

Carnegie Elective Classification for Sustainability 2027 First-Time Application Framework

Version 1.1 – Released March 11, 2026



University of Colorado
Boulder

Carnegie Elective Classification for Sustainability 2027 First-Time Application Framework

Contents

I. Campus Information	3
II. Institutional Context	5
III. Ecosystem Model for Collaborative Community Partnerships	9
IV. Academic Integration of Sustainability	10
V. Research and Innovation for Sustainability and Climate Solutions (non-community colleges)	13
VI. (A) Workforce Development and Career Preparation (non-community colleges)	15
VI. (B) Workforce Development and Career Preparation for Community Colleges	17
VII. Climate Action Plan	20
VIII. Campus Infrastructure for Sustainability	21
IX. Resilience and Adaptation	23
X. Reflection and Additional Information	24
Attachment 1: Data Upload Template for Section VIII. Campus Infrastructure for Sustainability, Question #7	25

I. Campus Information

- **Institution Name (as submitted in IPEDS):**
 - IPEDS Unit ID:
 - Campus Name for Endorsement:
- **Primary Contact for Application:** Name, Title, Email, Phone
- **President/Chancellor:** Name, Email.
- **Chief Academic Officer:** Name, Email.
- **Head Communications Officer:** Name, Email.
- **Are you completing this Sustainability application as a Community-College or Non-Community College?**
 - Non-Community College
 - Community College
- **Institutional Type** (Check all that apply - as reported in IPEDS):
 - Asian American Native American Pacific Islander Serving Institution (AANAPISI)
 - Native American-Serving Nontribal Institutions (NASNTI)
 - Alaska Native-Serving and Native Hawaiian-Serving Institutions (ANNH)
 - Hispanic Serving Institution (HSI)
 - Predominantly Black Institution (PBI)
 - Tribal college
 - Historically Black College or University (HBCU)
- **Public or Private Institution:** Public, Private
- **Land Grant Institution (as reported in IPEDS):** Yes, No
- **Religious affiliation (as reported in IPEDS)**
- **Carnegie Classification (Basic) (as reported in IPEDS)**
- **Degree of Urbanization (as reported in IPEDS)**
- **Bureau of Economic Development Region (as reported in IPEDS)**
- **Natural Disaster Identification (as reported in IPEDS)**
- **Other Framework Participation** (check all that apply):
 - AASHE STARS
 - Atlas Zero Waste Certification, Post-Landfill Action Network
 - Green Grounds Certification
 - Second Nature's Presidents' Climate Leadership Commitments
 - Times Higher Education University Impact Rankings
 - Other, specify
- **Institutional Mailing Address:**
 - Address Line 1:
 - Address Line 2:
 - City, State, Zip Code:
 - Phone:
 - Email:

- **Full-Time Undergraduate Equivalent Enrollment (as reported in IPEDS)**
- **Full-Time Graduate Equivalent Enrollment (as reported in IPEDS)**
- **Number of Full-Time Equivalent Staff (as reported in IPEDS)**
- **Number of Full-Time Equivalent Faculty (as reported in IPEDS)**
- **In your own self-assessment, identify your institution's stage of sustainability institutionalization**
 - Emergent
 - Developing
 - Established

II. Institutional Context

The Institutional Context section provides an overview of the institution's setting, the community it serves, and the broader socio-environmental factors influencing its sustainability efforts. This section aims to demonstrate the institution's unique position and capacity to foster sustainability through its academic, operational, community engagement, and investment activities. Additionally, these questions aim to explore not only the existence of sustainability definitions but also their development process, practical application, and overall impact within the institution and its broader community.

For reference, Carnegie's definition is as follows: "The Carnegie Foundation defines sustainability in higher education as a holistic approach to advancing environmental stewardship, economic resilience, and long-term well-being through interconnected academic, research, and operational initiatives. This involves preparing students to address climate challenges, promoting responsible resource management, and fostering innovation for a sustainable future. Institutions pursue sustainability by reducing environmental impact, conducting research that offers practical solutions to global challenges, and collaborating with communities. These efforts are culturally, regionally, and contextually grounded and draw on diverse knowledge systems, including Traditional Ecological Knowledge, and practices to ensure the well-being of both current and future generations."

The inclusion of Carnegie's definition for sustainability is intended solely as a reference point, not a means to holistically frame sustainability. Sustainability definitions are unique across institutions, reflecting their own identity, environmental context, and cultural setting. Definitions do not need to mirror Carnegie's framing to be effective, however the definition may be adopted.

You will have the option to upload up to 3 files/links relevant to this section.

Institutional Landscape, Mission, and Vision

1. Describe your institution in a way that provides clear context for understanding the campus sustainability landscape, leadership priorities, and long-term goals. Include an overview of the environmental and climate challenges facing both the institution and its surrounding region. Highlight relevant institutional characteristics—such as founding and history, institutional culture, demographics, campus setting (urban, suburban, or rural), connections to indigenous communities or cultural traditions, climate and natural resources—and explain how these factors shape sustainability priorities and create unique opportunities for innovation. (750-word limit)
2. Identify how your sustainability practices address the context and the needs of vulnerable populations within your campus and surrounding community. (500-word limit)

Sustainability Definition, Governance, and Recognition

3. Does your institution have an institutionally approved definition of sustainability?

- Yes
- No

If so, how was the definition developed and approved? If not, how is sustainability understood across different units and disciplines? How are the definition(s) applied across institutional policies, initiatives, and engagement? (750-word limit)

4. Describe how sustainability is governed at your institution, how strategic and operational decisions are made, and how leadership, division, departments, institutes, and/or academic units coordinate to implement initiatives. (500-word limit)

5a. Describe any policies, practices, or awards from all levels of the institution (campus, college, school, department) that specifically recognize and/or reward faculty, instructors, staff for efforts in sustainability. (250-word limit)

5b. Describe any policies, practices, or awards from all levels of the institution (campus, college, school, department) that specifically recognize and/or reward students, alumni, and/or community members for efforts in sustainability. (250-word limit)

6. What sustainability-related professional development opportunities are available to faculty, instructors, and staff at your institution? Provide one illustrative example. (100-word limit)

Funding and Financial Investments

7a. List the financial contributions made by the institution budget (internal funds) toward sustainability efforts, including budgets for facilities, research, and education. Showcase the diversity of your investments by including examples across multiple categories (e.g., Facilities, Research, Education, Workforce, Community, Sustainability Office, Dedicated Staffing, Student, Other). Include examples for at least three categories. Do not share more than three examples per category. Provide five to fifteen (5 to 15) examples

Type of Investment	• Athletics • Community • Dedicated Staffing • Education • Facilities • Research • Student • Sustainability Office • Workforce • Other
Status	• Active

	• Past
Start date	
End date	
Area	• Institution wide • College • Division • Unit • Other (Specify)
Budget amount (\$)	
Description (50-word limit)	

Narrative: How does your institution prioritize what internal investments to make for sustainability efforts? (100-word limit)

7b. Identify the most impactful external funding sources such as grants, donations, or partnerships with government, private, and philanthropic entities to advance sustainability initiatives. Include up to fifteen (15) examples.

Type of Investment	• Donation • Grant • Partnership • Other
Partner	• Cross-sector • Government • Private • Philanthropic
Status	• Active • Past
Start Date	
End Date	
Area	• Institution wide • College • Division • Unit • Other (Specify)
Budget Amount (\$)	
Description (50-word limit)	

Narrative: How does your institution prioritize what external investments to pursue for advancing sustainability efforts? (100-word limit)

7c. Identify alumni and student-driven funding mechanisms, such as sustainability fees or alumni-supported sustainability funds. Include up to fifteen (15).

Investment Source	• Alumni • Family Member/Parent • Student
Type of Investment	• Class Gifts • Major Gift • Program-specific giving • Planned giving • Scholarship Funds • Student Fees • Other (specify)
Description (50-word limit)	
Amount (\$)	

III. Ecosystem Model for Collaborative Community Partnerships

This section emphasizes the institution's commitment to fostering interconnected relationships among diverse stakeholders to address sustainability challenges holistically. This approach leverages an ecosystem framework, recognizing the interdependence of community, industry, government, and academia to co-create impactful and scalable solutions.

For the purpose of this section, "Ecosystem" refers to the network of interdependent partners across the institution, industry, government, and community that advance sustainability and climate outcomes through shared governance and aligned goals. This model emphasizes the existence of mutual benefit, reciprocity, co-development, power sharing, and long-term goals.

1. Describe how an ecosystem model is used to create interconnected, interdisciplinary partnerships focused on sustainability and climate action. Explain the integration of different sectors in developing shared goals. Include Memoranda of Understanding (MOUs), joint funding initiatives, or co-created strategic plans. (750-word limit)

You are encouraged to upload an image (e.g., PDF, JPEG, PNG) that represents your campus's ecosystem model.

2. Provide specific examples of partnerships with local and/or regional governments, schools, non-profits, and small businesses that address sustainability challenges and how resources are shared. Highlight specific achievements and how knowledge transfer occurs between partners to enhance collective capabilities. (500-word limit)

3. Describe how the institution measures the success of ecosystem partnerships, including environmental, economic, and social indicators, explaining mechanisms for collecting feedback, resolving conflicts and adapting partnerships to new challenges and opportunities. Provide examples of measurable impacts, such as energy saved, emissions reduced, or community engagement rates. (500-word limit)

You will be asked to upload three (3) letters of support from community partners for this section.

IV. Academic Integration of Sustainability

The Academic Integration of Sustainability section highlights how the institution embeds sustainability principles into its curricula, research, and co-curricular activities. This demonstrates the institution’s commitment to preparing students to address sustainability challenges through interdisciplinary learning and practical application. By embedding sustainability into its academic mission, the institution ensures that students gain the knowledge, skills, and dispositions needed to address complex sustainability challenges. This section should provide evidence of curricular breadth, innovative teaching methods, and meaningful co-curricular experiences that inspire action and leadership in sustainability.

You will have the option to upload up to 3 files/links relevant to this section.

1a. Describe how sustainability is integrated into traditional curricular structures. (750-word limit)

1b. (Optional) Complete the following table.

Sustainability-Focused: Courses where the substantive course content and primary course-level learning outcomes are directly related to (beyond simply supporting) the elements in the definition of sustainability, described in “Section II: Institutional Context.”

Sustainability-Inclusive: Courses where one or more course-level learning outcomes directly support one or more elements in the definition of sustainability, described in “Section II: Institutional Context.”

Academic Year (Select one)	• AY 2022-2023 • AY 2023-2024 • AY 2024-2025	
Number of for-credit <u>sustainability-focused</u> courses	# Undergraduate Courses	# Graduate Courses (if applicable)
Percentage of <u>sustainability-focused</u> courses as part of all for-credit courses	% of Undergraduate Courses	% of Graduate Courses (if applicable)
Percentage of academic departments offering for-credit <u>sustainability-focused</u> courses as part of all departments	% of Academic Departments Serving Undergraduates	% of Academic Departments Serving Graduates (if applicable)
Number of students enrolled in for-credit <u>sustainability-focused</u> courses	# Undergraduate Students	# Graduate Students (if applicable)
Number of for-credit <u>sustainability-inclusive</u> tagged courses	# Undergraduate Courses	# Graduate Courses (if applicable)
Percentage of <u>sustainability-inclusive</u> courses as part of all for-credit courses	% of Undergraduate Courses	% of Graduate Courses (if applicable)

Percentage of academic departments offering for-credit <u>sustainability-inclusive</u> courses as part of all departments	% of Academic Departments Serving Undergraduates	% of Academic Departments Serving Graduates (if applicable)
Number of students enrolled in for-credit <u>sustainability-inclusive</u> courses	# Undergraduate Students	# Graduate Students (if applicable)
Does your institution have a sustainability course designation? If so, describe its development, including the criteria used, the review and approval process, and where the designation is displayed (e.g., course catalog, class schedule, or degree audit system). If not, describe the methods your institution used to collect this data. (250-word limit)		

2. Identify three to ten (3 to 10) academic programs that explicitly incorporate sustainability/climate objectives, including environmental, social, and economic dimensions. For each example, indicate the program type and level for each course if applicable. Describe relevant course objectives and learning outcomes, applied or experiential learning components, and assessment methods used to evaluate impact. Highlight innovative pedagogical strategies like case-based teaching, simulations, community-engaged learning, and design thinking that engage students in real-world sustainability challenges. Indicate if they are undergraduate or graduate level courses.

Course/Program Title	
Academic Year (Select one)	• AY 2022-2023 • AY 2023-2024 • AY 2024-2025
Terms Offered. (Select all that apply)	• Quarter • Semester • Mini-Term • Year-round • Other (specify)
Course level (if applicable). (Select all that apply)	• Undergraduate • Graduate • Certificate • Continued Learning • Other (specify)
Type of Academic Program. (Select all that apply)	• Alternative Break Tied to a Course • Career Exploration • Co-Op Program • Course • Internship • Student Research • Study Abroad/Study Away • Other (Specify)
Course Dimension (if applicable). (Select all that apply)	• Sustainability General Education • Sustainability Focused Courses • Discipline-Based Sustainability Courses

	Sustainability Programs (Part of a Sustainability Major or Minor)
Discipline(s) (15-word limit)	
Course/Program Highlights (100-word limit)	

3. Describe three to five (3 to 5) co-curricular programs, events, or clubs that promote sustainability-guided awareness, knowledge, and skill development outside the classroom. Examples might include sustainability weeks, campus garden initiatives, or energy-saving competitions. The narrative may include participation rates, the frequency of which the program, event, or club is held, and/or any relevant history.

Name of Co-Curricular Activity	
Type of Activity	- Campus Scholarship Program - Club - Event - Program - Other (Specify)
Narrative (100-word limit)	

4. Identify three to five (3 to 5) opportunities for sustainability-focused student leadership roles affiliated with the institution.

Name of Opportunity
Narrative (100-word limit)

V. Research and Innovation for Sustainability and Climate Solutions (non-community colleges)

The Research and Innovation for Sustainability and Climate Solutions section highlights the institution’s contributions to advancing knowledge, developing technologies, and creating actionable solutions to address climate change. This includes interdisciplinary research efforts, community partnerships, and the ethical application of research to support environmental and social well-being. It also highlights the institution’s leadership in research and innovation, demonstrating how it leverages academic expertise, community collaboration, and a commitment to equity to address one of the most critical challenges of our time.

You will have the option to upload up to 3 files/links relevant to this section.

1. Describe the institution’s overarching research priorities and long-term vision for its role in advancing climate/sustainability research and innovation, emphasizing scalability and global relevance. Discuss how these priorities align with global sustainability goals, such as those outlined in the Paris Agreement or the United Nations Sustainable Development Goals (SDGs). (500-word limit)
2. Describe how students engage in sustainability-focused research, including faculty-led research projects that involve students in addressing sustainability challenges, and including interdisciplinary projects and community-based research. (500-word limit)
3. Describe up to ten (10) key research projects or initiatives that exemplify your institution’s commitment to advancing climate or sustainability research and innovation.

Project/Initiative Title	
Academic Year (Select one)	• AY 2022-2023 • AY 2023-2024 • AY 2024-2025
Description (50-word limit)	
Area (Select all that apply)	• Access To Education and Decent Work • Atmospheric/Space Science • Biodiversity Conservation • Built Environment • Circular Economy, Materials Use, Reuse Efficiency • Clean Water & Sanitation • Climate Adaptation • Climate Change Education Research • Disaster Mitigation • Electrification and Upgraded Electricity Grid • Energy Efficiency & Conservation • Environmental Justice/Equity

	• Food Systems • Gender-Equality • GHG Reduction and/or Sequestration • Life Below Water • Life On Land • Low-Carbon Products • Public Health and Wellbeing • Renewable Energy • Sustainable Agriculture • Sustainable Communities • Sustainability Policy • Traditional Ecological Knowledge • Weather • Other (Specify)
Principal Investigator (PI) Name, Title, & Department	
Co-PI / Co-Author Name(s), Title(s), & Department(s) - List up to two (2).	
Grant funding (\$) (if applicable). List funder.	
Active Project or Completed	• Active • Completed
Start date (Month/Year)	
End date (Month/Year) (if completed)	
Project Abstract and Results (100-word limit)	

Narrative: What metrics or indicators are used to evaluate the effectiveness of these projects or initiatives? (250- word limits)

4. Describe how your institution ensures that research practices are co-designed with communities and conducted in ways that are ethically responsible, mutually beneficial, and socially equitable. Include the specific adopted standards, frameworks, and practices that are in place to ensure research activities directly address disproportionate impacts of climate change on marginalized communities. (500-word limit)

5. Describe innovations in sustainable technologies or practices emerging from campus research. Include examples of patents, start-ups, or public-sector collaborations that have scaled climate solutions. (500-word limit)

VI. (A) Workforce Development and Career Preparation (non-community colleges)

The Workforce Development and Career Preparation for non-community colleges section describes how the institution prepares students for sustainability-related careers, highlighting partnerships, integrated workforce development efforts, and the evaluation of career outcomes. Strong responses demonstrate intentional, structured support that connects students to sustainability career pathways.

You have the option to upload up to 2 files/links relevant to this section.

1. Describe how students and alumni connect with companies, non-profits, and government agencies utilizing career services resources, internships, mentorships, pipeline programs, or job opportunities that lead to sustainability-related careers. Explain how the institution contributes to the local and regional economy by training students for jobs, highlighting systems used to track graduates' employment in sustainability-related fields, including job placement rates, employer partnerships, and career trajectories. (250-word limit)
2. Identify three to ten (3 to 10) experiential learning opportunities that explicitly prepare students for careers that address real-world sustainability challenges.

Experiential Learning Opportunity Title	
Academic Year (Select one)	• AY 2022-2023 • AY 2023-2024 • AY 2024-2025
Type of Experiential Learning	• Assistantships • Clinical Placement • Co-op • Earn-and-Learn • Paid Internships • Unpaid Internships • Job-Corps • Job Fair • Mentorship Program • Project-Based Course • Service-Learning • Skills-Building Workshops • Volunteering • Other (Specify)
Population Served: (Select all that apply)	• Undergraduate • Graduate • Certificate • All Students • K-12 Students • Community Members

	• N/A
Number of Students (if applicable):	
Partners and provide name: (Select all that apply)	• Non-Profit • Government • School District • Small Business • Corporation • Cross-Sector • Other (specify)
Description (50-word limit)	

3. What metrics or indicators are used to evaluate the effectiveness of the sustainability projects and initiatives related to workforce development? Briefly describe how data are collected and reviewed to improve programs and strengthen alignment with workforce needs. (250-word limit)

VI. (B) Workforce Development and Career Preparation for Community Colleges

The Workforce Development and Career Preparation for Community Colleges section highlights how community colleges prepare students for sustainability-related careers through accessible, workforce-aligned education, strong partnerships, and evaluation of career outcomes. Strong responses demonstrate clear connections between program offerings, employer demand, and regional sustainability priorities.

You have the option to upload up to 2 files/links relevant to this section.

1. Describe how the college collaborates with local industries and municipal governments to design programs that align with workforce needs. How does the college contribute to regional sustainability goals by training students in emerging fields? (500-word limit)
2. Explain how students are trained to adapt to the evolving demands of the sustainability job market. (250-word limit).
3. Identify five to seven (5 to 7) certificate programs, associate degrees, and training initiatives designed to meet the sustainability workforce demands of the local community.

Name of Program/Degree/Training Initiative	
Academic Year (Select one)	- AY 2022-2023 - AY 2023-2024 - AY 2024-2025
Type	- Associate Degree - Certificate - Training - Other
Field (Select all that apply)	- Animal Husbandry and Welfare - Construction - Climate Policy - Disaster Mitigation - Energy Efficiency - Environmental Health - EV/EV Infrastructure Technician - GIS/Remote Sensing - HVAC - Land/Forest Management - Nature-based Solutions - Public Health - Renewable Energy - Sustainable Agriculture - Sustainable Landscaping

	• Technician Training (Specify) • Traditional Ecological Knowledge • Water Management • Other (Specify)
Credit/Non-Credit	• Credit • Non-Credit
Number of Participants or Graduates Annually	
Describe how sustainability concepts are integrated into the initiative, ensuring students acquire relevant skills for sustainability-related jobs. (100-word limit)	

4. Identify seven to ten (7 to10) courses or opportunities that explicitly prepare students for careers that address real-world sustainability challenges.

Course/Opportunity Title	
Academic Year (Select one)	• AY 2022-2023 • AY 2023-2024 • AY 2024-2025
Type of Experiential Learning	• Project-Based Course • Assistantships • Job-Corps • Paid Internships • Unpaid Internships • Service-Learning • Co-Op • Volunteering • Earn-and-Learn • Job Fair • Mentorship Program • Skills-Building Workshops • Other (Specify)
Population Served: (Select all that apply)	• Undergraduate • Certificate • K-12 Students • Community Members • Other (Specify)
Number of Students/Participants (if applicable):	
Partners and provide name: (Select all that apply)	• Non-Profit • Government • School District • Small Business • Corporation

	• Cross-Sector • Other (specify)
Description (50-word limit)	

5. What metrics or indicators are used to evaluate the effectiveness of the sustainability projects and initiatives related to workforce development? Briefly describe how data is collected and reviewed to improve programs and strengthen alignment with workforce needs. (250-word limit)

6. Describe how your institution provides targeted resources and support (e.g. career centers, placement services, etc.) for students or alumni seeking sustainability-related careers. (250-word limit)

VII. Climate Action Plan

The Climate Action Plan section provides a comprehensive overview of the institution's commitment to addressing climate change through strategic planning, measurable goals, and ongoing evaluation. This section invites campuses to showcase their Climate Action Plans (CAP), or equivalent, and share the processes and outcomes associated with their implementation. By providing a structured approach for campuses to share their Climate Action Plans, this section emphasizes the importance of transparent goal setting, collaborative planning, and accountability in confronting climate change. Institutions can also use this opportunity to inspire others by sharing lessons learned and best practices. If your campus has a comprehensive plan that is not labeled as a Climate Action Plan but serves that purpose, include it with an explanation.

1. Does your institution have a climate action plan or equivalent planning document?

- ☐ Yes
- ☐ No

If so, you will be asked to upload your Climate Action Plan (or equivalent) document. (Accepted file types: PDF, DOCX)

If not, describe your institution's efforts to develop a climate action plan, or explain the rationale for not having one. (250-word limit)

2. Provide a brief description of the plan, including its development process, stakeholders involved, and the primary goals and priorities. Describe how the Climate Action Plan aligns with national and international climate goals, such as the Paris Agreement, net zero frameworks, or the United Nations Sustainable Development Goals (SDGs). (250-word limit)

3. How does your institution assess progress on the Climate Action Plan? Share the most successful strategies from the plan, and explain what factors contributed to their success. Identify areas requiring additional attention or resources and provide insights into how these challenges are being addressed. (250-word limit)

VIII. Campus Infrastructure for Sustainability

The Campus Infrastructure for Sustainability section outlines how the institution's physical and operational resources are designed and leveraged to support sustainability objectives. This section showcases the integration of sustainability principles into campus facilities and systems. You may use STARS data, if available, or relevant internally collected data. Where appropriate, integrate tribal practices and cultural expressions that contribute to your sustainability infrastructure, recognizing the value of Indigenous knowledge systems in promoting environmental stewardship and community resilience.

You have the option to upload up to 2 files/links relevant to this section.

You will also have the option to link to a relevant planning or reporting document (e.g., STARS, Second Nature, or another institutional climate or sustainability plan/report). (Limit 1)

Campus Spaces and Inclusive Practices

1. Describe green building practices and identify five to seven (5 to 7) standards or targets that support building decisions or examples of green-certified buildings (e.g., LEED, WELL, RESET, IS1400, ASHRAE, PHIUS, Living Building) or campus-wide sustainability features such as energy-efficient designs, construction, and occupancy. If your institution does not use a formal green building rating system, explain the alternative methodology or approach applied to achieve these goals. Additionally, highlight any campus-wide sustainability features such as energy-efficient designs or renewable energy systems. (500-word limit)
2. Highlight sustainability hubs including physical spaces or centers dedicated to sustainability education, research, and cross-disciplinary collaboration spaces? (500-word limit)
3. Describe efforts to recognize, honor and preserve the campus's natural habitat, including indigenous land acknowledgments, traditional ecological knowledge, and partnerships with local communities. (500-word limit)
4. Describe your institution's efforts to ensure that sustainability-related infrastructure, programs, and practices are inclusive and accessible to all members of the campus community—regardless of physical ability, socio-economic status, or digital access barriers. This includes both the physical campus environment and virtual platforms used for sustainability education, engagement, and decision-making with consideration for socio-economic and language inclusion. (500-word limit)

Conservation Practices

5. Describe your institution's approach to conservation, focusing on efforts to protect and sustain natural resources on and around campus. Your response may address water conservation, land conservation

and stewardship, resource management and circularity, transportation solutions, and/or healthy and sustainable menu choices. (500-word limit)

Infrastructure and Operations

6. Provide an overview of how your institution's physical campus and population have evolved over the years, ideally using the same baseline year provided in question seven (7) below. Describe changes in campus square footage (i.e. new buildings, renovations, land acquisition), and institutional population (i.e. student enrollment, staff hiring, faculty growth or contraction). (250-word limit)

7. Download and complete the data submission file to provide a snapshot of your institution's energy use, GHG emissions, water consumption, and waste diversion. Follow the "ReadMe" in the first tab of the downloadable submission file carefully and refer to the guidebook and additional resources for more information. Include a brief narrative that provides context for each specific area and your institution's approach to monitoring, managing, and assessing progress in each area, and provide an explanation if data is unavailable.

You will have a download/re-upload link to the Data Submission File here. See Attachment 1 at the end of this document for the data fields included.

IX. Resilience and Adaptation

The following questions aim to assess the institution's commitment, actions, and strategies in fostering resilience, adaptation, and capacity to address climate change at both the campus and community levels. Responses should provide insights into how the institution is building capacity to withstand environmental, social, and economic challenges while promoting equity and sustainability.

You have the option to upload up to 2 files/links relevant to this section.

1. What frameworks, models or strategies does your institution use to assess and address vulnerabilities to climate risks (e.g., disaster planning, extreme weather events, resource scarcity) on campus and in the local community? (250-word limit)
2. What specific campus operations and infrastructure initiatives have your institution undertaken to adapt to changing climate conditions (e.g., green infrastructure, water management systems, heat mitigation strategies)? (250-word limit)
3. How are resilience and adaptation integrated into curriculum, research, or training programs for students, faculty, and staff? Describe the specific metrics or indicators used. (500-word limit)
4. What specific programs or initiatives support marginalized communities in building climate resilience? How does your institution share data, resources, or expertise with local organizations to support climate adaptation efforts? Describe the specific metrics or indicators used (500-word limit)

X. Reflection and Additional Information

1. Identify any current practices or programs on your campus that are not fully aligned with sustainability principles. Describe the context in which these practices occur, the challenges in addressing them, and any actions or strategies that have been attempted to improve or replace them. What lessons have been learned, and what opportunities exist for future improvement? (250-word limit)
2. Reflect on your self-study process. Who was around the table and who was missing? How could including more or different perspectives enhance sustainability efforts? (250-word limit)
3. (Optional) Use this space to elaborate on any question(s) for which you need more space. Specify the corresponding section and question number(s). (250-word limit)

Request for Permission to use Application for Research and Training:

In order to better understand the institutionalization of sustainability in higher education, we would like to make the responses in the applications available for research and training purposes for the Carnegie Foundation, their administrative partners, and other higher education researchers. Only applications from campuses that agree to the use of their application data will be made available for research and training purposes. No identifiable application information related to campuses that are unsuccessful in the application process will be released. We encourage you to indicate your consent below to advance research on higher education sustainability practices. Please respond to A, B, or C below:

(Select only one)

- A. I consent to having the information provided in the application used for the purposes of research and training. In providing this consent, I also agree that the identity of my campus may be revealed.
- B. I consent to having the information provided in the application used for the purposes of research and training. In providing this consent, the identity of my campus will not be disclosed.
- C. I do not consent to having the information provided in the application used for research and training purposes.

Attachment 1: Data Upload Template for Section VIII. Campus Infrastructure for Sustainability, Question #7

Instructions

The purpose of this workbook is to collect the data submissions required in section 8 of the Carnegie Elective Classification for Sustainability. Refer to the application, guidebook, and additional resources for inputting the required data in the following tabs.

Some institutions may not track every data category included in this workbook. If a metric is not currently tracked or available, use the narrative section for that category to describe how the category is addressed at your institution or how the information is otherwise monitored or estimated.

Definitions

1. Unit of Measurement: If the Unit of Measurement is indicated in the table (e.g., kWh, gallons, MT CO₂E), use these units for consistency. Refer to the guidebook and "Units of Measurement" table to the right for additional details.
2. Baseline (Start Date): Enter the start date for your baseline year that your institution uses for measuring progress in this category. If your institution does not track this data, leave this blank and specify in the narrative.
3. Baseline (End Date): Enter the end date for your baseline year that your institution uses for measuring progress in this category. The range should represent a single calendar or fiscal year. If your institution does not track this data, leave this blank and specify in the narrative.
4. Baseline Value: Enter the internally reported value for the baseline year, or the STARS data for the relevant category. Ensure that the data aligns with the unit of measurement and date range specified. If your institution does not track this data, leave this blank and specify in the narrative.
5. Most Recent Year (Start Date): Enter the start date for year represented in the most recent data collection. If your institution does not track this data, leave this blank and specify in the narrative.
6. Most Recent Year (End Date): Enter the end date for year represented in the most recent data collection. The range should represent a single calendar or fiscal year. If your institution does not track this data, leave this blank and specify in the narrative.
7. Most Recent Year Value: Enter the internally reported value for the baseline year, or the STARS data for the relevant category. Ensure that the data aligns with the unit of measurement and date range specified. If your institution does not track this data, leave this blank and specify in the narrative.
8. Data Source: Describe where the data is drawn from (e.g. official reports, dashboards, audits).
9. How often is this Data Reviewed: Select from the drop down menu, whether your institution reviews or updates this data: Monthly, Quarterly, Yearly, or Periodically.
10. Narrative: Provide context for the area, your institution's approach to prioritizing, monitoring, managing, and assessing progress in the area, and an explanation if data is unavailable.

Units of Measurement: Guide for Completing the following Tables

- kWh (Kilowatt-hours): Used to report electricity consumption or generation. Data is commonly sourced from utility bills, sub-metering systems, or purchase records.
- Gallons (Fuel): Optionally used to report fuel consumption measured by volume, such as diesel, gasoline, heating oil, propane.
- Therms (Fuel): Optionally used to report stationary fuel use. Ensure only stationary fuel use is calculated, transportation-related fuel use should be excluded.
- MMBtu (Million British Thermal Units): Used to report stationary fuel use or generation. If specified MMBtu, fuel data originally tracked in therms, cubic feet, or gallons should be converted using conventional conversion factors.
- MTCO₂e (Metric Tons of Carbon Dioxide Equivalent): Used to report greenhouse gas emissions, including total GHG emissions and Scope 1/2/3 emissions. Values should reflect emission calculated using an accepted methodology (GHG Protocol, EPA Factors, etc.)
- Gallons (Water): Used to report water use or water supplied. Ensure to select whether this is total potable, non-potable, or both. Commonly sourced from utility bills, municipal invoices, or on-site water meters.
- Tons (Waste): Used to report mass-based quantities of waste. Clearly document assumptions or conversions in the narrative field if applicable.
- Percentage (Waste): Use these data fields to indicate the total relevant percentage of the stated category relative to the total waste indicated in the first row.

Energy

- Electricity Use (Electricity procured from offsite suppliers or generated onsite)
- Stationary Fuel Use (Fuel procured from offsite suppliers, including natural gas, propane/LPG, heating oil, etc. Transportation fuels excluded)
- Other (Please specify in narrative. May include steam, hot water, chilled water from offsite sources)
- Electricity Generation- Renewables (Total onsite and offsite renewable energy)
- Stationary Fuel Generation – Renewables (Total renewable fuels, including biofuels and biogas, etc.)
- Other (Specify in narrative)

GHG Emissions

- Total Greenhouse Gas Emissions (MTCO₂e)
- Greenhouse Gas Emissions, Scope 1 (MTCO₂e)
- Greenhouse Gas Emissions, Scope 2 (MTCO₂e)
- Greenhouse Gas Emissions, Scope 3 (MTCO₂e)
- Other (Specify in narrative)
- Scope 3 Emissions: What categories are you tracking? (check all that apply)

1. Purchased goods and services
2. Capital goods
3. Fuel-and energy-related activities
4. Upstream transportation and distribution
5. Waste generated in operations
6. Business travel
7. Commuting
8. Upstream leased assets
9. Downstream transportation and distribution
10. Processing of sold products
11. Use of sold products
12. End-of-life treatment of sold products
13. Downstream leased assets
14. Franchises
15. Investments

Water

- Water Use (Gallons)
- Potable, non-potable, or both

Waste

- Total Waste (Tons)
- % of Waste Diverted from Landfill
- % of Waste Diverted through Recycling
- % of Waste Diverted through Organics/Composting
- % of Waste Diverted through Reuse/Resell/Donation
- % of Waste Diverted through Other Means (Specify)
- Types of Waste Diverted through Recycling
 - Glass
 - Paper/Cardboard
 - Metal (Aluminum/Steel/Tin)
 - Plastic
 - Other (specify)
- Types of Waste Diverted through Organics/Composting
 - Yard Waste
 - Food Scraps
 - Paper Towels/Napkins
 - Packaging Labeled Compostable
 - Paper Food Containers
 - Other (Specify)