movement and impact of both materials that support life (such as nutrients, food, and water) and pollutants.

Anthropology (Social Sciences) - 12 student degrees awarded:

1) The students will leave with an understanding of how anthropology contributes to our understanding of contemporary environmental issues such as rapid climate change, shrinking biodiversity, and sustainable use of resources.

Sociology (Social Sciences) - 21 student degrees awarded:

1) Students will address a wide range of social phenomena, from patterns of everyday interaction to social and political revolutions. 2) Students will demonstrate an understanding of inequalities of income, wealth, housing, education, and health as well as related social problems such as racism, substance abuse, crime, poverty, homelessness, and climate change - with a particular focus on how sociologists study the process through which social conditions become defined as problems, the way various stakeholders frame those problems, and their potential solutions, students explore sociology in general and the social construction of social problems in particular.

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)?:
Yes

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

Some examples of course-level sustainability learning outcomes:

ENVR 204: Environment and Society
Environmental problems are shot through with politics. This course familiarizes students with some of the major social scientific contributions to understanding how and why environmental problems arise and how societies respond to them. Focusing on material, discursive and symbolic struggles over nature, the course first sets to the stage for the course by highlighting major trends in western and non-western environmentalism and by outlining the contemporary world system in which environmental debates take place. The course then identifies some drivers of environmental change before applying these ideas to a variety of ongoing environmental controversies within sustainable development, including climate change, urbanization and sprawl, pollution and environmental justice, agriculture, and biodiversity conservation.
Beyond the teaching of the content itself, the learning goals for this course are: (1) to foster greater awareness of the multi-scalar, complex politics inherent in many environmental issues and the ways social scientists approach those politics; (2) to convey basic analytical tools, concepts and arguments in the social sciences that help explain the emergence of and responses to environmental problems; (3) to develop evidence-based argumentation skills, both verbal and written; and (4) to teach students how to efficiently and effectively process and synthesize material from a variety of sources.

ENVR 337: Social Movements, NGOs & the Environment
Two increasingly visible forces on the world stage are social movements and non-governmental organizations (NGOs). As non-state, transnational actors, they challenge state-centered paradigms regarding the environment, international development, and other public issues. This course considers why social movements arise in specific places and times; how NGOs and social movements seek to address environmental issues; how NGOs and social movements relate to one another; what kinds of strategies they employ; and what solutions to the environmental crisis they propose. The course first situates environmental NGOs and social movements within neoliberal globalization and the resource conflicts that emerge from its processes. We then move through a variety of topics and case studies across Global North and South, using them as lenses through which to understand the local-to-global complexities of socio-environmental change.
At the end of the course, students should: (a) understand some of the ways in which environmental issues overlap with or define NGOs and social movements; (b) have a better grasp of the structural determinants for NGOs and social movements; (c) have gained a sense of the local-to-global connections in which NGOs and social movements are embedded and which they facilitate for better and worse; and (d) be able to think critically about the dynamics of change, representation, and political voice.
This W2 course also targets student writing. With view towards the senior thesis, students will write a substantial social science research paper. In the process students learn to: (a) pose an appropriate research question and guiding thesis; (b) develop a theoretically-informed, academic argument; and (c) integrate existing scholarship with their own ideas.

ENVR 306: Disturbance Ecology
Many ecosystems have a long evolutionary history of being adapted to natural disturbances such as wildfire, insect outbreaks, and drought. These disturbance processes are required for such systems to persist. Anthropogenic disturbances, on the other hand—nuclear disasters, invasive species, oil spills—can have profound effects on systems that are not evolutionarily prepared for them. This course looks at the effects of natural and anthropogenic disturbances on ecological systems, and discusses whether climate change is increasing disturbance severity. Students are introduced to concepts of disturbance probability and risk, and the complexities of conveying this information to the general public.
This is a 300-level seminar, aimed at honing your skills in reading the scientific literature. It is also a W2 course, designed to improve your skills in science writing (in the strict disciplinary sense), as well as in “writing about science” for non-academic audiences.
We will also pause at various moments throughout the course to consider and integrate other forms of knowledge about disturbances, including indigenous knowledges (in this field, these are sometimes referred to as TEK, “traditional ecological knowledge”), and knowledge from the humanities. There will be at least one joint activity with the ENVR humanities course, “Catastrophes and Hope.”
LEARNING OBJECTIVES
Upon the successful completion of this course, students will be able to:
 Understand and apply principles from ecology and evolutionary biology as they relate to natural and anthropogenic disturbance events.
 Think both qualitatively and quantitatively about event risk and probability, and assess communication about these risks.

 Read the scientific literature efficiently, including the ability to broadly synthesize varied findings across a general topic.
 Write clearly in an evidence-based style, use these skills to address a wide range of audiences, and interact with their peers to improve their writing.
 Critically assess information about climate change and its relation to disturbance events.

ENVR 417: Community-Engaged Research in Environmental Studies
This seminar is one of two capstone experiences within the Environmental Studies (ES) major. One capstone experience is your senior thesis or ENVR 450 project, either of which involves a project that relates directly to your concentration. ENVR 417 brings juniors and seniors from various concentrations together to work on community-based projects. While these projects may or may not directly relate to your concentration, they will require you to draw on multiple bodies of knowledge and skills you have developed through the ES core, your concentration, and your internship. Environmental challenges and opportunities arise within a variety of communities, and effectiveness within environmental areas involves learning how to communicate broadly. Through this course, you should:
● develop skills for navigating interpersonal dynamics and effectively collaborating in groups;
● utilize research skills to integrate and apply multiple forms of knowledge to an issue of interest to a community partner;
● communicate effectively both orally and in writing with audiences beyond Bates; and
● increase and complicate your knowledge of the Lewiston/Auburn community in the context of environmental studies.

ECONOMICS 222: ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS
This course will cover the economics of negative externalities (air and water pollution and climate change) and the basic principles for the management of renewable and non-renewable resources (water, fisheries, endangered species for example). The major focus of the course is to learn the basic techniques of policy analysis for the management of natural resources and the protection of the environment for ecological and human health. We will consider the methods available for the reduction of externalities, the costs and benefits of such intervention and the likelihood that such intervention will be successful. We will also think about the level of risk and the “value” of a human life when making environmental policy decisions. We will learn the basic tools of environmental and natural resource economics including valuation, cost-benefit analysis and pollution allowance trading. We will then apply such tools to current topics and policy analysis. Central to our discussions will be topics such as the management issues in sustainable activities such as water resources, economic incentives for pollution control including toxics and the valuation of nonmarket goods and services such as recreation and wildlife. The purpose of this course is to teach you how to apply economics to real-world environmental problems by integrating economic theory and empirical evidence.
By the end of this course, you should be able to:
1. Demonstrate the ability to evaluate and explain environmental issues in the press and popular media through an economics lens
2. Understand decision-making tools such as Benefit-Cost Analysis including the measurement of the net present value of a project
3. Evaluate quantitative data using graphical and mathematical techniques
4. Understand market-based incentives for pollution control such as cap-and-trade and taxation and both mitigation and adaptation policies for climate change
5. Recognize and distinguish solid economic argument from misleading or unsophisticated argument
6. Understand the limitations of economic analysis

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/research/files/2020/04/Bates-Facts-2019-2020-Update-4.13.2020.pdf

Additional documentation to support the submission:
Bates-Facts-2019-2020-Update-4.13.2020.pdf

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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 Program

A brief description of the undergraduate degree program:

Environmental studies encompasses a broad range of issues that arise from the interaction of humans with the natural world. To understand these issues, students must think across and beyond existing disciplinary boundaries. The environmental studies major provides a framework for students to examine how humans experience, investigate, and interact with their environment. The curriculum includes interdisciplinary course work that encourages students to explore the social, aesthetic, ethical, scientific, and technical aspects of environmental questions and to approach these questions with more focused knowledge and methodological tools through a major concentration.

The website URL for the undergraduate degree program:
http://www.bates.edu/environment/

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

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

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

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

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

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

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

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:

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:

Graduate Program

Responsible Party

Tom Twist
Sustainability Manager
Facilities

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

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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:

In Search of Higher Ground: Sea-Level Rise, Coastal Flooding, and the Future of the Eastern Seaboard (5-week course during Bates short term):
Climate change, increased storm frequency, and intensity, and sea-level rise have created an urgent need for adaptation planning for many communities along the U.S. eastern seaboard. In this course, students examine adaptation strategies and vulnerability assessments to understand social and economic vulnerability and the complexities of coastal retreat. Utilizing climate adaptation planning tools, mapping technology, and on-the-ground observation, students examine adaptation strategies including managed retreat, buyouts, living shorelines, and green infrastructure. Students consider the current and future role of FEMA's national flood insurance program as a major mechanism for incentivizing resilient or reckless coastal development. Based on experiential learning, students engage in discussions with experts, practitioners, and residents in highly vulnerable coastal areas in Maine, as well a ten-day trip to coastal communities in Virginia and North Carolina.

BI/ES s14. The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain (5-week course during Bates short term):
This course immerses students in coastal issues facing Maine with the Bates-Morse Mountain Conservation Area and Phippsburg as the course setting. Students examine community dependence on fisheries and aquaculture and learn how to assess the health of the environment, including salt marshes, mudflats, the rocky intertidal zone, sandy beaches, and coastal forests. By combining the study of human and natural systems, students consider ways to manage resources within the broader context of a changing environment. The course introduces social-ecological systems theory and field methods including basic experimental design, data collection, and analysis.

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

https://www.bates.edu/news/2019/05/30/from-the-folks-facing-it-short-term-students-learn-about-sea-level-rise/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://bates.maps.arcgis.com/apps/MapJournal/index.html?appid=d9485749e38d46bda1f0f829361c2bff

Sustainability Literacy Assessment

Score	Responsible Party
2.00 / 4.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Does the institution conduct an assessment of the sustainability literacy of its students (i.e. an assessment focused on student knowledge of sustainability topics and challenges)?:
Yes

Which of the following best describes the literacy assessment? The assessment is administered to::
The entire (or predominate) student body, directly or by representative sample

Which of the following best describes the structure of the assessment? The assessment is administered as a::
Standalone evaluation without a follow-up assessment of the same cohort or representative samples

A copy of the questions included in the sustainability literacy assessment(s):
StudentSustainabilitySurvey.docx_1_4_1.docx

A sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

What current problems are sustainability initiatives trying to address today?
Climate Change
Habitat Degradation
Access to clean drinking water
Waste Management
All of the above

What percentage of potable water is actually consumed by drinking?
5%
30%
50%
75%

What percentage energy reduction could one expect from switching from incandescent bulbs to LEDs?
10%
30%

50%
90%

What percentage of solid municipal waste could be composted?
10%
30%
50%

What is the approximate lifespan of a solar panel?
15 years
25 years
40 years

How do the life cycle costs of an electric car compare to a vehicle with an internal combustion engine?
Better
Worse
Depends on electricity mix

Thank you for completing our survey!

A brief description of how the literacy assessment was developed and/or when it was adopted:

The literacy assessment tool was created by the sustainability office as part of our first year orientation. It goes out to the first year listesrv both as an engagement tool and to assess their knowledge. We also put it out on an online publication called Bates Today, which is accessible to all first years.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

This assessment goes out each year to all our first year students as part of the sustainability orientation program. We bring up some of the questions during our sustainability presentation to all first years, and give out prizes for the correct answers.

A brief summary of results from the literacy assessment(s), including a description of any measurable changes over time:

This past year, we had 227 students respond to the survey, with only a third of the students getting all sustainable literacy questions correct. The drinking water and LED questions had the worst performance, and the current problems and municipal waste questions had the highest percentage of correct responses.

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

Additional documentation to support the submission:

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Does the institution have 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?:
Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

The Philip J. Otis Faculty Curricular Development Grants

Each year at least one $2,500 grant is awarded to a member of the Faculty for the purpose of developing curricular offerings in the general area of environmental studies. These developments may be significant revisions of existing courses, designs for new courses, efforts to coordinate teaching of two or more Faculty. The grants may be used to acquire materials which would significantly enhance the recipient's teaching, to travel for purposes of collecting material for the course or courses, to provide stipends to students who would assist in the designing or the teaching of the course or courses.

The grant is awarded on a competitive basis by the Faculty Committee of Five. Applications must state clearly both the curricular task to be supported, and the contributions which would be made to enhancing students' understanding and appreciation of the natural world. The application must also state the uses of the funds. Applications must be submitted to the Dean of the Faculty by December 1.

Within one semester of its completion, a report of the project is made to the Dean of the Faculty, who shares it with the Otis Committee.

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

$2,500 grant

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/environment/the-otis-program/curricular-development/

Additional documentation to support the submission:

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	**Tom Twist** Sustainability Manager Facilities

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:

We have several thesis students doing the number crunching for our carbon inventory and waste CO2e emissions, as well as projecting our emissions reductions over the next five years. We also have students working on the LCA of our new renewable fuel.

The college is also starting a new department, Digital Computational Studies, which will be addressing data management of big data, looking closely at the enormous amount of energy data that we have coming in. Our

students have worked with DCS to clean, automate, and visualize large campus energy data sets for our Energy Manager.

We have students working on assessing the carbon sequestration of our slat marsh with Prof. Bev Johnson for a class on Blue Carbon.

https://www.bates.edu/geology/research/current-research-2/

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:

We have a group of students creating DIY data loggers for monitoring our buildings, actually improving the proprietary software that is currently in place. They are using python and D3 to automate the visualization of energy data for the campus.

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:

Several recent Env. Studies capstone courses have worked on projects with the campus Energy Manager regarding energy and REC alternatives. Some research includes landfill diversion and energy efficiency projects. We have recently involved students in a solar energy project, where they installed the solar panels themselves.

https://www.bates.edu/news/2017/11/16/campus-construction-update-shortridge-goes-100-percent-so

lar/

We are also involving students in the process of a solar PPA which will cover 3/4s of the campus electrical load.

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:

A science lab interfaces with Dining each year to view their sustainability efforts and analyze their waste tracking data for the past decade.

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:

We have a Capstone 417 class has researched the creation of a school garden which will provide local food to the dining services. This garden has since come to fruition, and now the faculty are working with the current garden and incorporating it into their classes on soil science, urban planning, food and the land, and nature and literature.

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

The students and faculty worked together with Dining to alter their purchasing policies around disposable dishware. Today, there are no disposables in our Dining Commons, which alone keeps 750,000 disposable cups out of the landfill every year.

https://www.bates.edu/news/2017/03/30/paper-coffee-cups-soon-to-be-an-un-commons-sight/

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:

There are a group of students researching the promotion of bikes on campus, and creating a walkable campus/city for college students and residents through a city planning course. There are also students researching the deployment of electric car chargers around campus for an Econ class. This last Spring, they worked with our advancement staff to win a grant for a $20,000 electric vehicle charger installation project, and presented a case to Facilities to purchase two electric Nissan Leafs, which they did.

https://www.bates.edu/news/2018/04/10/already-green-bates-sprouts-two-new-leafs/

as well as in contact with zipcar to acquire a plug in electric vehicle for students to use.

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:

We have a group of students tracking our waste - trash, compost, pigs, and recycling. They are tasked with analyzing and coming up with strategies for waste reduction. See also Dining section.

https://www.bates.edu/sustainability/material-flows/

We have students in the art department that have helped with our outreach and signage for recycling and trash on our containers.

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:

Bates is adjacent to the Androscoggin River, which first inspired Ed Muskie to craft the Clean Water Act. Many of our Environmental Studies classes focus around water and how to assess water resources and ensure they are protected, from both a policy and a physical stance. Students are involved in both projects on our main campus, as well as on our satellite campus, which is coastal and adjacent to a salt tidal marsh.

https://www.bates.edu/environment/academics/academic-program/

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:

Students have the ability to apply for sustainability grants, in which they become project managers, and have to complete sustainability projects on campus, navigating all of the constraints etc. of making things happen on a large campus.These grants are administered by a faculty-led committee known as the Committee for Environmental Responsibility. Through this committee, the students are intimately connected with the planning around sustainability on the campus, including our decision to go carbon neutral, and are currently involved in helping to choose our 2030 goals.

https://www.bates.edu/sustainability/get-involved/get-involved-for-faculty-and-staff/committee-

on-environmental-reposibility/

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

Our Rhetoric classes each spring work as consultants for different aspects of sustainability, and recently the focus has been on how to increase the diversity and equity of the sustainability movement at the college. The students have conducted research into best practices, and have put together a report on ways in which the sustainability office could better address diversity within its programs.

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

An Econ class is helping their students work on tangible sustainability projects by engaging them in our process for a Solar PPA at the college. The students are doing the calculations, and projected savings, and putting forth a business case for the college to move forward with the project.

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:

Several of the Capstone courses make it mandatory for students to engage with the local public entities and research a problem which has troubled them for some time, and offer solutions for that community partner to pursue. Also, our Harward Center's mission is to use our local community as a learning center for the students to gain a good understanding of working with community partners.

https://www.bates.edu/harward/

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

The Purposeful Work effort on campus includes short term classes taught by practitioners, regular guest speakers, and a robust summer internship program. All are focused on the topic of work and academics. We also have a B Well work program -

https://www.bates.edu/b-well/

Lastly, our Bates garden is used as a teaching space, a work space, and a study space. We have set it up so that it encourages a wonderful opportunity to do tangible work in a beautiful space.

https://www.bates.edu/sustainability/the-bates-garden/

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)?:

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:

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

Additional documentation to support the submission:

Research

Points Claimed	12.40
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.

Credit	Points
Research and Scholarship	9.40 / 12.00
Support for Research	3.00 / 4.00
Open Access to Research	0.00 / 2.00

Research and Scholarship

Score	Responsible Party
9.40 / 12.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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):
212 *DUMMY_UNIT*

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

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :
15.09

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

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
17 *DUMMY_UNIT*

Percentage of research-producing departments that are engaged in sustainability research:
42.50

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:
Bates_College_Faculty_Sustainability_Research.xlsx

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

See attached

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

Total number of faculty is found here

https://www.bates.edu/research/files/2020/04/Bates-Facts-2019-2020-Update-4.13.2020.pdf

The number of faculty involved in sustainability research is obtained by looking over faculty expertise and areas of research focus online (

http://www.bates.edu/faculty-expertise/

) and through conversations with faculties.

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/faculty-expertise/

Additional documentation to support the submission:

Support for Research

Score	Responsible Party
3.00 / 4.00	**Tom Twist** Sustainability Manager Facilities

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:

Bates Environmental Internships give students a chance to understand some of the complexities and unpredictable variables that accompany environmental work. The experience also provides a way for students to test in the field some of the theories and arguments encountered in courses. Projects may include hands-on conservation work, environmental education, environmental research, political advocacy, environmental law, or other areas related to environmental questions. They can involve domestic or international opportunities.

Internships must be (1) eight weeks or longer and (2) a full-time position involving a minimum of 30 hours per week.

Awards will range from $1,000-5,000 and generally are used to provide salary for a volunteer or low-paying position. Funds can also be requested to defray unusual expenses (e.g., high cost of international airfare) associated with the completion of the internship.

The criteria for the selection of Environmental Interns are:

(1) the degree to which the internship opportunity will lead to personal growth on the part of the student;

(2) evidence of academic and other preparation for the proposed internship;

(3) evidence that the internship can be implemented and completed as specified in the proposal.

Academic credit is not granted for these internships.

Preference will be given to applicants who have not been previously supported through this program.

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

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

One multidisciplinary facet of Bates sustainability research is the work done at our Bates Morse Mtn. Conservation Area, which is used as a research station for several different departments that focus on researching sustainability topics.

Bates faculty and students have conducted coastal research since 1977, when Bates-Morse Mountain Conservation Area was made available to the college for such purposes. Since the additional acquisition of the Bates College Coastal Center at Shortridge (BCCCS) in 1996, and the completion of renovations in 2008, the combined sites (BMMCA/BCCCS) have increasingly served faculty, students and researchers, producing over 85 publications, theses and reports over the college's history of coastal research. These projects have typically taken place in the form of undergraduate theses or independent studies and in many cases have resulted in student presentations at regional and national meetings.

In the last five years, student and faculty research at the Bates-Morse Mountain Conservation Area has focused on such varying disciplines as bird anatomy, indicator species, geological studies, emphasizing salt marsh biogeochemical cycling, carbon sequestration and storage, and sediment transport. This work has produced 14 senior theses and several publications by Bates College faculty and colleagues, including the recent publication of Coastal Blue Carbon: methods for assessing carbon stocks and emissions in mangroves, tidal salt marshes and sea grass meadows (Conservation International, 2014), of which Geology Professor Bev Johnson is a lead author. Other recent publications include research on the efficacy of ditch plug restoration in salt marshes (Vincent, et al 2013; Vincent et al. 2013).

The table below lists senior theses, reports, and publications stemming from research at BMMCA and the Bates College Coastal Center at Shortridge since 1977. Although the list is not exhaustive it reflects a 37 year commitment to on-going undergraduate and faculty research.

http://www.bates.edu/harward/bmmcashortridge-field-research/#list-of-publications

Also -

http://www.bates.edu/dof/faculty-scholarship/grants-teaching-support/

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?:
No

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

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:

Regarding resources for Sustainability or Environmental Studies, we have a number of databases and other electronic resources available to faculty, students and staff. Here is a link to the "Environmental Studies" research guide. The top left box labeled "Search Environmental Studies Articles" might be the best list for you. One should start with Environment Complete, GreenFILE or Agricola.

http://libguides.bates.edu/Environmental_Studies

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/academics/student-research/summer/bates-environmental-internship/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Also -
http://www.bates.edu/academics/student-research/summer/

Open Access to Research

Score	Responsible Party
0.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

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

How many of the institution's research-producing divisions are covered by 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? (All, Some or None):
Some

Which of the following best describes the open access policy? (Mandatory or Voluntary):
Voluntary (strictly opt-in)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:
No

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

The institution provides support for our digital open access commons tool, called SCARAB. SCARAB (Scholarly Communication and Research at Bates) is designed to offer universal access to scholarship and research of Bates College, including student work, college records, campus history, and archival material. SCARAB has a dual role in both promoting the use of the college's scholarly output and ensuring its long-term preservation, sponsored and administered by Information and Library Services.

http://scarab.bates.edu/

http://libguides.bates.edu/scholarly-communications

http://libguides.bates.edu/c.php?g=634434&p=4484240

https://openaccessbutton.org/

A copy of the institution's open access policy:

The institution's open access policy:

Open Educational Resources (OER) are "teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

Source: The William and Flora Hewlett Foundation

Benefits:

Reduce the burden of textbook costs on students.
Collaborate with other educators and learners.

http://libguides.bates.edu/c.php?g=634434&p=4484240

The website URL where the open access repository is available:
http://libguides.bates.edu/scholarly-communications

Estimated percentage of scholarly articles published annually by the institution’s faculty and staff that are deposited in a designated open access repository (0-100):

A brief description of how the institution’s library(ies) support open access to research:

General Education Search:

OER Commons - OER Commons is a single search platform that pulls from multiple collections. You may find more results by searching the specific collections (below).
Supported by ISKME (the Institute for the Study of Knowledge Management in Education).
Open Textbook Search:

OpenStax - Collection of openly licensed college textbooks which can be customized by you to fit your classroom needs.
Supported by Rice University.
UMN Open Textbook Library - Collection of openly licensed textbooks. Books within the Open Textbook Library must be peer reviewed for quality and have multiple criteria for inclusion within the library.
Supported by the Center for Open Education and the Open Textbook Network.
SUNY Open Textbooks - Collection of open textbooks produced and published by State University of New York schools.
Supported by the SUNY Initiative Technology Grant.
MERLOT - MERLOT is a curated collection of free and open online teaching, learning and faculty development services contributed and used by an international education community. MERLOT does not house content, but is a collection of links to other content. The materials can be ranked and many are peer-reviewed. There are discipline specific Communities that curate and review the content.
Supported by the California State University System.

The website URL where information about the programs or initiatives is available:
http://libguides.bates.edu/c.php?g=634434&p=4484240

Additional documentation to support the submission:

Engagement

Campus Engagement

Points Claimed 20.75

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.

Credit	Points
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	1.00 / 1.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	1.75 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Number of students enrolled for credit (headcount):
1,780 *DUMMY_UNIT*

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):
1,780 *DUMMY_UNIT*

Percentage of students served by a peer-to-peer educator program:
100

Name of the student educators program:
EcoReps

Number of students served (i.e. directly targeted) by the program (headcount):
1,780 *DUMMY_UNIT*

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

Our strongest student educator program is the Bates EcoRep program. This is a work-study position, in which the students work on the Bates carbon emissions report, to our new website, to event planning, to our recycling and composting initiatives. EcoReps focus on four areas - events and outreach, waste and recycling, grantwriting, and carbon footprint data. The events and outreach team is most pertinent to this field - the host events and workshops, work with incoming freshman, and communicate with our dorm reps.

The EcoReps target two areas - dorm parents, known as JAs and RCs, and incoming first year students during orientation. They host educational classes in conjunction with dorm parents for individual floors. The EcoReps work with the Dorm Representatives to promote a conversation and feedback mechanisms for sustainability issues -

especially regarding waste, water usage, and energy efficiency. All students living in school housing are touched by this program.

The EcoReps also reach out to every incoming student during mandatory orientation programming, to give an overview of sustainability programs at Bates and how interested students can become involved.

They also reach out to all students on the dining plan, to give them their reusable mug (there are no disposable options) with includes a flyer with our sustainability initiatives and how to get involved, and why we have switched from disposable cups to durable ware.

A brief description of how the student educators are selected:

During an interview process, cover letter and resume, possession of hard skills needed for the tasks referenced above - students are selected based on their previous experience and drive in the realm of sustainability.

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

We have an EcoRep intern program for first years interested in becoming EcoReps, which includes training on excel, graphic design, how to write an effective email, and energy engineering (heat exchangers, thermal envelope assessment, photovoltaics, heating systems, etc.). We also have weekly teaching sessions on energy efficiency and renewables.

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):

Bates has an Sustainability Manager, who manages 24 paid EcoRep positions and 10 unpaid EcoRep interns. This represents roughly $16k annually.

Name of the student educators program (2nd program):
EcoRep Interns

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

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

EcoRep Interns are unpaid first year students that are in the process of being trained for the EcoRep position. They work on outreach and awareness projects, as well as more physical tasks like compost and recycling pickup. They work with the EcoReps to put on sustainability events.

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

Interview and application process

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

Training on excel, graphic design, how to write an effective email, and energy engineering (heat exchangers, thermal envelope assessment, photovoltaics, heating systems, etc.)

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):

Unpaid position for the students, but a good amount of staff time investment for training and management

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

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

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

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

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

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):

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:

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):
2,000 *DUMMY_UNIT*

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/culture/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://www.bates.edu/sustainability/get-involved/get-involved-for-students/

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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 *DUMMY_UNIT*

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

Sustainability is addressed during new student week, with sustainability programs integrated into the orientation schedule, as well as tours and a sustainability Q&A picnic at the top of Mt. David, our local lookout. New students are introduced to our bike sharing program, as well as opportunities to get involved with our EcoRep Interns and other sustainability clubs. All students receive a brief overview on Bates carbon neutrality goals and ways they can help move us closer.

Also, all first year dorms are provided with sustainability workshops on energy efficiency, water usage, and waste and recycling education via coordination with their dorm parents.

We also give out to the students their reusable stainless steel mugs for their time at Bates. We no longer have a disposable option for drinks. Each mug is accompanied by a flyer explaining sustainability initiatives on campus and letting them know how to get involved. This is extended to transfer students as well -

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

http://www.bates.edu/orientation/

Additional documentation to support the submission:

Student Life

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:

The Environmental Coalition is entirely student run and focuses on activism, outreach, and raising the student body's awareness of sustainability issues, both on the campus and off.

The website URL where information about the student groups is available (optional):
https://www.bates.edu/sustainability/culture/

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:

We have gardens measuring approx 4000 sq ft which the students are engaged in managing as a Garden Club. We also have farm partners, such as Whiting Farm, where students work on issues such as composting, waste and recycling management, and alternative energy sources for the farm.

The website URL where information about the gardens, farms or agriculture projects is available (optional):
http://www.bates.edu/food/what-is-bates-doing/victory-gardening/

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:

Mug Club and CHEWS are two other sustainability enterprises - one tries to cut down on paper cup use (successful - we have no more disposable cups), and the other helps promote sustainability messaging in our dining hall.

The website URL where information about the student-run enterprises is available (optional):
https://www.facebook.com/bateschews/

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:

We have a microgrants program where we can crowd-source sustainability projects from our faculty and students - these are called Green Innovation Grants, and give out grants of up to $2,000 each to students, staff and faculty for their good ideas. The recipients then become project managers for that grant.

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):
http://www.bates.edu/sustainability/bates-green-innovation-grant/

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:

We have a monthly EnviroLunch speaker series, where we bring in guest speakers from the outside sustainability world - everything from solar to composting to electric vehicles. We also have an Otis Lecture series, which brings in sustainability themed speakers on a wider scale. Our Committee for Environmental Responsibility brings in lecturers and host book events as well.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):
https://www.bates.edu/alumni/events/twenty-second-annual-otis-lecture/

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:

We host a Trashion Show, where we partner with the art department to make fashion out of recycled goods. We also currently have an art exhibit at our Olin Museum on the Anthropocene - all sustainability and environmental-awareness raising works of art.

The website URL where information about the cultural arts events, installations or performances is available (optional):
http://www.bates.edu/sustainability/events/trashion-show/

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:

Bates Outing Club incorporate Leave No Trace principles into their excursions, and have more focused events where they work with the EcoReps to do concerted cleanups of our wilderness campus areas like Mt. David.

The website URL where information about the wilderness or outdoors programs is available (optional):
https://www.bates.edu/news/2016/06/13/mount-david-cleanup-students/

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)?:
Yes

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

Bates EcoRep interns have one particular project that they work on for a semester, which helps focus their efforts. This current semester is a push towards our 2020 carbon neutrality goal.

The website URL where information about the sustainability-related themes is available (optional):
https://www.bates.edu/sustainability/

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

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

We have a bike share program, and events where the students can learn how to repair their bikes to be used in lieu of their car. We also have training for the EcoReps in how to understand energy systems, write an effective email, insulate your home, etc. Last year, we enabled the students to install 6kW of solar on our research building themselves.

The website URL where information about the sustainable life skills programs is available (optional):
http://www.bates.edu/sustainability/green-bike-program/

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

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

We hire and pay students to be EcoReps here on campus, as well as helping them to find jobs and internships for summer work or post-graduation. We hire 24 students totaling $16k annually. The Student Employment Office helps to match the students with sustainability-themed jobs in their field of interest.

The website URL where information about the student employment opportunities is available:
http://www.bates.edu/sustainability/get-involved/get-involved-for-students/ecorep-program-2/

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:

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

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

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

The students installed a solar array in tandem with a solar company on one of our research buildings this year. The panels will be enough to cover 100% of the building's load throughout the year. This was for our Shortridge Research Facility.

The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):
https://www.bates.edu/sustainability/

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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):

We have just revamped the old site, which was around for 8 years without updating. We are quite proud of our new site, which gives a nice, simple outlay of the main things that we are involved with - Energy, Culture, Learning, and Material Flows.

The website URL for the central sustainability website:
http://www.bates.edu/sustainability/

Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

We've moved the sustainability newsletter away from topical matters and towards presenting actual data on how we're doing. Infographics abound, and the newsletter is promoted on our webpage, social media, and as hardcopy versions around campus. This is put out monthly.

The website URL for the sustainability newsletter:
http://www.bates.edu/sustainability/bates-newsletters/

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:

We get more hits through these platforms than our website, so we often just duplicate posts, newsletters, etc. We have a presence on facebook, instagram, and twitter.

The website URL of the primary social media platform focused on sustainability:
https://m.facebook.com/batesecoreps/

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

A brief description of the regular coverage of sustainability in the main student newspaper:

We have a sustainability write-in column called Ask Sustainable Beanie.

The website URL for regular coverage of sustainability in the main student newspaper:
http://www.bates.edu/sustainability/dear-sustainable-abigail-the-complete-collection/

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:

Our "Mt. David" exhibition, which displays the research work of our students, is a yearly event, and takes place in our atrium. Works on methane emissions from salt water estuaries, to the feasibility of solar power purchase agreements for the college are displayed.

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://www.bates.edu/summit/

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

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

We have plaques on our newer buildings that highlight green features - energy efficiency and water use.

The website URL for building signage that highlights green building features :
http://www.bates.edu/improvements/campus-avenue-housing/

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:

Our dining hall has signage about local food sources and what is done with the food waste (compost and pig farmers).

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
https://wwww.bates.edu/news/2013/07/31/green-restaurant-association-three-star-sustainable-dining/

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:

Our new dorms have swale and water diversion signage.

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

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

A brief description of the sustainability walking map or tour:

We give guided sustainability tours to interested parties. And we hold sustainability open houses.

The website URL of the sustainability walking map or tour:
https://bates.maps.arcgis.com/apps/MapTour/index.html?appid=2b5a7a9c100b4a259692ffdaec582874

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:

We have a website for a vanpool, green bike sharing program, and we've just installed 4 new electric car charging stations.

The website URL for the guide for commuters about how to use more sustainable methods of transportation:
http://www.bates.edu/sustainability/to-from-campus/portland-area-commuter-vanpool/

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:

We have info for renting a green bike, and how to get around without a car - bus routes, etc. The green bikes are our bike share program, which we've just revamped to have students utilize the library - one can check out a bike the way they would a book.

The website URL for navigation and educational tools for bicyclists and pedestrians:
http://www.bates.edu/sustainability/green-bike-program/

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:

We have a guide for green certification for the student dorms and faculty offices.

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.bates.edu/sustainability/get-involved/get-involved-for-students/green-room-certification/

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

A brief description of these materials or publications:

We specialize in infographics to inform the student body of our progress towards our carbon reduction goals.

The website URL for these materials or publications:
http://www.bates.edu/sustainability/files/2016/05/newsletter-infographic-3-1.pdf

Additional documentation to support the submission:

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:
Recycling Awareness Campaign: Recyclemania, Waste Audit Labs, Trashion Show

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

Our on-going waste reduction campaign, which consists of competing nationwide in Recylemania, general outreach and education, four waste audits a year, standardization of waste signage, and our annual Trashion Show event, has been demonstratively successful in increasing our recycling and diversion rates. Our paid EcoRep students, in conjunction with our custodial and grounds staff have spearheaded all these events. An example of our sample waste audit data sheet is below.

We conducted a waste audit of our trash and recycling stream on our quad. It helped us both get data on our waste stream, as well as making public the enormous amount of trash that we generate. I think it was successful on both fronts, and a good way to subtly raise awareness. We reached out in other ways - media and events. Our annual

trashion show has complemented our waste awareness campaign, as well as our No Waste November events, which concludes with the Trashion Show and a zero-waste dinner, where we see waste diversion rates in excess of 90%.

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

We were able to see a measurable increase in our recycling rates, an uptick of 6% campus-wide since 2014. Our total diversion rate is up 9%. Much of this is due to our dining hall. Our dining hall has now achieved an annual diversion rate of 83%, between increased recycling efforts, compost, and pig farming scraps.

These quantitative numbers are based on tipping fee weights.

The website URL where information about the campaign is available:
https://www.bates.edu/sustainability/material-flows/

Name of the campaign (2nd campaign):
Green Bikes

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

We have recently switched to a new format for our bike share program, known as Green Bikes. It's more similar to a bike library, where students, staff, or faculty can check out a bike the way you would a book.

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

This initiative has been a good way to increase staff and student awareness of green bikes on campus, and make it easier for them to use the bikes. We have seen an increase in ridership of over 800% (!) over the last two years.

The website URL where information about the campaign is available (2nd campaign):
http://www.bates.edu/sustainability/green-bike-program/

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

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

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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)?:
Yes

Which of the following best describes the cultural assessment? The assessment is administered to::
The entire campus community (students, staff and faculty), directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::
Longitudinally to measure change over time

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

We currently send this assessment out to all incoming students in the fall, and to seniors in the spring via their Class of 2020 facebook pages. We use a google form to present and capture the data.

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:

https://docs.google.com/a/bates.edu/forms/d/e/1FAIpQLSf88k8FDgzNf9bno1FZmpqnBRHy8fhuT80PnbM_TEF

pp4YAug/viewform?usp=sf_link

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

We send this assessment out via our facebook page - each class has a different page, and it is the most effective way to reach all members of that class.

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

We have seen a 15% increase in support for the college sustainability initiatives from FY 2016. Most likely due to our approaching carbon neutrality goal.

The website URL where information about the programs or initiatives is available:
https://docs.google.com/a/bates.edu/forms/d/e/1FAIpQLSf88k8FDgzNf9bno1FZmpqnBRHy8fhuT80PnbM_TEFpp4YAug/viewform?usp=sf_link

Additional documentation to support the submission:

Employee Educators Program

Score	Responsible Party
3.00 / 3.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Total number of employees (staff + faculty, headcount):
757 *DUMMY_UNIT*

Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):
757 *DUMMY_UNIT*

Percentage of employees served by a peer-to-peer educator program:
100

Name of the employee educators program:
Green Office Certification

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

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

Since 2014, Bates has had a Green Office Certification program - met at level 1, 2, or 3 by meeting certain criteria. The Green Office Certification is a tool for promoting environmental awareness at Bates. It recognizes departments who commit to sustainable policies and practices, challenging staff and faculty to reduce our collective environmental impact. We train office liaisons via the Green Office Certification that become the face of sustainability for that department. They are educated in the fields of heating, plug loads, types of controls, and recycling practices. As an added benefit, we have found that these sustainability liaisons become conduits for information about possible opportunities, or occasionally challenges that departments are facing. They become a go-between for departments and the sustainability office. Each office is encouraged to participate in this program on campus, and currently, there are no major departments on campus that do not have at least one office that is Green

Certified. The Green Certification Program asks that the sustainability liaisons conduct regular updates with their departments, so that there is a strong, ongoing message of sustainability in each office.

A brief description of how the employee educators are selected:

Though we reach out to different departments regularly, employee educators are often self-selecting - essentially, whoever has the time and drive to accomplish the monitoring of the certification checklist. We send announcements and reminders out via our Bates Today - an all-campus newsletter - asking for interested applicants to the sustainability liaison and office certification program. Word of mouth is most likely the biggest driver for new applicants.

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

The employee educators meet with the sustainability office to receive training on office-pertinent aspects of sustainability. The training has been designed to focus on things that office workers can actually control. So while we go over the concepts of district heating and thermal envelopes, we spend the majority of our time talking about lighting, heating and AC controls, plug loads, and what can and cannot be recycled. After they've received their training, they are supported with a office certification checklist (attached below), to help them assess their department offices. We go through the checklist with them to explain the impact of each category, and the thinking and rationale behind its importance.

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

The Sustainability Office purchases stickers for the certification, and helps coordinate meetings with the peer educators. We also employ an EcoRep for help with the logistical coordination of the training program.

Name of the employee educators program (2nd program):

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

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

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

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

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

A brief description of all other employee peer-to-peer sustainability outreach and education programs,

including the number of employees served and how employee educators are selected, trained, and supported by the institution:

Total number of hours employee educators are engaged in peer-to-peer sustainability outreach and education activities annually:

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

http://www.bates.edu/sustainability/get-involved/get-involved-for-students/green-room-certification/

Additional documentation to support the submission:

Bates Green Office checklist.xlsx

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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).

"---" *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:

100 *DUMMY_UNIT*

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

Sustainability is included through new employee workshops and speaking engagements during each orientation with sustainability manager and energy manager, as well as outreach materials about recycling and sustainability initiatives, including energy efficiency and behavioral change. Outreach materials (flyers) attached via url.

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

http://www.bates.edu/sustainability/files/2016/06/bates-college-sustainability-2.pdf

Additional documentation to support the submission:

Staff Professional Development

Score	Responsible Party
1.75 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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?:
Yes

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in sustainability professional development and training)?:
Yes

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):
50-74%

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

Our Committee for Environmental Responsibility hosts a roving sustainability training for different departments on integrating sustainability into their work. Every staff department has had this training over the last 3 years.

Every semester our Energy Manager gives training to staff (and students) on heating and building control systems, central steam plant operations, and electricity usage.

We also host Envirolunch talks monthly, with outside speakers on sustainability topics, which are well attended by the staff.

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):

All Facilities Services staff have the opportunity to attend our NNECERAPPA Conference, where whole threads of workshops are devoted to sustainability.

Sustainability, Energy Managers, members of the Committee for Environmental Responsibility, and Facilities staff can attend the annual AASHE conference, and the more regional NECSC conference.

Local Energy conferences - Drive Electric Maine, Maine Sustainable Energy Action Network, Solar Energy Association of Maine, E2Tech, etc. are offered and encouraged for staff.

We offer ongoing LEED credits and certification for staff.

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) :
1-24%

The website URL where information about the programs or initiatives is available:
http://www.erappa.org/nne/meetings-and-programs/upcoming-meetings/spring-2017-bates-college-lewiston-me

Additional documentation to support the submission:

Public Engagement

Points Claimed 11.09

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.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	Not Applicable
Community Service	3.76 / 5.00
Participation in Public Policy	1.33 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score	Responsible Party
3.00 / 3.00	**Tom Twist** Sustainability Manager Facilities

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 :
Lots to Gardens program

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:

The Lots to Gardens program in Lewiston/Auburn, Maine is a core community partner for Bates College. The program grew out of a Bates student's senior thesis on food justice and sustainability and is now a vitally important community program under the St. Mary's Health Systems umbrella and featuring dozens of gardens, most of which are located in low income neighborhoods whose residents work the gardens and enjoy their harvests. Garden produce is also used for the Good Food Bus program, community cooking classes, and other programs aimed at

community well-being, poverty reduction, and ecological sustainability. Bates students contribute to the partnership through community-engaged learning classes, community-engaged research projects, paid (by the college) academic year part-time jobs and summer fellowship positions, and volunteering. The community gardens not only produce fresh fruits and vegetables, but also contribute to vibrant city neighborhoods and remove barriers to accessing fresh foods. The gardens also act as outdoor classrooms that provide unique opportunities for community engagement and build neighborhood pride—empowering residents to care for communal city space. Gardeners learn to respect and value differences, appreciate one another's culture and cultivate life-long friendships.

http://www.stmarysmaine.com/nutrition-center/lots-to-gardens

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Bates-Morse Mountain Conservation Area

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 supports at least one, but not all three, dimensions of sustainability

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):

In partnership with a private family foundation and the Nature Conservancy, Bates College manages the bates-Morse Mountain Conservation Area, which is a 600-acre area of permanently protected salt marshes and coastal uplands, extending from the Sprague River to the Morse River and to the upland edge of Seawall Beach. Bates partners with local communities to preserve the plants, birds, animals, and natural communities within the area. These include the nesting sites of the piping plover and the least tern (endangered species of birds which nest on the bare sand), as well as numerous rare and fragile plants, mosses, and lichens. In addition to conservation, Bates supports extensive education and research activities at BMMCA. Each year, over 1,000 students from regional grade schools and colleges utilize Bates-Morse Mountain for environmental studies, leadership development, and wellness. In addition, Bates College and affiliated institutions conduct ongoing environmental research throughout the area, including leading edge research on climate change and sea-level rise.

http://www.bates.edu/harward/bates-morse-mountain-shortridge/

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
Share Center, John Murphy Homes

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

Which of the following best describes the partnership timeframe? (3rd partnership):
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (3rd 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? (3rd partnership) (Yes, No, or Unknown):
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 (3rd partnership):

Every year, Bates partners with the Share Center and John Murphy Homes, as well as up to 7 other nonprofits, to conduct our annual Clean Sweep sale, which fills our entire sport arena with donated clothing from outgoing students. Together, we are able to raise roughly $20,000 for local nonprofits, keep this material from the landfill, and offer a cheap option for clothing and home goods to under-served populations in nearby Lewiston and Auburn.

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

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/sustainability/clean-sweep/

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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):

AASHE
Tom Twist, Sustainability Manager for Bates, sits on the AASHE Advisory Board.

Bates College is an AASHE Mentor to Connecticut College, another AASHE member.

Bates College is an American College and University President's Climate Commitment Signatory, with a 2020 Carbon Neutrality goal.

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):

Green Campus Consortium of Maine
NNECERAPPA
Northeast Campus Sustainability Consortium
Solar Energy Association of Maine
Drive Electric Maine Board

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 2019 Conference - "Carbon Neutrality in a Cold Climate"

Green Campus Consortium - electric charging infrastructure opportunities, solar PPAs

Maine Resource and Recovery Association - Zero Waste Challenge - behavioral change dynamics

NNECERAPPA - Carbon emissions monitoring, and fuel switching from heating oil to a biomass liquid fuel.

Presentations by our Sustainability and Energy Managers - John Rasmussen and Tom Twist.

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

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

Approved poster session at AASHE 2017 - on Renewable Fuel Oil in a central steam plant.

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):

Tom Twist, Bates College Sustainability Manager is an Advisory Board Member of AASHE.

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?:
Yes

A brief description of the mentoring relationship and activities:

AASHE Mentor for Connecticut College

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?:
Yes

A brief description of the peer review activities:

Reviewed GHG inventory for Maine Green Campus Consortium member colleges

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:

Bates collaborates with the other colleges in Maine through the Green Campus Consortium - by hosting events, being, with Bowdoin, the administrator of our web presence, and helping to keep colleges abreast of ongoing opportunities. Bates is leading the effort to create a coalition of Maine and some northeastern colleges to pursue the Volkswagen settlement money, in order to help advance electric charging infrastructure on campuses. We are also working with peer colleges, as Bates transitions from fossil fuels to a biomass-based, liquid fuel, to share information on costs, payback, vendors, and timeline for this conversion. To date, we are the only college or university in the nation to take this step and use this particular fuel. As a result, we are trying to share our information as broadly as possible with other schools, to help them make informed decisions with their own central heating plants.

We host events to highlight best practices among our other partner colleges - most recently hosting speakers from College of the Atlantic and University of Southern Maine to speak with our Sustainability Office, at the most recent APPA event. We work with several local colleges to collectively address recycling best practices, procurement leverage, and local food sourcing. We also have worked with other NESCAC and Maine colleges to disseminate information on our new front of the house waste stream collection system, which now incorporates streams for liquid and food waste. As mentioned earlier, Bates is a very active member of Maine's Green Campus Consortium (GCC), as well as the Northeast Campus Sustainability Consortium (NECSC - an alliance of college and university sustainability coordinators in New England). We meet quarterly with the GCC, and meet annually with the NECSC. We are in contact with both organizations regularly, and reach out via email with questions or opportunities for the group.

The website URL where information about the programs or initiatives is available:
https://greencampusconsortiumofmaine.wordpress.com/

Additional documentation to support the submission:

Continuing Education

Responsible Party

Tom Twist
Sustainability Manager
Facilities

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.

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

Institution does not offer continuing education or community education programs.

Community Service

Score	Responsible Party
3.76 / 5.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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):
1,780 *DUMMY_UNIT*

Number of students engaged in community service (headcount):
1,062 *DUMMY_UNIT*

Percentage of students engaged in community service:
59.66

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:
35,120 *DUMMY_UNIT*

Number of annual community service hours contributed per student :
19.73

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/harward

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

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:

Through the Harward Center for Community Partnerships, employees may access considerable resources for community engagement, including information about and connections to local partners and projects, cultural competency training, and grant funding to support staff projects.

The Sustainability Office also offers EcoService Days to staff and faculty to help clean up local public lands, glean food from local farms, etc.

Additional documentation to support the submission:
HarwardCenter2018-2019AnnualReportFINAL.pdf

Data source(s) and notes about the submission:

Academic Community Learning
• More than half of all students engage in academic community-engaged work during their time at Bates.
• In 2017-2018, 1,062 Bates students were involved in more than 35,120 hours of academic communityengaged work through 54 courses and 27 community-engaged senior theses.
• Ten students participated in our Community-Engaged Research Fellows program and ten students participated as members of our Short Term Action/Research Team (STA/RT), representing several departments.
Community Volunteerism and Student Leadership Development
• In 2017-2018, 15,620 documented hours of volunteer service were contributed by Bates students.
• Twenty- seven students participated in the Bonner Leader Program, devoting four-to-six hours per week working in the community and another two hours per week engaged in training and reflection activities.

Participation in Public Policy

Score	Responsible Party
1.33 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:
No

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Bates is an active member of the Maine Independent Colleges Association (MICA), an organization that lobbies statewide for renewable energy. Our President, Clayton Spencer, is our spokesperson and in attendance at the meetings. MICA frequently testifies on behalf of renewables, often before the Maine Public Utilities Commission (MPUC). Most recently, the group testified in opposition to a proposed electric rate structure that would stifle development of large-scale solar in Maine.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Bates is an active member of the Green Campus Consortium, a group of Maine colleges and universities that explicitly exist to further environmental policies and practices around the state, as well as sitting on the board of the Solar Energy Association of Maine, which is a think tank which advises on solar legislation in the state. This is all done with the explicit consent and expectation of our leadership. Bates also holds an advisory seat on the Maine Climate Council, a group which is tasked with coming up with a plan for Maine to reach carbon neutrality by 2045. Bates sits on the Buildings & Energy working group.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Our president Clayton Spencer has most recently signed the letter of petition, We Are Still In, advocating to the US president against withdrawal from the Paris Climate Accord.

https://www.uwsp.edu/sustainability/Documents/We%20Are%20Still%20In.pdf

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:
No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level, including the issues, legislation, and ordinances for or against which the institution has advocated:

A brief description of other political positions the institution has taken during the previous three years (if applicable):

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the programs or initiatives is available:
https://www.uwsp.edu/sustainability/Documents/We%20Are%20Still%20In.pdf

Additional documentation to support the submission:

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	

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.

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

Operations

Air & Climate

Points Claimed 10.91

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	9.91 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
9.91 / 10.00	**Tom Twist** Sustainability Manager Facilities

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 (MtCO2e) per gross square foot (0.215 MtCO2e 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*).

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

A copy of the most recent GHG emissions inventory:
AASHE_STARS_2019_1.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:

Bates College carbon inventories are completed both in-house and by outside contractors. Our outside contractor, the Stone House Group, completed our first inventory in 2009. Early years used the Clean Air Cool Planet emissions calculator.

Our most recent 2019 carbon inventory has been completed in-house, working with the students, faculty, and the facilities department. We have taken energy usage data and standardized the methodology from years past. Our emissions factors are from the EPA's GHG Emissions Hub. Our scope 3 emissions were collected for commuting by creating a GIS map of staff and faculty homes (anonymously) and taking an average of miles commuted, days commuted, and vehicle mpg. We also keep track of our waste stream tonnage, again using EPA emission factors, using our bills for our tipping fees. All travel data - commuting, staff, faculty, and student study abroad trips - were also calculated using the EPA GHG Emissions Hub.

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:

As stated above, we have several iterations of inventories, some validated by external consultants, for example, the Stone House Group, and others performed in-house. For our most recent carbon inventory, we had the Committee for Environmental Responsibility, the Director of Facilities, and the Chief Financial Officer review the emissions inventory. These groups are independent from the carbon reporting, which takes place under the Sustainability Office. We have also sent our inventory for verification to other peer NESCAC schools, one example being the faculty of Smith College, who are working on compiling a resource for colleges on the path to carbon neutrality.

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

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	2,700.10 *Metric Tons of CO2 Equivalent*	8,217.80 *Metric Tons of CO2 Equivalent*
Gross Scope 1 GHG emissions from other sources	86.70 *Metric Tons of CO2 Equivalent*	128 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from purchased electricity	3,689 *Metric Tons of CO2 Equivalent*	5,150 *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	6,475.80 *Metric Tons of CO2 Equivalent*	13,495.80 *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, 2018	July 1, 2019
Baseline Year	July 1, 2000	July 1, 2001

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):

Our Energy Task Force, as well as our Committee for Environmental Responsibility, made up of Facilities and Faculty members, sought to begin the process of documenting our carbon emissions in 2000. The initial motivation for this came from the newly-hired part-time Environmental Coordinator, and from the Environmental Studies department. By 2001, they had put the structures in place to start collecting very basic energy data for the first GHG inventory. Our Environmental Coordinator also believed that it would be a good project to involve students in real-world data analysis, and so part of the initial motivation was student-driven.

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	4,805 *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	0 *Metric Tons of CO2 Equivalent*	0 *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	4,805 *Metric Tons of CO2 Equivalent*	0 *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):

For FY 2019, we purchased 4805 MT of carbon offsets - landfill gas recapture in New England, third party verified by the American Carbon Registry (ACR). See attached file below.

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	3,689 *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:

We purchase our RECs for all our electricity from the energy supplier Constellation New Energy, enough to account for 100% of our electrical use. Their RECs come from 100% wind power. Constellation uses Green-e Energy for its verification program (from their website):

Green-e Energy is the nation's leading independent certification and verification program for renewable energy and companies that use renewable energy. Green-e Energy sets consumer protection and environmental standards for renewable electricity products. Green-e Energy standards address such issues as the environmental performance of the facility, the year in which the facility began operation, and the year in which the REC was generated. The Green-e Energy label certifies that the power is from an eligible renewable energy resource.

Their program is highlighted here -

http://www.constellation.com/solutions/for-your-commercial-business/renewable_energy.html

https://www.constellation.com/energy-101/faqs/small-business-energy-faqs.html

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	0 *Metric Tons of CO2 Equivalent*	13,495.80 *Metric Tons of CO2 Equivalent*

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of students resident on-site	1,780 *DUMMY_UNIT*	1,630 *DUMMY_UNIT*
Number of employees resident on-site	130 *DUMMY_UNIT*	120 *DUMMY_UNIT*
Number of other individuals resident on-site and/or staffed hospital beds	100 *DUMMY_UNIT*	95 *DUMMY_UNIT*
Total full-time equivalent student enrollment	1,772 *DUMMY_UNIT*	1,645 *DUMMY_UNIT*

	Performance Year	Baseline Year
Full-time equivalent of employees (staff + faculty)	696 *DUMMY_UNIT*	876 *DUMMY_UNIT*
Full-time equivalent of students enrolled exclusively in distance education	0 *DUMMY_UNIT*	0 *DUMMY_UNIT*
Weighted campus users	2,428.50	2,423.25

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	0 *Metric Tons of CO2 Equivalent*	5.57 *Metric Tons of CO2 Equivalent*

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
100

Gross floor area of building space, performance year:
1,840,000 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	118,609 *Square Feet*
Healthcare space	11,000 *Square Feet*
Other energy intensive space	445,770 *Square Feet*

EUI-adjusted floor area, performance year:
2,544,988 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0 *MtCO2e / GSF*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	720 *Metric Tons of CO2 Equivalent*
Commuting	1,417 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	86.30 *Metric Tons of CO2 Equivalent*
Other categories	---

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

We have converted our central heating plant to burn a new biomass-based liquid fuel in our steam plant. This fuel, known as Renewable Fuel Oil, has dramatically reduced our carbon emissions. It comes from a rapid pyrolysis process of waste sawdust - that is, the wood fibers are volatilized in the absence of oxygen, then condensed to form

a liquid fuel. We were able to use our original central steam plant boilers to burn this fuel, which helped enormously with the cost of adoption of this new fuel. See Innovation Credit for more info.

About a third of our reductions come from energy efficiency measures. Installing VFD's and heat recovery systems, as well as upgrading sections of our steam line, and insulating our largest buildings have helped us see a large EUI reduction. We have recently installed a more robust building controls and monitoring system, which has allowed us to establish night time and holiday setbacks.

We also purchase 100% green power for all our electricity. We have begun burning a B20 biodiesel blend in our smaller houses. We have hit our carbon neutrality goal a year yearly (2019), and are currently working towards developing our 2030 goals.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/energy-2/

Additional documentation to support the submission:
Bates_College_-_ACR_ERT_PSA_v4_EME_form.pdf

Outdoor Air Quality

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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 (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

"---" *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?:
Yes

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

Areas of campus are designated as "idle free zones." We have committed to increased use of electric vehicles for on-campus transport, as well as increased electric vehicle charging stations on campus. The core of campus is for pedestrians only.

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)	33.60 *Tons*
Sulfur oxides (SOx)	57.50 *Tons*
Carbon monoxide (CO)	14.80 *Tons*
Particulate matter (PM)	7.60 *Tons*
Ozone (O3)	0 *Tons*

	Weight of Emissions
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	2.60 *Tons*

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

Annual requirement for the State of Maine

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/hr/health-safety/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information provided is from License A-373-71-K-A, annual permitted emissions.

Buildings

Points Claimed	3.15
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.

Credit	Points
Building Operations and Maintenance	1.90 / 5.00
Building Design and Construction	1.25 / 3.00

Building Operations and Maintenance

Score	Responsible Party
1.90 / 5.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Total floor area of building space:
1,840,000 *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
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:

We build all of our buildings to LEED Silver equivalent, but do not certify, for cost reasons.

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):
100 *DUMMY_UNIT*

A copy of the IAQ management policy or protocol:
Indoor Air Qality Policy.docx

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

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):
100 *DUMMY_UNIT*

A copy or the green cleaning policy:

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

Our new head of custodial services has just negotiated a new contract with a Gorham, Maine based cleaning company, Genesan, which uses environmentally friendly cleaning products. This company will supply all of our day to day cleaning products.
Bates College uses a series of different Genesan cleaning products that either “meet or exceed environmental sustainability standards set forth by the USDA, EPA, Green Seal, EcoLogo, EU Ecolabel, and are certified 100% CO2 Neutral." The company Genesan began in 2006 and is based in Gorham, ME, maintaining Bates College’s interest in using local products. Genesan offers one of the highest percentage of sustainable products in the industry. Over 54% of Genesan products are classified as bio-based and derived from natural sources. 50% of their raw materials are sourced within 40 miles and 85% are sourced within a 400-mile radius of their production facility which is powered with 100% green energy. Genesan is a company that is certified CO2 neutral and offsets 100% of the carbon generated in the transport of their products from their manufacturing facility to their distributors.

More info on their products here -

http://www.cleaneasier.com/sustainability

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):
100 *DUMMY_UNIT*

A brief description of the energy management or benchmarking program:

We have installed building monitoring and controls for monitoring, goal-setting, and curtailment procedures. We had some of these practices in place previously, but they were performed manually. This is an enormous improvement. We also have involved the faculty and students in our data logging, where they are creating data loggers based on

readily accessible parts and open-source software, and using these loggers to develop a temperature profile of each building, so that we can have more exact setback temps and times.

Our now more robust program consists of building-scale monitoring of electricity and steam, as well as an automated BMS to control nighttime and holiday temperature setbacks. We can now monitor the performance of individual buildings on the central steam and electrical loop, and enforce temperature and energy standards across campus.

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):
80 *DUMMY_UNIT*

A brief description of the water management or benchmarking program:

In 2014, our Energy Manager, together with our Energy Task Force, set about tracking our water use, and developed a section of our Utility Management Plan dedicated to 1) water monitoring, which takes place every month via city water bills, assessed by the Energy Manager, as well as 2) water management strategies, which include installing low-flow plumbing fixtures (toilets, sinks, shower heads), monitoring steam plant makeup water, and using rain water harvesting and grey water where appropriate.

The website URL where information about the programs or initiatives is available:
http://www.cleaneasier.com/sustainability

Additional documentation to support the submission:

Building Design and Construction

Score	Responsible Party
1.25 / 3.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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) :
92,700 *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:

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:
92,700 *Square Feet*

A copy of the green building guidelines or policies :

The green building guidelines or policies:

We build to LEED certified Silver, but don't get the buildings certified for cost reasons. Our Sustainability Manager is a LEED accredited professional, and helps advise the team on best building practices. For more on our green buildings -

http://www.bates.edu/sustainability/buildings/

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:

http://www.bates.edu/sustainability/buildings/student-housing-at-280-college-street/

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

We write the green building agreement - LEED Silver equivalent - into our contract with the hired contractor for the project, in this last case, Consigli Construction.

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/sustainability/buildings/

Additional documentation to support the submission:

Energy

Points Claimed 8.38

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.

Credit	Points
Building Energy Consumption	4.95 / 6.00
Clean and Renewable Energy	3.43 / 4.00

Building Energy Consumption

Score	Responsible Party
4.95 / 6.00	**Tom Twist** Sustainability Manager 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	43,400.50 *MMBtu*	47,591 *MMBtu*
Electricity from on-site renewables	0.01 *MMBtu*	0 *MMBtu*
District steam/hot water (sourced from offsite)	0 *MMBtu*	0 *MMBtu*
Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass)	103,138 *MMBtu*	129,324 *MMBtu*
Total	146,538.51 *MMBtu*	176,915 *MMBtu*

Start and end dates of the performance year and baseline year (or 3-year periods):

	Start Date	End Date
Performance Year	July 1, 2018	July 1, 2019
Baseline Year	July 1, 2008	July 1, 2009

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):

Early on, there were a group of interested and progressive faculty members that wanted to start benchmarking our data. And it has been maintained since then by our energy manager.

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	1,840,000 *Gross Square Feet*	1,424,808 *Gross Square Feet*

Source-site ratio for grid-purchased electricity:
3.14 *DUMMY_UNIT*

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.08 *MMBtu / GSF*	0.12 *MMBtu / GSF*
Source energy	0.13 *MMBtu / GSF*	0.20 *MMBtu / GSF*

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:
33.49

Degree days, performance year (base 65 °F / 18 °C):

	Degree days (see help icon above)
Heating degree days	7,107 *Degree-Days (°F)*
Cooling degree days	465 *Degree-Days (°F)*

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	118,604 *Square Feet*
Healthcare space	11,000 *Square Feet*
Other energy intensive space	

EUI-adjusted floor area, performance year:
2,544,978 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:
7.60 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:
AASHE Carbon Inventory.xlsx

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):

Our sustainability work study students conduct workshops for the dorm RAs to then educate their students within a dorm on practices such as energy efficiency and how to report over or underheated spaces, reduction in hot water use, and so on.

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

We have just installed Honeywell building sensors and controls in all of our major buildings, so that we may now employ automatic shutdown, and temp control at night or vacations. It also lets us see data on energy use from each building - something which is relatively new to us.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

We are swapping out with T8s and LEDs as existing bulbs fail. Our two newest buildings have 100% LED lighting. This upcoming year, we will engage in a campus-wide LED retrofit.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

Sadly, we do not have any of these strategies currently on our campus. We do employ heat recovery ventilation for our larger buildings.

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

We do not have CHP on campus.

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):

We are in the midst of an audit of our science lab hood ventilation, hoping to replace and upgrade with more efficient units.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/energy-2/

Additional documentation to support the submission:
CAP graphs_SHG.xls

Clean and Renewable Energy

Score	Responsible Party
3.43 / 4.00	**Tom Twist** Sustainability Manager 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 :
146,538.51 *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:
0.01 *MMBtu*

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

We have a small 3 kW array, put up by our students, on one of our satellite research buildings, and a 5 MegaWatt array which is not on line yet.

Non-electric renewable energy generated on-site, performance year:
82,374 *MMBtu*

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

We are currently burning roughly 82,374 MMBTUs of renewable fuel oil in our central steam plant, which is a tree-offcuts-derived rapid pyrolysis product, with the carbon footprint 85% less than fuel oil. To our knowledge, we are the first college to use this product in the US. We talk about this in the innovations section. We are also burning a biodiesel blend in our smaller buildings, which equates to about 276 MMBTUs -

http://www.bates.edu/news/2017/01/26/campus-construction-update-jan-27-2017/

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:

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:
43,400.50 *MMBtu*

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

We purchase RECs for our entire electrical supply from Constellation Energy, 100% wind.

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/news/2017/01/26/campus-construction-update-jan-27-2017/

Additional documentation to support the submission:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	0 *DUMMY_UNIT*
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	100 *DUMMY_UNIT*
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

We buy RECs for all of our power through Constellation New Energy, our power supplier.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	71 *DUMMY_UNIT*
Coal	---
Electricity	---
Fuel oil	9 *DUMMY_UNIT*
Geothermal	---
Natural gas	20 *DUMMY_UNIT*
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

We have begun using a biodiesel blend for our smaller houses, and we also have a pellet boiler which heats two of our dorms. This is in addition to our central steam plant running on renewable fuel oil.

Percentage of total energy consumption from clean and renewable sources:
85.83

Food & Dining

Points Claimed	2.89
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.

Credit	Points
Food and Beverage Purchasing	0.89 / 6.00
Sustainable Dining	2.00 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.89 / 6.00	**Tom Twist** Sustainability Manager Facilities

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

1. **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).
2. **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	A single-ingredient product must meet ALL of the following criteria: 1. Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats. 2. Size. Produce: 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). 3. Distance. 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).
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)	Producing company must meet ALL of the following criteria: 1. Ownership. Company must be a privately or cooperatively owned enterprise. 2. Size. Company's gross annual sales must be less than or equal to $50 million (US/Canadian). 3. Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. AND At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

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 Appétit 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.

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:
16.14 *DUMMY_UNIT*

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):
29.42 *DUMMY_UNIT*

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):

We take into account the lifecycle costs of the food we purchase, choosing the most environmentally benign option where our budget allows. Our goal is to be among the best colleges in the nation for providing quality, environmentally friendly, and delicious food. We have just been awarded a 3 Star Certified Green Restaurant Award from Green Restaurant, and hope to continue this trend into the future -

https://www.bates.edu/news/2013/07/31/green-restaurant-association-three-star-sustainable-dinin

g/

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):
STARS_Food_and_Beverage_Inventory_v2.1.3.xlsx

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

We worked with our Dining, Conferences, and Campus Events team to identify our local and third-party certified foods, then found the percentage of spending based on our total food budget. All our dining is in-house, as opposed to an outside contractor.

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

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	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Student-run food/catering services	No	No

	Present?	Included?
Franchises (e.g. national or global brands)	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	Yes

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

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

http://www.bates.edu/dining/who-we-are/food-quality-and-nutrition/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.bates.edu/news/2013/07/31/green-restaurant-association-three-star-sustainable-dining/

Sustainable Dining

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:
Yes

A brief description of the sustainable dining policy:

Bates Dining believes that the purpose of its mission is to create and keep satisfied customers, resulting in growth of the operation and the advancement of its members.

Bates Dining believes in the preparation of quality food, a clean, safe and orderly environment, fairness, friendly service and professional performance.

Bates Dining believes that each and every person can contribute creatively to our success. Everyone can become both a supporting member of an award winning team and a star in his / her own right.

Bates Dining believes in establishing relationships with customers, employees, purveyors and all other members of the community committed to the highest standards of quality, integrity, professionalism and fairness.

Bates Dining believes that the environment must be taken into consideration when purchasing, creating, delivering and serving our products.

Bates' Dining Service has become a model of environmental stewardship, redesigning machinery to conserve both water and energy and diverting a majority of its wastes from the solid waste stream.

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:

We two garden plots on campus - one for herbs closest to the dining hall, and another farther away, which generally has a variety of produce. Both gardens total about 1.6 acres. Our dining commons purchases the produce from these gardens, and uses them in our vegan bar.

We also work with a nonprofit called Lots to Gardens, which uses vacant lots - some of which are owned by Bates, to create gardens in conjunction with our local and growing immigrant community. We collaborate with this wonderful group quite often.

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?:
Yes

A brief description of the farmers market, CSA or urban agriculture project:

We also work with a nonprofit called Lots to Gardens, which uses vacant lots - some of which are owned by Bates, to create gardens in conjunction with our local and growing immigrant community. We collaborate with this wonderful group quite often.

We also partner with Wolf Pine Farm, to supply a local CSA option to the Bates Community.

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:

Bates Dining has allocated about a quarter of its space to create a vegan bar, which serves wonderful, fresh and local food. This is offered every day, at every meal, all year round.

http://www.bates.edu/food/foods-importance/food-in-good-company/vegan-station-draws-carnivores/

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:

We host acclaimed chefs to come in and demonstrate meatless cooking techniques. We also just completed a month of protein awareness, focusing on getting enough protein, particularly if you are a vegetarian. We also now host events which are entirely free of disposable dishware. Dining, in conjunction with a student group known as CHEWS, puts on an event like this every month.

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:

Yes, we culminate our No Waste November with a Trashion Show, where designers showcase outfits made from trash - and a locally-sourced meal, Harvest Dinner.

https://www.bates.edu/dining/

https://www.bates.edu/news/2019/12/10/slideshow-portraits-from-the-2019-trashion-show/

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?:
Yes

A brief description of the sustainability-themed food outlet:

About one quarter of our Dining Commons is allocated to local, sustainable, and vegan food, which is prepared fresh on site as the food is consumed (to reduce waste and help freshness). During the growing season, the vegan bar is also the recipient of veggies from our Bates Garden.

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:

The Dining Commons has a prominently displayed map of Maine, where each of our local producers is labeled geographically. Also, during the harvest season, there are signs letting the students know which dishes were prepared with produce from the Bates garden.

Also, we have recently phased out disposable cups, and have distributed signs about waste around the dining hall. This was a Dining/student initiative, and is currently keeping 750,000 disposable cups out of the landfill every year.

https://www.bates.edu/news/2017/03/30/paper-coffee-cups-soon-to-be-an-un-commons-sight/

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:

We have started a 1.6 acre garden to tangibly teach students about the value of local, organic, no till food. We use this space not only to provide vegetables for dining, but also as a place for students to try out more environmentally benign food production methods.

https://www.bates.edu/news/2018/05/09/onions-and-taters-and-kale-oh-my-its-the-bates-garden/

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)?:
Yes

A brief description of the other sustainability-related dining initiatives:

https://www.bates.edu/b-well/

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:

Dining is committed to keep its waste diversion rate above 80%. This last fiscal year, it diverted 83% of its waste to composting, pig farmers, and recycling. It is leading the college in its waste management systems. We have reduced this waste further by eliminating 750,000 paper cups from the waste stream by switching to reusable drinking containers. We also now compost all napkins in Commons.

http://www.bates.edu/dining/who-we-are/

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:

Though we do have trays available for certain special cases, dining's education and cultural shifts in the student body have made the trays entirely unused, save for visitors. We have accomplished this via a cultural shift and outreach campaign.

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:

Our dining Commons donates previously served food to St. Mary's Food bank, in Lewiston.

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)?:
Yes

A brief description of the food materials diversion program:

Dining is seeing a diversion rate of 83% of its waste stream. This is accomplished by - having food waste and paper napkins go to our local composter, food waste to pig farmers, used fryer oil to a biodiesel processing plant, and our brown grease to a methane digester.

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:

Yes, we partner with a composter and pig farmer for our food waste.

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:

Same as above, except just composting, not pig food.

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:

All our service ware is now reusable:

https://www.bates.edu/news/2017/03/30/paper-coffee-cups-soon-to-be-an-un-commons-sight/

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:

Students can request to go lunches, which are packaged in recycleable or compostable containers.

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:

See Mug Club -

https://www.bates.edu/sustainability/culture/

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:

We send our fryer oil to a biodiesel plant, and our brown grease to a methane digester.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/news/2013/07/31/green-restaurant-association-three-star-sustainable-dining/

Additional documentation to support the submission:

Grounds

Points Claimed 3.78

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	1.78 / 2.00 2.00 / 2.00 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) 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	
Biodiversity		

Landscape Management

Score	Responsible Party
1.78 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Total campus area (i.e. the total amount of land within the institutional boundary):
787 *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	657 *Acres*
Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	80 *Acres*
Total area of managed grounds	737 *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):

parking lots/walks: 20 acres
buildings: 15 acres
Mt. David: 12 acres
Merrill pines: 3 acres

Percentage of grounds managed in accordance with an IPM program:
0

A copy of the IPM plan or program:

A brief description of the IPM program:

Percentage of grounds managed in accordance with an organic program:
89.15

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:

Our 600+ acre Bates Morse Mountain Conservation area is a wilderness preserve, and has been set aside for conservation. It is maintained in accordance with organic care standards, and is managed with no synthetic chemicals of any kind. It consists of a salt marsh estuary and the adjacent mountain. It is subject to wildlife conservation standards in order to protect water quality, endangered species habitat, and erosion control. We also strive to preserve its pristine nature for use as a research platform. We use no inorganic fertilizers or chemical pesticides, fungicides or herbicides on this protected land.

Bates College and the Small Point Association cooperate with The Nature Conservancy and Maine Audubon to preserve the plants, birds, animals, and natural communities within the area. These include the nesting sites of the piping plover and the least tern (endangered species of birds which nest on the bare sand), as well as numerous rare and fragile plants, mosses, and lichens.

A brief description of the institution's approach to plant stewardship:

On our Bates-Morse Mountain preserve, as stated above, our sole purpose is the conservation of native flora and fauna. Invasives, such as Japanese Barberry are removed mechanically to protect native plants species. On our main campus, we plant primarily native species that require little care and excess water. The landscape is generally maintained following the basic principles of IPM, with pesticides being used only when plant survival is threatened or the pest infestation would cause a major aesthetic issue. Fertilizer use is at a basic minimum on campus. Organic fertilizers are generally used if available and most appropriate for the situation.

A brief description of the institution's approach to hydrology and water use:

Permeable pavement and rain gardens were incorporated into the last campus building project. Other projects have also included storm water collection systems. Watering is kept to a minimum and done mainly to protect the health of the plants.

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

Bates collects grass clippings and leaf and yard waste for satellite campus composting or use in the Bates Gardens, where we also have a composting facility. In addition, we contract with a local industrial composter, called We Compost It, based out of Auburn, Maine, to handle overflow organic wastes.

A brief description of the institution's approach to energy-efficient landscape design:

There is no current program in place to address this. Plants are integral to the campus landscape and efforts are made to maintain and increase the plant population on campus.

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 website URL where information about the programs or initiatives is available:
http://www.bates.edu/harward/files/2015/06/BMMCA-Annual-report-2014-2015.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Bates Shortridge Property, a field research station adjacent to the Bates-Morse Mtn. preserve, is also included in the acreage calculations. It is maintained to an organic care standard as well, and no no inorganic fertilizers or chemical pesticides, fungicides or herbicides are used on this wilderness site.

Biodiversity

Score	Responsible Party
2.00 / 2.00	
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) 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.	**Tom Twist** Sustainability Manager Facilities

Close

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.

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

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:

We manage roughly 600 acres of saltwater estuary and coastal forest known as the Bates Morse Mountain preserve.

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:

In addition to being operated as a preserve, the Bates Morse Mountain area is home to countless research assessments, listed in part here -

http://www.bates.edu/harward/bmmcashortridge-field-research/#list-of-publications

A brief description of identified species, habitats and/or environmentally sensitive areas:

As a protected estuary, the salt marsh is especially sensitive to rising sea levels, as shown here -

http://www.cascobayestuary.org/wp-content/uploads/2016/11/Ecogeomorphology-of-two-salt-marshes-in-midcoast-Maine-2016.pdf

http://www.bates.edu/news/2015/08/28/day-with-students-geologists/

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Bates College and the Small Point Association cooperate with The Nature Conservancy and Maine Audubon to preserve the plants, birds, animals, and natural communities within the area. These include the nesting sites of the piping plover and the least tern (endangered species of birds which nest on the bare sand), as well as numerous rare and fragile plants, mosses, and lichens. More here -

http://www.bates.edu/harward/bates-morse-mountain-shortridge/

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/harward/bmmcashortridge-field-research/#list-of-publications

Additional documentation to support the submission:

Purchasing

Points Claimed	3.38
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.

Credit	Points
Sustainable Procurement	1.25 / 3.00
Electronics Purchasing	0.73 / 1.00
Cleaning and Janitorial Purchasing	1.00 / 1.00
Office Paper Purchasing	0.40 / 1.00

Sustainable Procurement

Score	Responsible Party
1.25 / 3.00	**Tom Twist** Sustainability Manager Facilities

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)	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	• A stated preference for materials that meet LEED requirements.
3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR or EPEAT registered products.

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).	• Including sustainability objectives in contracts with on-site franchises. • Requiring that franchises pay a living wage to employees.
5) Garments and linens	• Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	• A stated preference for disadvantaged or community-based service providers. • A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. • A stated preference for clean and renewable technologies.
8) Wood and paper	• A stated preference for post-consumer recycled, agricultural residue or third party certified content. • A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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?:
No

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

Although individual departments have purchasing policies, there is no sweeping purchasing policy for the whole institution.

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:

We use LCCA criteria for building materials, food products, paper, and electronics comprehensively. For building construction, we build to LEED Silver standards, and so are required to consider building materials with a low life cycle cost. Other sectors of the college, such as dining, make purchasing decisions based on LCCA for our

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)?:
No

A brief description of the published sustainability criteria for chemically intensive products and services:

All new cleaning products are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada). Our new head of custodial services has just negotiated a new contract with a Gorham, Maine based cleaning company which uses environmentally friendly cleaning products. More info on their products here -

http://www.cleaneasier.com/sustainability

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:

All our new buildings are built to LEED silver equivalent, and so are constrained by the LCCA materials, as well as demo procedures and runoff policy. We take into account factors such as: global warming potential of building operation, refrigerant ozone and GHG potential, acidification of land and water sources, water purity impact, and depletion of nonrenewable energy resources. We take into account the material life cycle costs - those embedded in the material, as well as the travel involved. See also OP-3, 4, &22. In addition, we only hire AIA 2030 architectural firms for our new buildings.

From our Utility Management Plan:
Sustainable Building Practices: All future construction, remodeling, renovation and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs and compliance with all applicable energy codes and regulations. LEED guidelines are helpful in this regard. These considerations must be integral to the process of establishing the project budget. These sustainability elements must become part of the baseline budget – not alternates. Bates Energy Manager will participate in the budgeting and design processes to help inform the design team as to the energy efficiency impacts of choices being made and to help ensure choices are made based on life-cycle costs.

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:

Bates has committed to EPEAT devices for the majority of our new devices.

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

Yes

A brief description of the published sustainability criteria for food services:

Our Dining, Conferences, and Campus Events (DCCE) department is not outsourced to a third party vendor. Internally, our DCCE department favors local suppliers and organic farms for food sourcing if cost and reliability are not prohibitive. The Dining Commons commits to choose vendors that allow for responsible disposal of discarded resources.

From the Sustainability Materials Flow/Dining website:
"Bates' Dining Services has become a model of environmental stewardship and has successfully created a system that conserves both water and energy and diverts a majority (over 80%) of its waste from the solid waste stream. Here are just some ways they do it:

- develop close relationships with local vendors such as Stonyfield Farm who are organic and also collect and recycle containers
- establish a pre-consumer food waste composting program with a farm in Lisbon, ME
- establish a post-consumer food waste program with a pig farmer in Poland, MECommunity outreach program which allows extra food portions prepared to be shared with local homeless shelters and soup kitchens
- buy local and organic products when possible including Oakhurst milk as well as fresh and local fish, meat and produce
- 3 star certified as a green restaurant since 2002. Read on at the link below:

https://www.bates.edu/news/2013/07/31/green-restaurant-association-three-star-sustainable-dinin

g/

From the DCCE website (covid 2020 response):

"We will continue to compost pre-consumer food waste (e.g., cold kitchen scraps, coffee grounds, egg shells, etc.) and divert cardboard/tin/glass/plastic/pre-consumer paper from the waste stream.

The biggest change is that we will no longer be sending post-consumer food waste (i.e., unconsumed food) to the pig farmer.

We will not be opening the dish room this fall and have moved to single-use serviceware. We chose a line of single-use products that are made from 100% recycled paperboard.

While these products will not be diverted from the waste stream, we are doing our best to be good environmental stewards at the forefront. As you might imagine, this was a hard decision for us to make, considering that we have been a nationally recognized leader in sustainability since 2000, but weighed against the safety of our employees, there was no other choice."

https://www.bates.edu/dining/

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:

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:

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)?:
Yes

A brief description of the published sustainability criteria for transportation and fuels:

All new fuel purchases are evaluated on both cost as well as impact to our carbon emissions goal of carbon neutrality by 2020. We are committed to exploring the use of alternative, low-carbon fuels. We have recently switched to a biomass-based liquid fuel in our central steam plant.

From our published Climate Action Plan -

"In order to meet our carbon neutrality goals. . . we will replace the boilers at Bates' main steam plant with a biomass cogeneration systm to provide steam heat, hot water and electricity once construction begins south of Campus Avenue, a move that requires greater capacity at the steam plant. Implementing this recommendation would reduce our net GHG emissions (after RECs) more than 80 percent and its completion will define our date for achieving climate neutrality.Our on-campus central plant and infrastructure provides steam for heating and domestic hot water needs to over 80 percent of the structures on-campus. Emissions from the physical plant represent 39 percent of our greenhouse gas emissions."

"We have undertaken immediate actions to reduce our emissions including setting LEED Silver equivalent as a baseline for all new construction and purchasing almost 100% of our power from Maine renewable resources."

For Transportation, also from our published Climate Action Plan:
"Faculty and staff commuting comprises 4 percent of our GHG emissions, or 726 MTCDE. Mitigation strategies to be pursued include the following:
• work with local and regional bus services to develop stops at Bates
• create incentives for carpooling, vanpooling and local bus use
• create a Web-based tool to facilitate carpooling
• participate in Go Maine's Commute Another Way to Work Week
• reserve desirable parking spaces for hybrids, electric vehicles and/or carpools
• encourage telecommuting and/or compressed work schedules where appropriate
• minimize the number of new parking spaces anticipated with renovations and new construction under the Campus Facilities Master Plan
• continue to encourage local living (rental properties available to faculty and staff) to encourage walking/bicycling to and from campus"

We also have a stated goal of supporting the electrification of our vehicle fleet, as well as promoting electric vehicle use by offering an ever-increasing number of electric vehicle charging stations. We currently have 4 Level II charging stations and roughly five electric vehicles.

Here's an excerpt from our Utility Management Plan -

"1. Increase the use of alternative fuels and technology for College owned vehicles. Examples include electric vehicles and vehicles capable of using bio-gas.
2. Encourage van-pooling
3. Provide charging stations for electric vehicles."

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:

We choose paper with recycled content, and purchase our wood fuel from a FSC certified vendor.

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:

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/buildings/dining-commons/

Additional documentation to support the submission:

Electronics Purchasing

Score	Responsible Party
0.73 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:
520,000 *US/Canadian $*

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Gold	312,000 *US/Canadian $*
EPEAT Silver	104,000 *US/Canadian $*
EPEAT Bronze	0 *US/Canadian $*

Percentage of expenditures on electronic products that are EPEAT Gold registered:
60

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):

Our last fiscal year's data.

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

Additional documentation to support the submission:

Cleaning and Janitorial Purchasing

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Total expenditures on cleaning products:
9,985 *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):
9,985 *US/Canadian $*

Total expenditures on janitorial paper products:
42,522 *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):
42,522 *US/Canadian $*

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
100

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

This last fiscal year - for a full year.

The website URL where information about the programs or initiatives is available:
http://www.cleaneasier.com/sustainability

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Our new head of custodial services has just negotiated a new contract with a Gorham, Maine based cleaning company which uses environmentally friendly cleaning products. More info on their products here -

http://www.cleaneasier.com/sustainability

Office Paper Purchasing

Score	Responsible Party
0.40 / 1.00	**Tom Twist** Sustainability Manager Facilities

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper :
33,500 *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	33,500 *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):

Purchasing for Fiscal Year 2019

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

Additional documentation to support the submission:

Transportation

Points Claimed 4.43

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.

Credit	Points
Campus Fleet	0.16 / 1.00
Student Commute Modal Split	1.93 / 2.00
Employee Commute Modal Split	0.34 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Campus Fleet

Score	Responsible Party
0.16 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:

38 *DUMMY_UNIT*

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	0 *DUMMY_UNIT*
Diesel-electric, non-plug-in hybrid	0 *DUMMY_UNIT*
Plug-in hybrid	0 *DUMMY_UNIT*
100 percent electric	6 *DUMMY_UNIT*
Fueled with compressed natural gas (CNG)	0 *DUMMY_UNIT*
Hydrogen fueled	0 *DUMMY_UNIT*
Fueled with B20 or higher biofuel for more than 4 months of the year	0 *DUMMY_UNIT*

	Number of Vehicles
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0 *DUMMY_UNIT*

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:

The largest effort to support alternative power technology within the Bates College motorized fleet has been through the acquiring of 5 fully electric GEM and E-ride vehicles. These vehicles are mainly utilized by the dining services and grounds. We also have two fully electric Nissan Leafs, which serve as our Bobcat Express, moving students around town.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/energy-2/

Additional documentation to support the submission:
College_Fleet_vehicles.xls.xlsx

Student Commute Modal Split

Score	Responsible Party
1.93 / 2.00	**Tom Twist** Sustainability Manager Facilities

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:

96.50 *DUMMY_UNIT*

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:

A student commuter survey was sent out to gather data on student modes of transport. Because Bates is a residential college, most of our students were shown to walk or ride their bicycles to class. The majority of off-campus students were shown to prefer a single-occupant mode of transport. This is unfortunate, since parking is so tightly constrained on the campus. We have been working to increase bike commuting for off-campus students during the warmer months as a way to lessen our environmental impact, and alleviate parking troubles.

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)	3.50 *DUMMY_UNIT*
Walk, bicycle, or use other non-motorized means	95 *DUMMY_UNIT*
Vanpool or carpool	1.50 *DUMMY_UNIT*
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

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

Additional documentation to support the submission:

Employee Commute Modal Split

Score	Responsible Party
0.34 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:
17 *DUMMY_UNIT*

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:

We have figures for electric vehicle users, since they are charging on campus, as well as our vanpool, since they pay a fee. Also included are staff and faculty that bike to work. This was sent out via survey to staff and faculty.

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)	83 *DUMMY_UNIT*
Walk, bicycle, or use other non-motorized means	7 *DUMMY_UNIT*
Vanpool or carpool	5 *DUMMY_UNIT*
Take a campus shuttle or public transportation	3 *DUMMY_UNIT*
Use a motorcycle, scooter or moped	0.50 *DUMMY_UNIT*
Telecommute for 50 percent or more of their regular work hours	1.50 *DUMMY_UNIT*

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/sustainability/to-from-campus/

Additional documentation to support the submission:

Support for Sustainable Transportation

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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?:

Yes

A brief description of the facilities for bicycle commuters:

Bicycle storage - both inside and out, showers and lockers are provided for students and staff.

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:

All academic buildings have bike racks outside, and all student dorms have indoor storage as well.

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:

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

A brief description of the bicycle sharing program:

We have a bike share program, where you can check out a bike the way you would a book from the library. Called Bates Green Bikes.

http://www.bates.edu/sustainability/green-bike-program/

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:

We have a commuter vanpool for employees coming from the nearest large city.

http://www.bates.edu/sustainability/to-from-campus/

We also have a discounted rate on our campus zipcars - see below.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:
Yes

A brief description of the guaranteed return trip program:

The Harward Center operates three vehicles - one 15 passenger van and two electric Nissan Leafs, which pick students and staff up from anywhere within a 30 mile radius.

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:

Yes, we have the portland vanpool, which serves anywhere from 6-10 riders daily, to and from the city of portland, maine.

http://www.bates.edu/sustainability/to-from-campus/portland-area-commuter-vanpool/

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:

We have Zip cars available for staff and student use.

http://www.zipcar.com/universities/bates-college

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:

We just put in four new electric car charging stations for students, staff, and faculty.

http://www.bates.edu/sustainability/energy-2/

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
Yes

A brief description of the telecommuting program:

From our employee handbook -

The College has found that enabling certain employees to fulfill their job responsibilities from home by telecommuting may be beneficial for both the Company and those employees. Telecommuting is considered on a case by case basis, as it is not appropriate for all types of jobs or all individuals.
All of the College's rules, policies, practices and instructions apply to telecommuters regardless of where an employee works. Any violation of the Company's rules, policies, practices and instructions may result in loss of the ability to telecommute, as well as possible disciplinary action, up to and including termination of employment.
The College decides, in its sole discretion, whether a telecommuting arrangement is a viable option, based on several factors, including:
● The College's needs;
● The employee's circumstances including where the employee lives;
● The employee's ability to define goals, organize tasks and work independently to achieve them;
● The employee's past and present level of job performance; and
● The nature of the job, including whether successful performance requires the employee to be physically present, whether it can be assessed in terms of identifiable outcome measures, and other job-specific factors.

A telecommuting agreement is required for any work from home arrangement that involves more than occasional, de minimis hours. A written agreement is required and must be approved by Human Resources as well as the employee's direct manager and Department Head. If the College agrees to a telecommuting arrangement, the employee must sign a Telecommuting Agreement which will detail the arrangement including but not limited to the schedule, office equipment, safety, and business expenses.
Approval of the telecommuting arrangement is conditioned upon working in a particular location that has been approved by the College and memorialized in the Telecommuting Agreement. An employee who seeks to relocate during employment under a Telecommuting Agreement is required to obtain advance approval from their manager to telecommute from a different location. Failure to do so may jeopardize employment with the College.

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:
Yes

A brief description of the condensed work week option:

The regular workweek for all full-time, regular, nonexempt staff members at the College is forty hours. Departments may configure individual staff schedules to accommodate departmental needs and the needs of the College. Examples may be combinations such as four ten-hour days, four nine-hour days with one four-hour day, and similar variations as long as the configurations meet the College's needs for coverage, supervision and work to be accomplished. Alternative work schedules must be pre-approved by the supervisor.
Daily and weekly work schedules may be changed from time-to-time at the discretion of the College and/or the individual department to meet the varying needs of the College. Changes will be announced as far in advance as practicable. Departmental supervisors are advised to work with the Human Resources Department when a longterm alternative schedule is being considered, to make sure all concerns are covered.

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

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)?:
Yes

A brief description of other strategies to reduce the impact of commuting:

Our electric vehicle parking is intentionally located in prime parking areas in the heart of campus.

http://www.bates.edu/sustainability/energy-2/

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/energy-2/

Additional documentation to support the submission:

Waste

Points Claimed 4.66

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.

Credit	Points
Waste Minimization and Diversion	3.04 / 8.00
Construction and Demolition Waste Diversion	0.62 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
3.04 / 8.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	137.68 *Tons*	87.99 *Tons*
Materials composted	104.30 *Tons*	0 *Tons*
Materials donated or re-sold	26 *Tons*	4 *Tons*
Materials disposed through post-recycling residual conversion	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	270.41 *Tons*	294.96 *Tons*
Total waste generated	538.39 *Tons*	386.95 *Tons*

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

n/a

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

	Start Date	End Date
Performance Year	July 1, 2017	July 1, 2018
Baseline Year	July 1, 2000	July 1, 2001

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):

A professor took a particular interest in our college recycling more of our waste stream. Also to get a handle on costs for tipping fees.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,780 *DUMMY_UNIT*	1,594 *DUMMY_UNIT*
Number of employees resident on-site	130 *DUMMY_UNIT*	130 *DUMMY_UNIT*
Number of other individuals resident on-site and/or staffed hospital beds	100 *DUMMY_UNIT*	100 *DUMMY_UNIT*
Total full-time equivalent student enrollment	1,772 *DUMMY_UNIT*	1,694 *DUMMY_UNIT*
Full-time equivalent of employees (staff + faculty)	696 *DUMMY_UNIT*	538 *DUMMY_UNIT*
Full-time equivalent of students enrolled exclusively in distance education	0 *DUMMY_UNIT*	0 *DUMMY_UNIT*
Weighted campus users	2,428.50	2,205

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.22 *Tons*	0.18 *Tons*

Percentage reduction in total waste generated per weighted campus user from baseline:
0

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
49.77

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
49.77

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	Yes
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	No

	Yes or No
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

We send 16 tons of our brown grease to a methane digester, and 20 tons of our cooking oil to a biodiesel processing plant. All other streams are conventional.

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) :
26 *Tons*

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):
15 *DUMMY_UNIT*

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:

We are in the process of standardizing our waste signage and offering more streams to eliminate contamination - compost, recycling, liquids, trash. This has helped tremendously.

https://www.bates.edu/sustainability/material-flows/

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:

Clean Sweep is a huge yard sale filled with items left behind by students and donated by the college and faculty/ staff at the end of the year.

Every spring volunteers from local non-profit organizations help us collect truckloads of donated items from student residences. We clean, organize, and price everything. Then we help organize a huge,one-day yard sale, usually in late June. All of the earnings go to participating local nonprofits. Bates raises more than $20,000 for local community nonprofits, proving one man's trash is a community's treasure.

http://www.bates.edu/sustainability/clean-sweep/

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The previous sustainability manager conducted waste audits regularly to both raise awareness and get data on percentages of items found in our waste stream. This data was then used to identify low hanging fruit for waste stream reduction. The audits were held out on our quad, for maximum visibility.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

Dining Services uses its buying power to demand packaging reductions from many of our vendors, in order to decrease our tipping fees and environmental footprint on the back end.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

We have large areas set aside for storage of durable, well-constructed furniture. Rather than disposal of furniture, and then purchasing new goods, we tend to store quality furniture and redistribute.

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 For Sale listserv, to manage and encourage peer to peer exchange of all sorts of goods - similar to an on-campus craigslist.

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):

Each department is charged at the printer for copies, to dis-incentivize waste. The printers are set up for double sided, black and white as their defaults. Also, they need to be unlocked at the printer before they will print anything, reducing unintended 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:

We are moving increasingly in the direction of online admissions and capital campaign brochures, both to cut cost, as well as be more environmentally benign.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

We offer two main programs - one is strategic positioning of Goodwill bins around campus during transition times. These bins except all clothing, books, goods, furniture, etc. We also hold a "Clean Sweep" event, where local nonprofits pickup unwanted student items from pickup locations, and sell these goods to the community. These goods diverted from the landfill total 14 tons annually.

http://www.bates.edu/sustainability/clean-sweep/

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

We have a fantastic ewaste program, where ALL of our computers digital devices are sent to E-waste Altrenatives, which re purposes them, and sells them at a discounted rate to schools and people in need. We have partnered with them, and are even featured on their promotional video -

The website URL where information about the programs or initiatives is available:
http://www.ewastealternatives.org/

Additional documentation to support the submission:
Waste_and_Recycling__C8sSQ3I.xlsx

Data source(s) and notes about the submission:

https://www.bates.edu/sustainability/material-flows/

Construction and Demolition Waste Diversion

Score	Responsible Party
0.62 / 1.00	**Tom Twist** Sustainability Manager Facilities

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:
87.30 *Tons*

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:
52.50 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:
62.45

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:

Because we build to LEED Silver, responsible handling of demo waste is part of the scoring system, and therefore needs to be properly addressed to maintain the LEED standard. Our two main contractors over the last three years, Consigli and Rolland Chabot, recycle any materials that can be salvaged, both because of Bates policy and because of their internal incentives. The Bates Operations employees also remove usable materials prior to demolition, such as copper, furniture, appliances, and mechanical devices.

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

Additional documentation to support the submission:

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:

Annual training for affected faculty and staff
Audits and inspections
Clear policy and program
Regulatory oversight

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

Hazardous and universal waste is transported and disposed of via approved vendors, in accordance with DEP, EPA and DOT requirements.
Electronic waste is recycled (when feasible) with a local vendor.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Both science buildings have a chemical stock room where available products are stored ready for use.
Staff members are available to assist faculty and students.
Inventory is maintained by staff, and updated regularly.

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:

Local vendor consolidates, disassembles and transports this waste stream. Parts are prepared for reuse, as feasible.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:
Yes

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:
0.41 *Tons*

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/material-flows/

Additional documentation to support the submission:

Water

Points Claimed 5.27

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

3.27 / 4.00

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	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Rainwater Management

2.00 / 2.00

Water Use

Score	Responsible Party
3.27 / 4.00	

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	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Tom Twist
Sustainability Manager
Facilities

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 to Medium

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	33,844,008 *Gallons*	41,881,866 *Gallons*

Potable water use:

	Performance Year	Baseline Year
Potable water use	30,662,671 *Gallons*	38,531,316 *Gallons*

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

	Start Date	End Date
Performance Year	July 1, 2018	July 1, 2019
Baseline Year	July 1, 2014	July 1, 2015

A brief description of when and why the water use baseline was adopted:

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,780 *DUMMY_UNIT*	1,676 *DUMMY_UNIT*
Number of employees resident on-site	130 *DUMMY_UNIT*	130 *DUMMY_UNIT*
Number of other individuals resident on-site and/or staffed hospital beds	100 *DUMMY_UNIT*	90 *DUMMY_UNIT*
Total full-time equivalent student enrollment	1,772 *DUMMY_UNIT*	1,776 *DUMMY_UNIT*
Full-time equivalent of employees (staff + faculty)	696 *DUMMY_UNIT*	579 *DUMMY_UNIT*
Full-time equivalent of students enrolled exclusively in distance education	0 *DUMMY_UNIT*	0 *DUMMY_UNIT*
Weighted campus users	2,428.50	2,307.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	12,626.18 *Gallons*	16,696.49 *Gallons*

Percentage reduction in potable water use per weighted campus user from baseline:
24.38

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	1,840,000 *Gross Square Feet*	1,424,808 *Gross Square Feet*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	16.66 *Gallons / GSF*	27.04 *Gallons / GSF*

Percentage reduction in potable water use per unit of floor area from baseline:
38.38

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	600 *Acres*	600 *Acres*

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	56,406.68 *Gallons / Acre*	69,803.11 *Gallons / Acre*

Percentage reduction in total water use per unit of vegetated grounds from baseline:
19.19

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:

We have begun a student-led educational program where upperclassmen present programs to students, set up by their dorm advisers. These programs target behavioral changes such as water consumption, closing windows, and recycling sorting.

We have also begun to target orientation as a time to help establish good habits, and are on the orientation program to push some of these educational programs and easy behavioral change initiatives.

During our mandatory student orientation program, as well as during our Green Certification program, we discuss water saving initiatives with the student body - shorter showers, reduced use of bottled water (using our water bottle filling stations around campus), and conservation measures around brushing teeth, etc.

A brief description of the institution's water recovery and reuse initiatives:

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):

We have begun to replace conventional shower heads with low flow heads, and low flush toilets and toilets with a multiple-flush option around campus.

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

Additional documentation to support the submission:
FY19_9251_Water_And_Sewer_JR_copy_1.xls

Rainwater Management

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Which of the following best describes the institution's approach to rainwater management?:
Comprehensive policies, plans or guidelines that require LID practices for all new projects

A brief description of the institution's green infrastructure and LID practices:

We build all new projects to LEED Silver equivalent, which has policies for rainwater management that we closely adhere to. We treat 95% of all rainwater on new construction - our new dorms of Chu and Kalperis, and our new Garcelon field. We have implemented underground storm water retention as well at our new Dining Commons, and our largest parking areas. We use our on campus pond, Lake Andrews for detainment, retention, and treatment for over 50% of the campus, as well as some surrounding municipal streets.

Please see Rainwater Treatment -

http://www.bates.edu/sustainability/buildings/

A copy of the institution's rainwater management policy, plan, and/or guidelines:
2010 Lake Andrews Drainage Eval.pdf

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

As we are located in an urban area, we have to adhere to the strictest standards of rainwater management, and even manage runoff from surrounding streets. Our Lake Andrews, which was created to provide storm water treatment in the form of sediment removal, nutrient uptake and removal, in combination of mitigation of peak storm water flows. In our newer dorms, we have implemented LID best practices - grassed underdrained soil filters, bio-retention soil filters, stormcrete porous pavement, etc., as well as a record keeping management system for making sure these areas are properly maintained, and continue to work as designed.

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/sustainability/buildings/

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 5.75

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.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	2.75 / 4.00
Participatory Governance	2.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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 Committee on Environmental Responsibility (CER) has the following charge: (1) to raise environmental awareness among all constituents of the college, (2) to keep abreast of research and developments that pertain to institutional sustainability, (3) to recommend policies for adoption by the college, in order to promote conservation, energy efficiency and sustainable use of resources, (4) to assess the environmental state of the college on a regular basis, and (6) to report to the faculty on its findings and activities.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Andrew White Information and Library Services
Doug Ginevan Assistant Vice President for Financial Planning and Analysis, Financial Office
Bev Johnson Professor of Geology*
Susan Murphy Manager of Purchasing, Sales and Desktop Support, Information and Library Services
Doug Hubley Communications
Jane Costlow Professor of Environmental Studies
Camille Parrish Learning Associate, Environmental Studies
Jay Phillips Facilities
Thomas Twist Manager of Sustainability Initiatives, Office of Sustainability
Christine Schwartz Assistant VP for Dining, Conferences and Campus Events
John Rasmuson Director of Facilities
Lauren Ashwell Professor of Philosophy
Laura Sewall Harward Center, Bates Morse Mountain
Paul Farnsworth Facilities
Randy Shaw Advancement
Pan Wichrosky Facilities
Sarah Bernard Human Resources
Travis Gould Professor of Physics
Anna Marr ‘17
Francis Snellings ’18

Rachel Neckes ’18
Geoff Swift CFO

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 helps to coordinate the sustainability-themed initiatives at Bates, many of which are being moved forward by other groups within the college. The sustainability office serves as a hub for information and integration surrounding the college's sustainability efforts.

Full-time equivalent (FTE) of people employed in the sustainability office(s):
1 *DUMMY_UNIT*

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Tom Twist, Sustainability Manager

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:

Creating a Climate Action Plan for the college, revamping waste and recycling systems, benchmarking progress, fuel-switching to a tree-based biofuel in our central steam plant, creating a campus-wide composting system, revitalization of the EcoRep program, and installation of electric car charging infrastructure.

Job title of the sustainability officer position:
Sustainability Manager

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Building a sustainable community through outreach and education on important issues like climate change, resource valuation, and conservation. Providing the tools faculty, staff, and students need to reduce our environmental footprint by conserving energy, promoting renewable energy, alternative transportation, recycling, and green procurement.

Job title of the sustainability officer position (2nd position):
Energy Manager

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

To drive down the costs and consumption of the college through energy efficiency and promotion of awareness surrounding energy utility areas. To explore new fuel sources and innovative infrastructure that helps the college's triple bottom line.

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

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

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
2.75 / 4.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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:

From the Bates College Institutional Plan:

"Reinforce our commitment to the natural
world and environmental sustainability
in the operations of the institution and
in the promotion of environmentally sound
practices of members of our community.

Bates asks its students, faculty, and staff to consider their place in the natural world and take seriously their responsibilities as its stewards. A Bates education should encompass consideration of environmental sustainability, stewardship of the natural world, and sense of place. As an institution, Bates should model responsible stewardship in its policies and decisions regarding facilities, infrastructure, and technology. Current efforts, such as the newly revitalized Committee on Environmental Responsibility, assessment of the college's sustainability goals, and exploration of alternative energy sources, will be important ongoing priorities. Initiatives like the EcoRep program will also be important to student involvement in the campus culture of sustainability. We recommend that Bates think and act deliberately with regard to environmental sustainability and consider, from the individual to the institutional level, our own environmental impact. This work could include new communication strategies, campus engagement initiatives, and consolidation of student environmental groups."

https://www.bates.edu/institutional-planning/files/2017/02/Bates-College-Institutional-Plan-October-2016.pdf

Our latest master plan also includes goals around sustainability like building to LEED Silver equivalent, EUI targets for various types of building, and recommendations around water use, and options on how to achieve climate neutrality:

"Bates is a signatory to the American College and University President's Climate Commitment, an initiative whereby signatories pledge to become "climate neutral," meaning that the institution will have no net climate impact with regard to greenhouse gasses and their associated global warming effects. In order to achieve climate neutrality, a Climate Action Plan was developed to determine the means and measures by which the College will achieve its goal, including milestones to measure progress and a target date of 2020 for achieving climate neutrality. The Climate Action Plan integrates the growth dictated by the Campus Facilities Master Plan and this Update, integrates and informs the Utility Master Plan and provides measurement tools for which the campus' carbon footprint may be measured along the path to climate neutrality. Alternative energy sources were evaluated, effects of commuting activities and means to reduce them were investigated, impacts that behavioral changes will have in light of implemented educational and community outreach/communications programs, and campus-wide energy saving measures and onsite heat/steam/electrical generation alternatives were vetted against costs, carbon reduction, and feasibility of implementation."

A copy of the strategic plan:

The website URL where the strategic plan is publicly available:
https://www.bates.edu/sustainability/buildings/

Does the institution have a published sustainability plan (apart from what is reported above)? :
Yes

A copy of the sustainability plan:
Sustainability Plan 2014.doc

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :
Yes

A copy of the climate action plan:
Bates-CAP-2010_2.pdf

The website URL where the climate action plan is publicly available:
https://www.bates.edu/sustainability/energy-2/

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):

Our Energy/Utility Management Plan sets strategic, tangible targets for moving towards our goal of carbon neutrality by 2020, as the college committed to by signing on to the ACUPCC agreement. Attached below.

Our Facilities Master Plan also addresses sustainability -

Bates College was an early signatory of the American College & University President's Climate Commitment, in which we committed to a carbon neutrality goal of 2020. We will provide excerpts here:

"Sustainability and Adaptability -

The principles of sustainability and adaptability have environmental applications as well as broader connotations.
• Integrated environmental sustainability – The design of all facilities, places and the systems that connect them should enhance the environmental sustainability of the entire composition.
• Sustainability and implied adaptability – The understanding and technology of environmental stewardship are rapidly changing; a truly sustainable Bates should allow for future adaptations, rather than freezing stewardship at one point in time.
• Adapting Bates and updating this Plan –Bates' vision for its future underlines a determination to align itself with a rapidly changing and challenging world. The alignment of this Campus Facilities Master Plan Update must be regularly checked and updated to the extent

that new opportunities and changing conditions demand.

Climate Action Planning -

Bates is a signatory to the American College and University President's Climate Commitment, an initiative whereby signatories pledge to become "climate neutral," meaning that the institution will have no net climate impact with regard to greenhouse gasses and their associated global warming effects. In order to achieve climate neutrality, a Climate Action Plan was developed to determine the means and measures by which the College will achieve its goal, including milestones to measure progress and a target date of 2020 for achieving climate neutrality. The Climate Action Plan integrates the growth dictated by the Campus Facilities Master Plan and this Update, integrates and informs the Utility Master Plan and provides measurement tools for which the campus' carbon footprint may be measured along the path to climate neutrality. Alternative energy sources were evaluated, effects of commuting activities and means to reduce them were investigated, impacts that behavioral changes will have in light of implemented educational and community outreach/communications programs, and campus-wide energy saving measures and onsite heat/steam/electrical generation alternatives were vetted against costs, carbon reduction, and feasibility of implementation.

Utility Master Planning

As institutions plan for building growth and building renovations, they must also plan for utilities and infrastructure to meet the demands of that growth. Infrastructure strategies need to be evaluated for technological suitability and growth, life cycle and replacement costs, and reuse of existing systems. Whether a centralized or a distributed generation and distribution system, or a hybrid of the two, is most appropriate for the campus must also be evaluated. The Utility Master Plan considered heating and cooling systems, the availability of electrical capacity from the utility company, telecommunications needs and the environmental impact of each system. Permitting, planning and zoning issues were also evaluated as part of the utility master planning process.

Additional Goals:

- Provide facilities that promote a multidisciplinary culture by increasing opportunities to share ideas and learning experiences
- Complete key housing upgrades and replacements within the decade
- Preserve the unique and positive qualities of the campus - a balanced mix of

traditional buildings and spaces with new, contemporary components
- Reflect the sustainable mission of Bates
- Expand opportunities for community interaction"

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:

From the Bates Climate Action Plan:

Encouraging more Bates faculty to incorporate the topics of climate change and sustainability into their courses is a goal of the CAP, since educating a majority of our students about these issues is most easily accomplished through the curriculum.

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:

From the Bates Climate Action Plan:

Engaging faculty in small-scale research projects that pertain more directly to Bates' climate commitment and sustainability efforts is an area that deserves greater attention. Several faculty members have undertaken these types of projects, e.g., production of biodiesel from the Bates dining hall post-production cooking oil, but we need to engage more faculty in this effort and to prioritize projects.

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:

From our Bates College Sustainability Plan:

Building a sustainable future is a dynamic endeavor that requires change, both on an intuitional level and in personal behavior. Engaging the Bates community in sustainability initiatives and discourse is the first step in changing unsustainable policies and practices. It is also important to ensure that the infrastructures we are investing in – whether energy efficient buildings, an easy-to-use recycling system, or transportation programs – are not undermined by indifferent user behaviors.

The Sustainability Manager will focus fostering opportunities for community engagement, campus outreach, and involvement in research and programs that reduce the college's environmental impact:
1. Establish workshops, presentations & training opportunities. The EnviroLunch Series, periodic hands-on workshops (e.g. how-to build a worm bin for composting), and delivering short presentations in department meetings (e.g. recycling, climate action plan, ways students can get involved, etc.) are examples.
2. Engage class projects and internships in campus sustainability programs by providing opportunities for research and project development/collaboration with the Office of Sustainability, data access, etc.
3. Challenge the campus community to adopt best practices. Using social norms and positive peer-to-peer outreach we can be more effective at changing behaviors (ex: green certification program for departments, dorm rooms, and athletic teams).
4. Expand & broaden EcoRep program…
5. Establish outreach forums including a website, monthly newsletter, and annual orientations to convey our campus sustainability goals, programs, and how people can participate.
6. Hold events which gain broad participation from the campus community. These can be used to spur specific actions (ex. Go green, Go healthy program), gain participation (ex. EcoService Day), link sustainability to other disciplines (ex. Trashion Show), and to build campus/community partnership (ex. Clean Sweep).
7. Build student leadership capacity. Continue to teach the Short Term environmental leadership course, connecting

it to implementation of sustainability programs.
8. Create an Environmental Leadership Council to help student-led groups coordinate their efforts and collaborate on skills-sharing.
9. Make sustainability a component of broader collaborative leadership efforts.
10. Create a grant program to fund project proposals from the campus community. This grant will come out of the newly established sustainability fund and will increase opportunities for students, faculty and staff to actively participate in the college's sustainability initiatives.

Assessment & Feedback
Frequent review of the results of our actions and the communication of those results to the campus community is essential for a process of continuous improvement. We need to identify what works and what doesn't work on a regular basis to allow for timely adjustments to the action plan. Metrics will be developed to allow for measurement of progress and for benchmarking purposes. Our goal is to regularly evaluate our sustainability efforts and report progress to the campus community.
1. Relate sustainability projects to specific metrics aside from energy management (e.g. effects on greenhouse gas reductions, increase in student applications to Bates?, recognition and green awards received, miles not driven- # people using bikes to commute, pounds recycled- reduction in # of waste, survey faculty/staff/student attitudes – Wellness Index)
2. Collect data and benchmark sustainability metrics using STARS.
3. Develop an annual report on sustainability at Bates

Utility Management Plan:
Education and Outreach Strategies
1. Develop a web site for the revolving fund. This will provide:
a. a useful venue for informing the campus community about the fund and communicating project results and,
b. tools and resources for getting involved, proposing projects, and providing feedback.
2. Attend, assist, encourage energy and environmental organizations such as CER, Ecoreps and the "Green Office" program. Meet with departments across campus on a periodic basis to educate about energy use and review progress on energy conservation and Climate Action goals.
3. Develop working relationship with Facilities staff to recruit their expertise and ongoing efforts to achieve our goals

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:

From the Climate Action Plan:

Community Outreach

A new upper level ES capstone seminar requires the ES majors to use and expand their "expertise" by addressing community issues. In the fall of 2009 students worked on four different projects that centered on assessing local food production, its distribution and deficiencies, i.e., the sustainability of urban food. We anticipate that topics for future capstone seminars will continue to focus on local environmental sustainability and/or climate change.

The Sustainability Coordinator will partner with local organizations and groups whenever possible to collaborate on energy and climate change projects including:
• Project 350, an international effort encouraging local communities to call attention to climate change
• The Lewiston/Auburn Winterization program to improve energy efficiency in low-income homes throughout Androscoggin County

Bates also assists students with placement in environmental internships. The ES Program in particular requires all of its majors to complete a minimum of a 200-hour internship with an environmentally focused government agency, business or nonprofit organization. Examples of internships that have been completed and focused specifically on sustainability and/or climate change include:
• City of Lewiston — Greenhouse Gas Emissions Inventory
• Maine Preservation — Green Building Conference
• Appalachian Mountain Club — Atmospheric Deposition Study
• Natural Resources Council of Maine — Clean Energy Campaign

Additional efforts are under way to prepare students to work with communities wanting to complete greenhouse gas emission inventories and implement weatherization programs. We hope these internship opportunities will continue to expand, allowing more students to work directly on climate change issues.

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:

From the Utility Management Plan:

Achieve carbon neutrality by 2020, our ACUPCC goal.

Policy Strategies
1. Establish support for this plan from senior staff. Senior staff to socialize the goals and objectives of this plan with their respective departments.
2. Establish temperature policy for all Bates owned facilities. This will include the curtailment schedule for all campus breaks.
3. Act on all energy conservation projects having an estimated payback of 8 years or less.
4. Sustainable Building Practices: All future construction, remodeling, renovation and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs and compliance with all applicable energy codes and regulations. LEED guidelines are helpful in this regard. These considerations must be integral to the process of establishing the project budget. These sustainability elements must become part of the baseline budget – not alternates. Bates Energy Manager will participate in the budgeting and design processes to help inform the design team as to the energy efficiency impacts of choices being made and to help ensure choices are made based on life-cycle costs.
5. Develop conservation incentives with various departments. One example is to set a department budget then meter and charge them for their electricity use and let them keep any savings they achieve. Include incentives for purchasing energy efficient equipment.
6. Implement a space management program. Avoiding building new space has significant energy and environmental implications.
7. Develop study of GeoExchange heating and cooling systems that will help the campus understand the appropriate applications for this technology.

Lighting
1. Replace all T-12 lighting with T-8 or LED where practical.
2. Replace all incandescent and fluorescent Exit Signs with LED models
3. Install LED lamps and fixtures for all applications that operate 24/7 (life safety lighting)
4. Stairs, hallways- install LED fixtures controlled by occupancy sensors.
5. Lighting controls: all existing lighting controls to be evaluated and replaced where not functioning optimally. New controls to be installed in all applications (such as classrooms and offices) where practical.
6. Many new light fixtures incorporate daylight and occupancy sensor into the fixture. For fixture replacements, this technology will be evaluated and installed if cost effective.
Note: LED technology is developing at a very fast pace. It is anticipated that over the next 4-5 years, 90% of all lighting on campus will be converted to this technology.

Heating
1. Explore Central Steam Plant improvements including larger DA Tank (to raise feedwater temperature) and pre-heating combustion air.
2. Complete the installation of central steam line insulation.
3. Convert all oil fired boilers to condensing natural gas. Alternatives:
a. Explore the use of biodiesel as a replacement for #2 fuel oil.
b. Explore the use of biomass as a replacement for #2 fuel oil.
4. Convert all atmospheric gas boilers and furnaces to condensing type.

Cooling
1. Explore the replacement of all PTACs (window air conditioners, which are inefficient) with central cooling option.
2. Explore the efficiency opportunities for the Chase chiller plant including thermal storage potential. This option will be valuable when supply rates include time-of-use and demand charges.

Ventilation
1. Install demand control for all ventilation systems. This means installing CO^2 sensors, connected to fan controls, which determines the amount of ventilation, if any, is needed to provide the appropriate fresh air.
2. Explore heat recovery options for all ventilation systems.

Building Automation Master Plan
1. Replace all pneumatic controls with electronic (DDC) controls.
2. Replace all legacy DDCs for which replacement parts are no longer available with new non-proprietary adaptive DDC controls. These types of controls are essential to support the setback/set up strategy described above. They adapt by learning occupancy patterns which allows for optimizing a start and stop strategy for thermostat settings.
3. Migrate all BAS servers to a virtual server.
4. Explore “cloud” applications as an alternative to the Andover front end. This would allow access to the BAS from any computer without the need of special software residing on a PC.
5. Utilize the BAS to track and store trend logs, historical data and diagnostic reports for continuous commissioning program.

From our Climate Action Plan:

The Energy Manager will focus on energy and water management; primarily on measurable, predictable, and quantifiable ways to reduce energy consumption on campus and lower our utility costs over the long run. These goals are laid out in the Utility Management Plan. See Appendix A.

Greenhouse gas Emissions Summary
Addressing climate change will entail smart, dedicated energy management linked with meaningful community engagement. At Bates, more than 80% of our greenhouse gas emissions come from energy used in buildings for heat, hot water, and electricity. Our goal is to reduce these emissions and become a climate neutral campus by 2020.

Our Climate Action Plan outlines strategies for achieving this goal through energy conservation, efficiency measures, renewable energy, education, and offsets. The Sustainability Manager will work closely with the Energy Manager to update our plan regularly, using the Utility Management Plan as its foundation. We will:
1. Develop a comprehensive approach to addressing climate change which minimizes energy use as we upgrade buildings and reduce our greenhouse gas emissions.
2. Explore renewable energy options including solar PV, solar thermal, biomass, and geothermal.
3. Involve the campus community in a discussion about ways to educate and engage the campus in climate action.
4. Update our Climate Action Plan with new short-, medium-, and long-term goals for achieving climate neutrality.
5. Explore funding options for implementation

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:

From our Utility Management Plan:

Sustainable Building Practices: All future construction, remodeling, renovation and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs and compliance with all applicable energy codes and regulations. LEED guidelines are helpful in this regard. These considerations must be integral to the process of establishing the project budget. These sustainability elements must become part of the baseline budget – not alternates. Bates Energy Manager will participate in the budgeting and design processes to help inform the design team as to the energy efficiency impacts of choices being made and to help ensure choices are made based on life-cycle costs.

From Climate Action Plan:

In 2006, Bates agreed to pursue certain green building practices, specifically that new construction and renovation projects on campus should achieve, at minimum, equivalency to LEED Silver level certification. Bates also agreed to revisit its green-building targets, as needed, for each new project. Campus energy consumption per GSF at Bates is currently 117 MBTU or 117,000 British thermal units (BTU). Except for the potential new Integrated Natural Science and Math Center, which would consume substantially more energy than a

typical academic or residential building, we anticipate that the continued use of green building measures — daylighting techniques, motion sensor switches, efficient heating systems, etc. — will reduce energy consumption to 80 MBTU/GSF on average. This action could result in a reduction of approximately 2,800 MTCDE.

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:

From our Utility Management Plan:

Energy Management at Bates

In 2009, Bates established the Energy Task Force consisting Facility Services staff (mechanical and electrical trades, capital planning and construction project managers and the Sustainability Coordinator), and Finance Office Staff. The team developed an energy policy and management plan that identified temperature set-points and a large list of potential projects. During the last four years, several projects have been implemented that have led to a reduction in energy use of $280,000 per year. This combined with aggressive management of energy supply contracts has reduced the campus budget for utilities by 18% since 2009. While this is an impressive track record, the team realized that there is more potential to be realized and that having a single person assigned the responsibility for energy management campus wide will advance the program faster. The Energy Manager position was created and filled at the start of 2014. This position is responsible for:
• Monitoring and analyzing energy data for the whole campus. This will involve adding additional sub-meters to ensure a comprehensive view of individual building energy use campus wide. This metering will assist in verifying savings for energy efficiency projects.
• Negotiating for the supply of natural gas and electricity.
• Identify energy efficiency projects and implement them.
• In coordination with the Sustainability Coordinator, provide an on-going outreach program to educate the campus community and solicit active participation. Periodic meetings with various departments to share results and encourage sustained participation.
• Stay abreast of new technology developments and best practices.
• Updating the Energy Policy and Energy Management documents.

Management Plan

We have identified eight key areas that we must engage for a successful plan- energy policy, energy source management, operations, materials and equipment procurement, education/outreach, transportation, water management and funding opportunities. Below are our key strategies in each area:
Policy Strategies
1. Establish support for this plan from senior staff. Senior staff to socialize the goals and objectives of this plan with their respective departments.
2. Establish temperature policy for all Bates owned facilities. This will include the curtailment schedule for all campus breaks.
3. Act on all energy conservation projects having an estimated payback of 8 years or less.
4. Sustainable Building Practices: All future construction, remodeling, renovation and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs and compliance with all applicable energy codes and regulations. LEED guidelines are helpful in this regard. These considerations must be integral to the process of establishing the project budget. These sustainability elements must become part of the baseline budget – not alternates. Bates Energy Manager will participate in the budgeting and design processes to help inform the design team as to the energy efficiency impacts of choices being made and to help ensure choices are made based on life-cycle costs.
5. Develop conservation incentives with various departments. One example is to set a department budget then meter and charge them for their electricity use and let them keep any savings they achieve. Include incentives for purchasing energy efficient equipment.
6. Implement a space management program. Avoiding building new space has significant energy and environmental implications.
7. Develop study of GeoExchange heating and cooling systems that will help the campus understand the appropriate applications for this technology.
8. Establish the Energy Manager/Energy Czar position as a lifetime appointment.

Source Management Strategies
1. Work with Maine Power Options to obtain the best pricing for electricity supply possible. Explore other vendors for supply.
2. Work with suppliers and/or brokers to obtain the best pricing for natural gas supplies. Explore additional opportunities for interruptible gas service.
3. Increase the use of solar thermal and photovoltaic technologies where cost effective. The Natatorium is a good candidate for solar thermal and will be evaluated. There are many roofs on campus that are good candidates for photovoltaic panels.
4. Convert energy systems to non-fossil fuel sources when possible and practical (e.g. from fuel oil to wood pellets)
Operation strategies
1. Perform energy audits for all campus buildings. The large buildings on the main campus are a top priority. As energy conservation measures (ECMs) are identified, improvements in several buildings will be bundled as a single project and implemented.
2. Install sub-metering (electrical and steam) for all main campus buildings. Utilize LUCID Building O/S software to manage metering data and generate reports that will help:
a. Identify the electrical load profile (interval data) for the campus and load shedding opportunities should supply rates evolve to include demand charges.
b. Determine steam load in BTU/SF for each building for comparison to similar facilities.
c. Identify buildings and systems with potential efficiency upgrades including opportunities for fuel switching.
d. Communicate results of energy efficiency projects and behavior modification. Provide annual reports on energy utilization.
e. Help identify anomalies in energy use patterns that will aid predictive maintenance and a continuous commissioning process.
f. Establish benchmarks for comparison with other facilities and campuses.
3. Just turn it off. Install controls necessary to turn off lighting, ventilation and to reset space temperatures whenever spaces are unoccupied.
4. Seasonal Window Watch Program. Provide alerts on a regular basis regarding ensuring windows are closed as cold or hot weather approaches. Provide training to all staff to be on the lookout for open windows and to call the work order line.
5. Utilize outdoor air for free cooling whenever possible.
6. Install heat recovery ventilation where ever practical.
7. Replace outdated and inefficient pneumatic HVAC controls throughout campus with new DDC controls. Eliminate associated air compressors.
8. Replace al single pane windows throughout campus
9. Explore alternatives to window air conditioners which are proliferating on campus like a bad rash.
10. IT Network- continue to deploy the most efficient architecture and equipment available.
11. Develop protocol to shut devices down whenever possible. Continue to use virtual servers to the extent possible.
12. Target opportunities that will both conserve energy and reduce deferred maintenance.
13. Washing Machine settings- fix all washer settings on cold water except one in each laundry area which student can use if they want to do their wash in warm/hot water.
14. Explore thermal storage for the Chase Hall and Pettengill chillers in preparation for managing future Time-of-Use rates and load shedding requirements.
Temperature Policy
1. Winter Building Occupancy
a. Offices: 68° - 70°
b. Classrooms: 68°F -70°
c. Dormitories: 68° -70° (except during breaks, when temperatures will be set back 5-10°)
d. Except for Dormitories, during unoccupied hours, temperatures will be adjusted 5-10 degrees - set back in the heating season- set-up during the cooling season for central AC systems. For individual AC units, the unit should be off.
2. Summer Building Occupancy (for spaces with cooling)
a. 78° - 76°
b. During unoccupied hours, central cooling systems temperature settings will be set-up to a range of 85° - 82°. For individual AC units, the unit should be off.

3. Building Hours for the Academic Year for occupied temperature setting are as follows:
Alumni Gym 7:00am – 10:00pm
Carnegie Science (weekdays only) 7:00am – 10:00pm
Chase Hall 7:00am – 10:00pm
Commons- Meeting Rooms (weekdays only) 7:00am – 10:00pm
Commons Meeting Rooms during Finals 24 hours
Dana Chemistry (weekdays only) 7:00am – 10:00pm
Gray Gym 7:00am – 10:00pm
Hathorn Hall (weekdays only) 7:00am – 10:00pm

Hedge Hall (weekdays only) 7:00am – 10:00pm
Ladd Library 7:00am – 10:00pm
Lane Hall (weekdays only) 6:00am – 8:00pm
Muskie Archives (weekdays only) 7:00am – 6:00pm
Olin Arts 7:00am – 10:00pm
Pettigrew Hall (weekdays only) 7:00am – 10:00pm
Pettengill Hall 7:00am – 10:00pm
Pettengill Hall – Perry Atrium 24 hours
Roger Williams Hall (weekdays only) 7:00am – 10:00pm
Schaeffer Theatre 7:00am – 10:00pm

NOTE: Schedule shown is a placeholder- schedule to be determined after discussions with the appropriate departments.

Summer schedules to be determined in the spring with Event Management to coordinate with summer programs.

1. Domestic hot water temperature will not be set above 115°F wherever possible.
2. Temperature fluctuations: every effort will be made to limit temperature fluctuations to ±2°F
3. Space heaters: use of portable electric space heaters can represent a significant safety hazard. Facility Services must be involved in reviewing the use of any space heaters. Every effort will be made to address the deficiencies that may be the cause of inadequate heating in particular spaces to avoid the need for the heater in the first place. Should a space heater represent the best solution for meeting comfort needs and the electrical system in the building can support its operation, a heater will be furnished by Facilities Services.
4. Temperature limits presented above will not apply in areas where other temperature settings are required by law or by specialized needs of equipment or scientific experimentation.

Occupant Responsibilities

1. Perhaps the most important step we can all take is to “just turn it off”- lighting, air conditioners and other equipment are often left running when a space is unoccupied. Significant savings in the range of 5-10% are achievable with just this step.
2. Ensure windows are closed when space conditioning equipment is operating.
3. Any issues with temperature, plumbing, window operation and similar problems should be reported to the work order hotline at 786-6449 in a timely fashion.

Additional measures that can be taken

1. Full overhead lighting should only be used if sunlight is insufficient.
2. Adjust shades to take advantage of natural light. Close at night during winter to help reduce heat loss.
3. Unless necessary, take the stairs instead of the elevator.
4. If using a ceiling fan or a small fan to move air for comfort, do not leave running when you are away from your desk, especially at the end of the workday.
5. Dress appropriately for the weather and have additional clothing available in case you are too cold in your space.
6. Consider carpooling, walking, riding a bus or cycling.
7. Make sure storm windows, where present are closed during the heating season.

Materials and Equipment Strategies

Lighting

1. Replace all T-12 lighting with T-8 or LED where practical.
2. Replace all incandescent and fluorescent Exit Signs with LED models
3. Install LED lamps and fixtures for all applications that operate 24/7 (life safety lighting)
4. Stairs, hallways- install LED fixtures controlled by occupancy sensors.
5. Lighting controls: all existing lighting controls to be evaluated and replaced where not functioning optimally. New controls to be installed in all applications (such as classrooms and offices) where practical.
6. Many new light fixtures incorporate daylight and occupancy sensor into the fixture. For fixture replacements, this technology will be evaluated and installed if cost effective.

Note: LED technology is developing at a very fast pace. It is anticipated that over the next 4-5 years, 90% of all lighting on campus will be converted to this technology.

Heating

1. Explore Central Steam Plant improvements including larger DA Tank (to raise feedwater temperature) and pre-heating combustion air.
2. Complete the installation of central steam line insulation.
3. Convert all oil fired boilers to condensing natural gas. Alternatives:
a. Explore the use of biodiesel as a replacement for #2 fuel oil.
b. Explore the use of biomass as a replacement for #2 fuel oil.
4. Convert all atmospheric gas boilers and furnaces to condensing type.

Cooling

1. Explore the replacement of all PTACs (window air conditioners, which are inefficient) with central cooling option.

2. Explore the efficiency opportunities for the Chase chiller plant including thermal storage potential. This option will be valuable when supply rates include time-of-use and demand charges.

Ventilation
1. Install demand control for all ventilation systems. This means installing CO^2 sensors, connected to fan controls, which determines the amount of ventilation, if any, is needed to provide the appropriate fresh air.
2. Explore heat recovery options for all ventilation systems.

Building Automation Master Plan
1. Replace all pneumatic controls with electronic (DDC) controls.
2. Replace all legacy DDCs for which replacement parts are no longer available with new non-proprietary adaptive DDC controls. These types of controls are essential to support the setback/set up strategy described above. They adapt by learning occupancy patterns which allows for optimizing a start and stop strategy for thermostat settings.
3. Migrate all BAS servers to a virtual server.
4. Explore “cloud” applications as an alternative to the Andover front end. This would allow access to the BAS from any computer without the need of special software residing on a PC.
5. Utilize the BAS to track and store trend logs, historical data and diagnostic reports for continuous commissioning program.

Note about Commissioning: building commissioning is the process of reviewing the operation of every component of the HVAC system to ensure they’re in good condition and operating to meet the heating, cooling and ventilation requirements of the building, as currently configured and used, as efficiently as possible. This process is also used to ensure lighting systems are operating optimally. With the right control system and personnel in place, this process can take place on a continuous basis so that buildings are operated as efficiently as possible over time.

Fume Hoods: this equipment supports important scientific research and education. It consumes large amounts of energy. A modernization program will be developed to add the appropriate controls and to replace existing constant air volume fume hoods with variable volume fume hoods.

Ice Arena
1. Evaluate new control system to vary ice hardness based on use.
2. Evaluate Cooling Tower for upgrades including the use of pony fans during low load periods.
3. Evaluate the use of a radiant ceiling barrier.
4. Evaluate the use of radiant heat for the spectator area to allow the existing furnaces, which heat the entire arena space, to be removed.

Food Service: new food service equipment, especially refrigerators and convection/steam ovens, are much more efficient. Establish, with Dining Services, a replacement strategy utilizing these new technologies.
Equipment Procurement Policy: when replacing or purchasing new, purchase Energy Star certified appliances (refrigerators, microwaves, coffee makers, printers, copier, vending machines). Utilize life-cycle cost analysis for all equipment purchases to achieve the lowest long-term cost of ownership. Bates Energy Manger to provide a simplified LCC tool to assist in using this strategy.
Variable Frequency Drives: install VFDs for all pump and fan systems serving variable loads.
IT Network (computers, servers, peripherals)-
1. For new purchases, consider the most efficient network equipment available.
2. Continue maximizing the use of virtual computing as a way of reducing the number of servers on campus.
3. Explore economizing for cooling network rooms

AV
1. Explore alternatives to keeping AV racks on continuously to avoid start-up concerns
2. Install the most energy efficient equipment available

From our Climate Action Plan:

In harmony with our commitment to minimize our impact on the environment, in alignment with standards of good stewardship of our natural resources, Bates is dedicated to reducing our overall annual energy consumption a minimum of 15%, compared to FY 13, by the end of the fiscal year 2018.
This Utility Management Plan establishes a five year investment program that will meet the goal stated above. It is a living document and must be carefully monitored and updated as technology and resources change. It will be updated annually. It is not about identifying what’s been done wrong but about moving forward and identifying how we can do better.
The primary purpose of this plan is to guide our efforts to reduce costs. Other goals include:
• Support and compliment the Campus Climate Action Plan
• Establish organizational and financial structures that will enable the Plan. This will include establishing a revolving sustainability fund for project investments that captures energy savings and incentive payments to fund future projects.

• Modify the culture at Bates to exemplify leadership in campus energy efficiency
• Realization of this plan depends heavily on consensus and active participation across the campus community- for senior staff, faculty, students and staff.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:
Yes

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

From the Utility Management Plan:

Food Service:
Purchase new food service equipment, especially refrigerators and convection/steam ovens, to be much more efficient. Establish, with Dining Services, a replacement strategy utilizing these new technologies.

Equipment Procurement Policy: when replacing or purchasing new, purchase Energy Star certified appliances (refrigerators, microwaves, coffee makers, printers, copier, vending machines). Utilize life-cycle cost analysis for all equipment purchases to achieve the lowest long-term cost of ownership. Bates Energy Manger to provide a simplified LCC tool to assist in using this strategy.

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:

From our Sustainability Plan:

Across campus we are working to minimize waste through programs that encourage people to reduce, reuse and recycle. Our goal is to promote waste minimization by managing supplies and waste in an environmentally sustainable, cost-effective, and healthy way.

Develop Green Cleaning Guidelines that reflect best practices in this area across campus. Facilities Services and Dining are leading our effort to eliminate toxic components in the products we use on campus.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:
Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

From the Sustainability Plan:

Develop Procurement Guidelines and an implementation plan for adopting them campus-wide. Purchasing centers such as the Bookstore are changing the way we do business.

From Utility Management Plan:
Equipment Procurement Policy: when replacing or purchasing new, purchase Energy Star certified appliances (refrigerators, microwaves, coffee makers, printers, copier, vending machines). Utilize life-cycle cost analysis for all equipment purchases to achieve the lowest long-term cost of ownership. Bates Energy Manger to provide a simplified LCC tool to assist in using this strategy.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:
Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

From Sustainability Plan:

Transportation
Transportation is a significant contributor to greenhouse gas emissions nationwide. At Bates, faculty and staff commuting represents roughly 10% of our greenhouse gas emissions. Promoting sustainable transportation options is challenging in Maine as a rural state with little public transportation. Our goal is to develop a comprehensive transportation program at Bates to minimize the use of individual vehicles on campus and therefore demand for parking spaces.
1. Develop a Parking Management plan to determine existing conditions and demand for parking.
2. Identify programs and incentives for promoting sustainable transportation.
a. Promote walking and biking by expanding Bates' green bike program, adding bike racks on campus, events such as an annual bike tune-up for faculty/staff, and partnering with BWell to incentivize walking.
b. Encourage use of public transit. Explore options such as getting a Greyhound stop on campus, expanding participation in the Zipcar program, and looking into bus pass subsidy and visibility of stop on campus.
c. Develop and promote carpools and vanpools through creation of a Bates commuter listserve, reserved carpool parking spots, and development of a web-based student ride-board.
d. Make campus transit system (DOS shuttles & break buses) more attractive.
e. Explore policy options to encourage these practices such as adding transportation goals to performance reviews, promote 'regular' schedule days, and creating a reservation system for campus vehicles.
f. Communicate programs to the campus community with incentives for participation including a Guaranteed Ride Home policy, a marketing campaign re: the full array of options & incentives, and develop a Transportation Guide that concisely describes how to reach and navigate the campus without a car.
3. Develop a Transportation Management plan to link transportation needs across departments

From the Climate Action Plan:

B. Faculty/Staff Commuting
Faculty and staff commuting comprises 4 percent of our GHG emissions, or 726 MTCDE.
Mitigation strategies to be pursued include the following:
• work with local and regional bus services to develop stops at Bates
• create incentives for carpooling, vanpooling and local bus use
• create a Web-based tool to facilitate carpooling
• participate in Go Maine's Commute Another Way to Work Week
• reserve desirable parking spaces for hybrids, electric vehicles and/or carpools
• encourage telecommuting and/or compressed work schedules where appropriate
• minimize the number of new parking spaces anticipated with renovations and new construction under the Campus Facilities Master Plan
• continue to encourage local living (rental properties available to faculty and staff) to encourage walking/bicycling to and from campus

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:

From our Sustainability Plan:

Waste Management
Across campus we are working to minimize waste through programs that encourage people to reduce, reuse and recycle. Our goal is to promote waste minimization by managing supplies and waste in an environmentally sustainable, cost-effective, and healthy way.

1. Increase the recycling rate to 50% through outreach, clear and consistent labeling, and a bin infrastructure that reflects our recycling goal (i.e. equal recycling bins to trash bins).
2. Continue programs to reuse discarded materials. Clean Sweep is a highly anticipated campus-community event that removes tons of useable items from the waste stream every year.

3. Develop Procurement Guidelines and an implementation plan for adopting them campus-wide. Purchasing centers such as the Bookstore are changing the way we do business.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:
Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

From Utility Management Plan:

Water Distribution and Supply
The Lewiston/Auburn Water districts delivers water to all buildings on campus. The current cost of water is $ 3.61 per Hcf. Bates spent $407,000 for water and sewer services in Fiscal Year 2013. This includes a storm water runoff fee issued by the City of Lewiston based on the amount of impervious surfaces on Campus.

Water Management Strategies
1. Install low-flow plumbing fixtures (toilets, sinks, shower heads) as time and funding allow
2. Use rain water harvesting and other water reuse strategies where appropriate.

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:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:
Yes

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

From Utility Management Plan:

Funding Strategies
1. Explore alternative funding sources/mechanisms for energy efficiency upgrades. Examples include Performance Contracting, Efficiency Maine Grants, and energy supplier financing programs as they evolve.
2. Explore development of a revolving fund where energy savings and efficiency grant monies are placed in a fund for use on future energy conservation measures (ECMs). Establish a fixed annual budget for four years. To the extent actual payments are less than the budget, the difference will be placed in the revolving fund account. This avoids relying on estimated savings or pursuing a costly measurement and verification program. It does present the challenge of achieving savings while contending with the variables of rate increases, weather, and the addition of new space on campus.

From Sustainability Plan:

Create a grant program to fund project proposals from the campus community. This grant will come out of the newly established sustainability fund and will increase opportunities for students, faculty and staff to actively participate in the college’s sustainability initiatives.

Commitment
Vital to this plan's success is involvement and commitment from the leadership of Bates. As such, our first priority is to establish organizational and financial structures to support the implementation of this plan:
Establish support from senior staff for this plan and the utility management plan as tandem efforts. Ask senior staff to communicate the goals of these plans to their respective departments.
Establish a sustainability fund to support the implementation of this plan.
Connect oversight of this and the utility management plan under the Committee on Environmental Responsibility (CER). The CER will be an umbrella for both energy management and sustainability programs, playing a key role in proving oversight, policy guidance, periodically reviewing strategic priorities, and building campus-wide buy-in to meet the goals of these programs. Two subgroups will fall under the CER:
The Energy Task Force (ETF) will identify technical energy projects under the utility management plan and guide the project selection process.
A new subgroup of the CER will be will be formed to establish guidelines and oversee the operation of the sustainability fund and revolving energy fund.

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:

From Sustainability Plan

"Hold events which gain broad participation from the campus community. These can be used to spur specific actions (ex. Go green, Go healthy program), gain participation (ex. EcoService Day), link sustainability to other disciplines (ex. Trashion Show), and to build campus/ community partnership (ex. Clean Sweep)."

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:
Yes

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

IT Network

IT Network (computers, servers, peripherals)-
1. For new purchases, consider the most efficient network equipment available.
2. Continue maximizing the use of virtual computing as a way of reducing the number of servers on campus.
3. Explore economizing for cooling network rooms

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)? :

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	---

A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:

Bates College was an early signatory of the American College & University President's Climate Commitment, in which we committed to a carbon neutrality goal of 2020.

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

Additional documentation to support the submission:
Bates Energy Management Plan 2014-4-15.docx

Participatory Governance

Score	Responsible Party
2.00 / 3.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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?:
Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

Bates College Student Government (BCSG) exists to provide voice and resources to student concerns. BCSG members are elected by their peers to serve on the Board of Trustees Committee. Students elected to the executive board of the Bates Student Government also sit on the President's Council. The Board of Trustees and the President's Council function as the two highest governing bodies at the college. As part of their charge, they oversee, in conjunction with the support of the Office of Campus Life, all student clubs at Bates. BCSG works to further student interests at Bates to ensure an open, equitable, and accessible campus for all community members.

The Student Government Reps offer reports on student-related issues at the college, and to act as a conduit of information between the students and our highest governing body at the college.

https://www.bates.edu/bcsg/

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 sit on our highest governing bodies - the Board of Trustees, as well as the President's Council. They also have participation in our highest sustainability committee, our Committee for Environmental Responsibility, which crafts and implements sustainable policy for the college. We do not have elected staff sitting on our highest governing bodies, however - they are hired to the position.

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? :
Yes

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:

The more than 200 members on the Bates faculty play an important role in the governance of the College. Elected members to the Committee for Faculty Governance share governance with the President's Council, and send a representative to sit on the Board of Trustees Committee. As stated above, these are the two highest governing bodies at the college. The Committee for Faculty Governance is tasked with shaping the decisions of the college with respect to developing the academic program, the curriculum, degree requirements, and faculty evaluation processes. The faculty is governed by division, department, and program chairs, and divides its work among standing and ad hoc committees of faculty from across the ranks and disciplines.

http://www.bates.edu/dof/governance-and-policies/

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?:
Yes

A copy of the written policies and procedures:

The policies and procedures:

Our Standard Operating Procedure for all Capital Project Management, drawn up by our Director of Capital Planning and our Vice President for Finance and Administration and Treasurer includes several mandates to engage external stakeholders in planning processes: "be sure to identify and engage external stakeholders such as our neighbors, school system, hospitals etc. to inform and provide opportunity for input on projects that will affect them, typical for all phases of design." Additional language is included below -

Peer Review: Large Capital Projects typically involve Bates retaining a General Contractor for an Estimate Peer Review and an A/E firm for a Design Peer Review. Ensure the A/E's estimate and the GC's estimates are reconciled and within the project budget prior to moving to the next phase of the project. All Design Peer Review comments shall be compiled in a spread sheet format a written response from the A/E is obtained and distributed to in-house plan reviewers.
These responses shall be made available to our in-house staff and resolved if there are disagreements prior to moving to the next phase of the project.
Regulatory approvals: Ensure the project is reviewed with the local Planning, Code, Public Works and Fire Departments. Also, be sure to identify and engage external stakeholders such as our neighbors, school system,

hospitals etc. to inform and provide opportunity for input on projects that will affect them, typical for all phases of design.

Communication and collaboration are critical components of the Project Managers responsibilities. Project Managers are encouraged to have a second set of eyes review your draft materials related to project correspondence including but not limited to: consultant fee proposals, contracts, legal and insurance issues, correspondence with the State and Local authorities, the Bates community, neighbors, etc.

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
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):

We have local law enforcement and other members of the Lewiston government sit on our various land use committees such as building and construction and parking and transportation committees. We have a Bates garden which was a committee peopled by local nonprofits and nearby farms.

The website URL where information about the programs or initiatives is available:
http://www.bates.edu/dof/governance-and-policies/

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 6.16

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	1.78 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	0.58 / 3.00
Affordability and Access	3.80 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.78 / 2.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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?:
Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

https://www.bates.edu/equity-inclusion/

Bates College offers a mandatory orientation diversity and inclusion program for our students, as well as a mandatory three-day workshop for all staff that interact with students. We have a robust office of diversity and inclusion, whose VP reports directly to our president.

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):
All

A brief description of the institution’s cultural competence trainings and activities for each of the groups identified above:

As stated above, all students, and all faculty and staff that work with students complete a mandatory third party-hosted training. In the case of the faculty and staff, these trainings are multi-day events. Senior leadership also participate in these trainings.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/diversity-inclusion/

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Support for Underrepresented Groups

Score	Responsible Party
0.58 / 3.00	**Tom Twist** Sustainability Manager Facilities

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:

Bates College is committed to the principle of equal opportunity and providing an educational and work environment free from discrimination. The college prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, genetic information or veteran status and other legally protected statuses in the recruitment and admission of its students, in the administration of its education policies and programs, or in the recruitment of its faculty and staff. Bates College adheres to all applicable state and federal equal opportunity laws and regulations.

All Bates College faculty, staff, students, contractors, consultants, and volunteers are responsible for understanding and complying with the Non-Discrimination Policy.

The college is dedicated to ensuring access, fairness and equity for all persons in its educational programs, related activities and employment, including those groups who have faced historical barriers to full and fair integration and participation. Bates College maintains a continuing commitment to identify and eliminate discriminatory practices in every phase of college operations.

The Director of Title IX and Civil Rights Compliance, Gwen Lexow, coordinates the college’s efforts to comply with any and all federal and state laws that prohibit discrimination on the basis of one or more of the protected characteristics listed above. This includes coordinating its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 as amended (“Title IX”). Title IX prohibits discrimination in educational programs on the basis of sex. Prohibited sex discrimination includes sexual harassment and sexual misconduct (including sexual assault, dating violence, domestic violence, and stalking) as defined by the college’s policies.

Inquiries concerning the college's policies, compliance with applicable laws, statutes, and regulations (such as Title VII, Title IX, ADA/Section 504, and Maine Human Rights Act), and complaints may be directed to Gwen Lexow, Director of Title IX and Civil Rights Compliance, Lane Hall 202A.

Non-Retaliation
Retaliation against an individual who has raised claims of illegal discrimination or has cooperated with an investigation of such claims is prohibited. An individual who retaliates against someone who has reported a claim of illegal discrimination in good faith is subject to discipline up to and including termination of employment and/or dismissal from the college.

Everyone is different; at Bates, we embrace and learn from that difference.

At Bates, we acknowledge and celebrate the plurality of identities, social positions, cultural perspectives and individual abilities that contribute to human difference. We believe in the emancipating potential of education to help all members of our community promote, respect and embrace diversity – broadly defined – and to preserve and advocate for human dignity. As we avow in the Bates mission statement, "With ardor and devotion — Amore ac Studio — we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action" to prepare leaders who are "sustained by a love of learning and a commitment to responsible stewardship of the wider world."

https://www.bates.edu/here-to-help/policies/non-discrimination-policy-statement/

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?:
No

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

https://www.bates.edu/equity-inclusion/bias-incidents-hate-crimes/#reporting-an-incident

https://www.bates.edu/equity-inclusion/bias-incidents-hate-crimes/

As the Director of Title IX and Civil Rights Compliance, Gwen Lexow will work with individuals to investigate and resolve any incidents of bias, discrimination, or harassment. The college encourages individuals to report all incidents of bias and takes all reports seriously. Reporting can assist the college in assessing patterns and addressing behaviors that are antithetical to our community values. Reports may be resolved through informal and formal means, depending on the nature of the incident and considering the needs and desires of the reporting party. Individuals who report incidents will not be compelled to participate in any formal action. Individual privacy and agency are important aspects of our resolution process.

The college follows procedures that are consistent with state and federal law. These procedures include the preparation of annual disclosure of crime statistics in The Bates Annual Security Report. In addition, all incidents that may be considered hate crimes must be forwarded to the Attorney General's Office.

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:

The emerging scholars program is a collaboration between the Dean of Faculty's office, the Office of Equity and Inclusion along with funds from the Mellon Foundation. The program provides financial support to departments and programs to bring historically underrepresented and marginalized scholars to Bates College to participate in a variety of academic and student development activities. The emerging scholars program is a collaboration between the offices of the Dean of Faculty and the Vice President of Equity and Inclusion.

The chief goals of the program are: to introduce Bates faculty and undergraduate students to historically underrepresented and marginalized scholars and the fields and areas of study those scholars occupy, to broaden our institutional networks, to catalyze and normalize the inclusion of scholars from historically underrepresented and marginalized backgrounds in the intellectual life of departments and programs, and to help students from historically underrepresented and marginalized backgrounds imagine Bates College and Higher Education as a place they can persist and thrive.

https://www.bates.edu/equity-inclusion/emerging-scholars-program/

We also have a Bobcat First program, where first generation students are recruited to attend our school.

The Bobcat First! Program seeks to foster a greater sense of well-being, belonging, and self-empowerment among first generation to college students. Through a pre-orientation program, workshops, co-curricular activities, and alumni events, first-year students will build strong connections with one another, faculty, and staff. For parents, programs are offered to build a community of support.

The Bobcat First! Program is based on an opt-in cohort model, where students develop community through social and educational experiences.

https://www.bates.edu/oie/bobcat-first/

As a side note, under Maine law, we are not allowed to preferentially hire staff and faculty of underrepresented groups, but we do make sure our recruitment of candidates from underrepresented groups is robust.

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 Equity and Inclusion (OEI) is an institutional partner in the advancement of the college's commitment to inclusive excellence and educational justice. Through close collaboration with the campus community, the OEI works to create a welcoming, inclusive, physically safe, and appreciative educational experience for all constituents.

The OEI is engaged in the work of cultivating a culture of equity, inclusion, access and freedom from domestic violence and sexual assault as excellence through our work with Title IX, Accessible Education, Human Resources, Admissions, Advancement, Alumni Engagement, Student Affairs, Campus Activities, The Office of Intercultural Education, Athletics, Academic Affairs, Curricular Design, Human Resources, New Employee Recruitment/Hiring/ Retention, Security, Facilities, Campus Events and Dining, Lewiston Police Department, Purposeful Work, International Programs and more…

The OEI is committed to training and development of all campus community members. As a thought leader in our racial and equity work, the OEI is supporting faculty and staff as they move through the first stages of racial equity training, members from the office helped lead the first year Centering Racial Equity workshop for the class of 2023 and will be developing a strategic plan for training and workforce development moving forward.

Mission Statement of Bates College
Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion — Amore ac Studio — we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.

Living the Legacy of Inclusive Excellence
Since its founding in 1855 by Maine free will baptists who were involved in the abolitionist movement, Bates has welcomed students from diverse racial, ethnic, religious, and economic backgrounds. Bates was, and is, committed to the principles of social justice, equity, and freedom.

Great efforts are ongoing in designing and perpetuating the institution to ensure that no qualified student will be turned away because they could not afford the cost of a Bates education. From the beginning, Bates welcomed young people from Maine farms and factory towns, former slaves, and immigrants. The leadership at Bates College is committed to living up to the aspirations of our founding. This is work is never done and takes a fully engaged and willing community.

Along with racial equity training for faculty, staff, students and senior administrators, the college has hired their first Vice President of Equity and Inclusion to help frame the next iteration of this work as a senior administrator. The VPEI will build on the good work of colleagues, previous and current, in meeting the every changing and growing diversity of needs in the campus community.

Bates College continues to assure that all organizations on campus are open to everyone along with the continual review and adjustment of academic, social, student, staff and communal programming and educational spaces.

Bates is a member of the Howard Hughes Medical Institute consortium, which seeks inclusive education of underrepresented groups:

Inclusive Excellence
The goal of our program is for any student at Bates who is interested in STEM to be provided with an inclusive curriculum, support structures, and dedicated faculty and staff mentors to ensure that they have the opportunity to thrive. We are especially committed to working for an equitable and inclusive learning environment for STEM interested students from historically marginalized or minoritized backgrounds that will promote their success in STEM.

https://www.bates.edu/dof/hhmi-inclusive-excellence/

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:

Bates is a member of the Creating Connections Consortium—C3—which brings together liberal arts colleges with diversity officers (LADO colleges) with leading research universities to help develop the next generation of professors and scholars. The C3 Undergraduate Fellowships program provides graduate-level research experience as well as mentoring toward applying to and succeeding in graduate school.

https://www.bates.edu/academics/student-research/summer/c3-undergraduate-fellowships/

Also:
Faculty and staff are committed to the success of students interested in STEM. We are working to develop internal expertise, through workshops, learning groups, communities of practice, and attendance at external conferences in inclusive pedagogical practices and in an understanding of critical race theory and anti-racist approaches.

Examples of Activities:

Social Justice and Racial Equity Workshop (3 days) led by Heather Hackman of Hackman Consulting (Fall 2018)
Context Diversity Workshop led by Roberto Ibarra and Gary Weissmann (Friday, September 13th, from 4 to 6pm, in Carnegie 339)
Structure Matters-21 Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity Workshop led by Kimberly Tanner (Fall 2019)
Inclusive Pedagogy Workshop led by Bryan Dewsbury (planned Winter 2020)
STEM Scholars Cohort/Mentoring Learning Community led by John Smedley and April Hill (Winter 2019)
Supporting Faculty development through supporting attendance at External Workshops and Institutes
Course Based Research Experience workshops for faculty (Five workshops led by April Hill and Bev Johnson, from February through July, 2019).

https://www.bates.edu/dof/commitment-to-student-success/

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

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://www.bates.edu/here-to-help/policies/non-discrimination-policy-statement/

Additional documentation to support the submission:

Affordability and Access

Score	Responsible Party
3.80 / 4.00	**Tom Twist** Sustainability Manager Facilities

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:

For Bates, financial aid is a central priority. The college ensures that 100 percent of its students' demonstrated financial need is met for all four years. Forty-three percent of students receive grants from Bates, with such grants averaging $40,000 per student.

Compared with its peers, Bates spends a significantly larger proportion of its resources on financial aid. In fiscal year 2015, for example, Bates had an operating budget of $103.4 million and spent the equivalent of a third, $31.4 million, on financial aid.

That year, Bates' financial aid outlay was equivalent to 12 percent of the college's endowment — more than twice the commitment of several peer liberal arts colleges with far larger endowments.

Bates has several structures in place to help low-income students. We are part of the American Talent Initiative -

https://www.bates.edu/news/2016/12/14/bates-joins-select-us-colleges-in-major-access-initiative

/

Also -
The SAFE Program encourages study abroad by students with very limited family resources and no prior international travel experience. Study abroad participation levels among such students, often students of color or the first generation at college, tend to be lower nationally and at Bates. The SAFE program addresses this pattern with three efforts.

Extra encouragement – Additional outreach efforts to ensure these students recognize that this part of the Bates curriculum is fully available to them.
Program and grant identification – Special efforts to work with these students to identify lower cost study abroad programs and Federal and program grants that are targeted to low income students, students of color, and/or the first generation at college.
Financial support – The Barlow Endowment for Study Abroad supplements the College's already generous financial aid by providing $500 grants to Pell Grant-eligible students for incidental expenses that are not included in Bates' regular financial aid award. The goal is to reduce student anxiety about extra expenses that often accompany study abroad. This grant is not available if the study abroad program provides similar assistance.

https://www.bates.edu/global-education/off-campusstudy/finances/barlow-grant-opportunities/the-

s-a-f-e-program/

https://www.bates.edu/accessible-education/students/resources-available-to-all-bates-students/

In addition, our student employment office offers help to under served populations for finding work in their chosen fields -

https://www.bates.edu/career/students/advanced-studies-graduate-and-professional-school-advisin

g/multicultural-admissions-initiatives/

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

Bates is a member of the Howard Hughes Medical Institute, which seeks to provide support for students to pursue STEM degrees. This funding partially goes towards training our faculty to better serve students from low-income backgrounds:

Learning Environments where Students Flourish
We will embed entry level and core STEM courses with evidence-based practices that support our goals of inclusive excellence. We aspire to revise pathways through the curriculum to provide students with the flexibility to enter our majors and meet major requirements in ways that balance their interests and aspirations as Bates students. We are working to scaffold research experiences throughout the curriculum, leading to our capstone experiences with the goals of developing STEM graduates with strong disciplinary knowledge and skills and high self-efficacy and scientific identity.

Examples of Activities:

Implementation of new 100 level Biology courses with Course Based Research Experiences (2019-2020)
Implementation of new Biology Curriculum (ongoing)
New entry-level Physics Courses (Planning 2019-2020- implementation 2020-2021)
Revision of Introductory Chemistry Laboratories (Planning 2019-2020- implementation 2020-2021)
Implementation of Revised and new FYS and 100-level Geology courses with Course Based Research Experiences (2019-2020)
Implementation of revised FYS Chemistry course with Course Based Research Experiences (2019-2020)

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

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

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

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Does the institution have policies and programs to support non-traditional students?:
Yes

A brief description of the institution's scholarships provided specifically for 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:

A brief description of the institution's other policies and programs to support non-traditional students:

The Bobcat First! Program seeks to foster a greater sense of well-being, belonging, and self-empowerment among first generation to college students. Through a pre-orientation program, workshops, co-curricular activities, and alumni events, first-year students will build strong connections with one another, faculty, and staff. For parents, programs are offered to build a community of support.

The Bobcat First! Program is based on an opt-in cohort model, where students develop community through social and educational experiences.

https://www.bates.edu/oie/bobcat-first/

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):
12.20 *DUMMY_UNIT*

The graduation/success rate for low-income students (0-100):
91 *DUMMY_UNIT*

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 *DUMMY_UNIT*

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):
77 *DUMMY_UNIT*

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:
https://www.bates.edu/research/files/2019/05/Bates-Facts-2018-2019.pdf

Additional documentation to support the submission:

Investment & Finance

Points Claimed 2.57

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.

Credit	Points
Committee on Investor Responsibility	1.00 / 2.00
Sustainable Investment	1.57 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
1.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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 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.

"---" *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:

Policy on Environmental, Social and Governance Considerations

The Endowment's strategic asset allocation is constructed to properly balance the need for liquidity, growth and/or preservation of purchasing power, and tolerance for risk. The primary criterion for the selection of the Endowment investment is to maximize return within defined risk parameters, which in turn, maximizes the financial support for the College. In addition, Bates is committed to balancing the financial objectives of the Endowment with the social and environmental priorities of the broader Bates community. The Investment Committee and CIO will consider social, environmental and governance impacts when selecting Investment Managers across all asset classes. The Investment Committee and CIO welcome input from student or faculty groups in assessing the priorities of the Bates community with regard to environmental, social and governance issues.

There is to be a sub-committee which shall determine if, and when, sufficient evidence is presented to challenge the operative assumption that acquisitions and holdings in the portfolio conform to the guidelines.

Does the CIR include staff representation?:

Yes

Does the CIR include faculty representation?:

Yes

Does the CIR include student representation?:
No

Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):

Members of the CIR are taken from our board investment committee -

Ava Clayton Spencer, J.D., President; ex officio
Lewiston, Maine

Michael Weston Bonney, B.A.; Chair
Boston, Massachusetts

Mary Henderson Pressman, B.A.; Vice Chair
New York, New York

Lisa Brennan Barry, M.S.; Secretary
Chevy Chase, Maryland

Stuart Bradley Abelson, M.B.A.
Gloucester, Massachusetts

Chris Gerard Barbin, B.A.
Winnetka, Illinois

H. Scott Bierman, Ph.D.
Beloit, Wisconsin

Andrea Conklin Bueschel, Ph.D.
Chicago, Illinois

Ann Elizabeth Bushmiller, J.D.
Washington, District of Columbia

William Charles Carey, B.A.
Lincoln, Massachusetts

Darrell William Crate, M.B.A.
South Hamilton, Massachusetts

Gregory Albert Ehret, M.B.A.
Boston, Massachusetts

Geraldine Meeks FitzGerald, B.A.
New York, New York

Scott David Freeman, M.B.A.
Needham, Massachusetts

Marjorie Northrop Friedman, J.D.
Park City, Utah

Stephen Mark Fuller, M.B.A.
Freeport, Maine

John Davies Gillespie, M.B.A.
Guilford, Connecticut

Christopher Joseph Gorayeb, J.D.
New York, New York

Erik Ola Jarnryd, M.B.A.
Concord, Massachusetts

David William Longdon III, B.A.
Brooklyn, New York

Mark David Mandel, M.B.A.
Dover, Massachusetts

Paul Marks, B.A.
Shanghai, China

Dervilla Mairin McCann, M.D.
Winthrop, Maine

Jamie Peter Merisotis, B.A.
Indianapolis, Indiana

Judith Burns Miller, B.A.
Old Greenwich, Connecticut

John Prescott Murchison III, M.S.
Los Angeles, California

Carol Lind Rattray, M.B.A.
New York, New York

John T. Rossello Jr., B.B.A.
Holliston, Massachusetts

Jeremy Michael Sclar, B.A.
Brookline, Massachusetts

Richard L. Smith, Ph.D.
Lexington, Massachusetts

Emma Alden Sprague, B.A.
Washington, District of Columbia

William Floyd Sweat, M.B.A.
Dundee, Oregon

Garth A.L. Timoll, M.B.A.
San Francisco, California

Quoc Kinh Tran, M.B.A.
Kentfield, California

Lisa Marie Utzschneider, M.P.A.
New York, New York

Jean Patricia Wilson, M.S.
Falmouth, Maine

Examples of CIR actions during the previous three years:

Last year, our CIR Investigated the proposals by the student body for divestment of the endowment from fossil fuels. These proposals were put forward by our student environmental action group.

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

Additional documentation to support the submission:

Sustainable Investment

Score	Responsible Party
1.57 / 4.00	**Tom Twist** Sustainability Manager Facilities

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:

340,000,000 *US/Canadian $*

Value of holdings in each of the following categories:

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	12,000,000 *US/ Canadian $*
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	17,000,000 *US/ Canadian $*
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Public equity fund with sustainability as the key determinant of business quality;
Activist equity fund focused on a variety of ESG factors;
Fossil fuel-free share-class of a multi-strategy hedge fund.

Percentage of the institution's investment pool in positive sustainability investments:
8.53

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:

The sustainable investment policy:

Policy on Environmental, Social and Governance Considerations

The Endowment’s strategic asset allocation is constructed to properly balance the need for liquidity, growth and/or preservation of purchasing power, and tolerance for risk. The primary criterion for the selection of the Endowment investment is to maximize return within defined risk parameters, which in turn, maximizes the financial support for the College. In addition, Bates is committed to balancing the financial objectives of the Endowment with the social and environmental priorities of the broader Bates community. The Investment Committee and CIO will consider social, environmental and governance impacts when selecting Investment Managers across all asset classes. The Investment Committee and CIO welcome input from student or faculty groups in assessing the priorities of the Bates community with regard to environmental, social and governance issues.

There is to be a sub-committee which shall determine if, and when, sufficient evidence is presented to challenge the operative assumption that acquisitions and holdings in the portfolio conform to the guidelines.

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the policy is applied, including recent examples:

ESG policy requires OCIO to consider ESG impacts when selecting investments. Recent examples include the addition of sustainability-focused equity manager, fossil-fuel-free share class conversion for a hedge fund, decision to pass on future private oil and gas partnership investments

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:

A brief description of how managers are adhering to proxy voting guidelines:

N/A

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

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:

One manager explicitly screens fossil fuel companies; one manager has no explicit screens but has never and would likely never own fossil fuel companies due to explicit focus on sustainability; other managers apply sustainability lenses in different ways, for example investing exclusively in life sciences and biotech companies.

Approximate percentage of the endowment that the negative screens apply to:
10 *DUMMY_UNIT*

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:

Hall Capital Partners, OCIO, participates in investor networks, inter-organizational collaborations and is a signatory to UNPRI.

The website URL where information about the programs or initiatives is available:
https://www.hallcapital.com/pdfs/Full-Consequence-Investing-Memo.pdf

Additional documentation to support the submission:

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Wellbeing & Work

Points Claimed 3.36

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.

Credit	Points
Employee Compensation	0.36 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	2.00 / 2.00

Employee Compensation

Score	Responsible Party
0.36 / 3.00	**Tom Twist** Sustainability Manager Facilities

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*.

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

The local living wage (based on a family of four and expressed as an hourly wage):
16.46 *US/Canadian $*

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded):
81 *DUMMY_UNIT*

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:
No

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 *DUMMY_UNIT*

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?:
None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

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 :

We have 15 employees that when you apply the 34% benefit load are still under the $16.46 wage.

Has the institution made a formal commitment to pay a living wage?:

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)?:

A brief description of the institution's commitment to a student living wage:

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

Additional documentation to support the submission:

Assessing Employee Satisfaction

Score	Responsible Party
0.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Data source(s) and notes about the submission:

Enrichment program--professional development & recreational programs, green dot, 5k & BBQ

handbook--additional benefits, access to facility & events, computer purchase program, educational assistance program, Rowe Fund, Bernie Carpenter financial assistance program, benefits for retirees, Holiday party hosted by the president,

Wellness Program

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

"---" *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 :

The B Well program was created in 2007 and strives to provide encouragement, motivation and education for the Bates community. Wellness is the process of being aware of and actively working towards better physical, mental, and emotional health. Bates values healthy community members! B Well offers free fitness classes such as yoga, fitness boot camps, aquatic classes and more. Additionally, the program provides free health coaching and tobacco cessation opportunities.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/b-well/

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
2.00 / 2.00	**Tom Twist** Sustainability Manager Facilities

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	0 *DUMMY_UNIT*	0 *DUMMY_UNIT*
Full-time equivalent of employees	696 *DUMMY_UNIT*	584 *DUMMY_UNIT*
Number of injuries and cases per FTE employee	0	0

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

	Start Date	End Date
Performance Year	July 1, 2014	July 1, 2015
Baseline Year	July 1, 2008	July 1, 2009

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):

Bates College (and other colleges and universities) is exempt from the OSHA Recordkeeping Rule by the North American Industry Classification System (NAICS), however, Bates College EHS follows up on all injury reports submitted to it's office. Safety Committee groups are present in Facility Services and Dining, Conferences, and Campus Events. EHS has active participation in the Facility Services Safety Committee. Some of our campus initiatives include:

Fire Door Awareness
Fall Prevention Campaign
Eliminating candle use in residential buildings

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:
0

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:
0

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:

Bates College Environmental Health and Safty has multiple recurring projects or responsibilities that include:
Residential room inspection - each semester
Fire Department inspections of sprinkler systems in buildings - each summer
Monthly fire extinguisher inspections
Semi-annual inspections of fixed extinguishing systems
Quarterly hazardous waste shipments
Universal waste collection and shipment
Air permitting and licensing
Injury report follow-up
Training
Bates College EHS works with faculty, staff, and students to investigate any reports of unsafe conditions, near misses, and/or injuries.

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/environmental-health-safety/.

Additional documentation to support the submission:

Innovation & Leadership

Exemplary Practice

Points Claimed	0.50
Points Available	0.50

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.

Credit	Points
Sustainable Dining Certification	0.50 / 0.50

Sustainable Dining Certification

Score	Responsible Party
0.50 / 0.50	**Tom Twist** Sustainability Manager Facilities

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@aashe.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	---
The Green Restaurant Association (GRA) (Two Star or higher)	Yes
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	---

A brief description of each certified dining hall or food service outlet, including the year the certification was achieved and/or renewed:

Our entire dining service has been awarded a three-star rating by the Green Restaurant Association for several years in a row. Our dining folks are outstanding in terms of waste diversion (currently over 83%), using local, sustainable food, scratch cooking to produce wonderful meals, a vegan bar - which helps us meet our goal of serving over 30% main courses that are vegetarian, having the highest percentage on campus of electric vehicles, and many other sustainable practices that are too numerous to list -

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

https://www.bates.edu/news/2013/07/31/green-restaurant-association-three-star-sustainable-dining/

Additional documentation to support the submission:

Innovation

Points Claimed 4.00

Points Available 4.00

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.

Credit	Points
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00

Innovation A

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Name or title of the innovative policy, practice, program, or outcome:

Elimination of all Disposable Dishware from Dining Commons

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:

Through one of our Bates Green Innovations Grants, a team of students was given funding to explore the option of eliminating disposable dishware and to-go coffee mugs from our Dining Commons. They formed a joint committee with Dining and the sustainability office and found several cost-neutral alternatives to disposable dishware, particularly the to-go paper/plastic hot beverage containers. In the end, they found that they could give each incoming first year their own stainless steel to-go mug for the same cost as Dining purchasing disposable cups.

Together with an outreach campaign and a mug-washing station, the action of these students is currently saving the college from throwing away 750,000 disposable cups every year.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Campus Engagement
Food & Dining
Waste

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :
https://www.bates.edu/news/2017/03/30/paper-coffee-cups-soon-to-be-an-un-commons-sight/

Additional documentation to support the submission:

Innovation B

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Name or title of the innovative policy, practice, program, or outcome:

Bates Liquids Collection and Composting of Paper Towel Waste

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:

Bates has recently revamped its waste collection system to include a liquids collection option and a composting option (which includes bathroom paper towel waste) across campus. The liquids collection was an initiative between the custodial department and the sustainability office to reduce spills, and to reduce the quantity of material going to the landfill. This also helps our bottom line, since water is heavy, and we are paying per ton for tipping fees. We have also instituted a campus-wide composting option for all organic waste.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Campus Enagement
Public Engagement
Waste

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/material-flows/

Additional documentation to support the submission:

Innovation C

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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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.

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

Name or title of the innovative policy, practice, program, or outcome:

Green Innovation Grants

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:

We have recently instituted a Green Innovations Grants Program for students, staff, and faculty to both empower the campus community in term of sustainability, and also to crowd source good sustainability ideas from the community.

Sustainable – the project should move the college forward in an area of sustainability.

Innovative – should be a creative yet grounded way to solve a particular sustainability problem.

Impactful – since we have limited funding, we are looking to invest in a project that will give the biggest bang for our buck. Measurable outcomes are encouraged, as well as projects with a favorable return on investment.

Embedded – the project should be embedded within the larger organization, to ensure the success of the initiative.

Autonomous – after it is completed by the recipients, the project should be relatively autonomous, so that it is not drain on staff and faculty resources into the future.

To date, we have funded projects that have created outdoor bike repair stations, replacing paper towels with hand dryers, helped reduce disposable dishware around campus, start a garden, and several more.

We use these criteria to select the successful grant applications:

Sustainable – the project should move the college forward in an area of sustainability.

Innovative – should be a creative yet grounded way to solve a particular sustainability problem.

Impactful – since we have limited funding, we are looking to invest in a project that will give the biggest bang for our buck. Measurable outcomes are encouraged, as well as projects with a favorable return on investment.

Embedded – the project should be embedded within the larger organization, to ensure the success of the initiative.

Autonomous – after it is completed by the recipients, the project should be relatively autonomous, so that it is not drain on staff and faculty resources into the future.

Synergistic – more weight will be given to projects that have a synergistic component to them. For example, infrastructure projects that also include components of behavioral change, outreach, or education will be favored over projects with more one-sided effects.

Collaborative – projects that represent a collaboration between students, faculty and/or staff are encouraged.

Longevity – we want this project to have a lasting effect on the college.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Campus Engagement
Buildings
Waste

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:
https://www.bates.edu/sustainability/bates-green-innovation-grant/

Additional documentation to support the submission:

Innovation D

Score	Responsible Party
1.00 / 1.00	**Tom Twist** Sustainability Manager Facilities

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.

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

Name or title of the innovative policy, practice, program, or outcome:

Meal Database to Reduce Food Waste

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:

Bates Dining Service has instituted many policies to reduce food waste, including cook station where food is prepared as it is served, composting of all organic material including napkins, donations of food to our local food bank, and recycling of waste oil to a biodiesel facility and brown grease to a methane digester. More recently, they have created a database that tracks each meal of the year and how many portions were eaten for that meal on that day. It also keeps track of the day of the week it was served on, and what other meals were served at that same

time. With this data, Dining has been able to more accurately tailor the exact amount of each meal served with how many meals will be consumed by the students, thereby eliminating overshoot and resulting food waste.

Which of the following impact areas does the innovation most closely relate to? (select up to three):
Food & Dining
Waste

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

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

Additional documentation to support the submission:
