Walla Walla Community College
Walla Walla Campus
Sustainability Plan

Think Green: Curiosity and Conservation
Walla Walla Community College
Walla Walla Campus
Sustainability Plan

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INTRODUCTION

A sustainability plan provides a road map for achieving campus-wide sustainability and will guide decision-making. Having measurable goals with corresponding timeframes will motivate and maintain campus-wide commitments to implement sustainable practices.

Walla Walla Community College has embarked on a more sustainable path, integrating the concept of what we do and what we teach. The development of a sustainability plan has yielded outcome and process goals to accomplish the incorporation of sustainable practices into the campus environment.

Vision

Walla Walla Community College will be one of the most innovative, professional and successful service-oriented, rural community colleges in the United States based on its performance in meeting student needs and public expectations.

Mission

Foster awareness and inspire adoption of sustainable environmental practices.

Value

WWCC values the well-being of our communities and is dedicated to protecting and restoring our resources. We advocate for and demonstrate practices that promote economic and environmental sustainability.

Definition of Sustainability

Protecting and managing our resources to meet current needs without sacrificing the needs of future generations and natural systems. Sustainability integrates the concept of balancing environmental, economic, and social equity needs now and into the future.

Sustainability has become increasingly popular, both on campus and within society at large; its history and meaning are often misunderstood. Popular representations of sustainability underscore the concept’s three dimensions or intersecting circles of the environment, economy, and social equity. The area where the circles overlap and all three needs are met is the area of sustainability.
PRORITIES

The eight priorities listed below were used to guide the development of goals, objectives, and strategies for the Sustainability Plan. *In non-ranked/alphabetical order*

- Community Engagement
- Curriculum Integration
- Energy Conservation
- Healthy Environments (Built and Landscaped)
- Responsible Purchasing
- Transportation Efficiency
- Waste Reduction
- Water Management

PURPOSE & GOALS

The Sustainability Plan addresses short and long-range objectives integrating environmental, economic, and social responsibility. Sustainable practices will positively transform the campus community through productive environmental action:

- Community – Serve as a partner in strengthening community consciousness of environmental issues.
- Curriculum – Promote education on environmental, economic, and social sustainability by increased student and employee awareness through training and development.
- Built Environment – Construct a healthy environment to learn and work by observing green building practices in facility construction, operation, and maintenance.
- Energy – Create efficiencies to minimize use, generate renewable energy on-site, and procure clean energy.
- Landscaped Environment – Protect and maintain the natural environment through restoration, conservation, and education.
- Purchasing – Endorse procurement strategies, processes, and systems to support environmental, economic, and socially equitable purchase of goods and services.
- Transportation – Encourage efficient vehicle use for student events and staff travel.
- Waste – Reduce solid waste as an inefficient or improper use of resources.
- Water – Decrease potable water use on campus while conserving water resources within the campus watershed through efficiency measures, collection technologies, and re-use.
GUIDING PRINCIPLES

In developing guiding principles for the planning process many templates and programs were explored, including the programs developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). From many options, The Natural Step was selected for its holistic framework.

The Natural Step is a science-based approach to understanding and measuring sustainability and associated activities with four “System Conditions”:

- Not extract substances from the earth’s crust faster than they are deposited;
- Not increase concentrations of synthetic and toxic substances produced by society;
- Not over harvest or degrade nature by physical means, and;
- Ensure human needs are met worldwide.

The Natural Step takes an “upstream approach” to sustainability and addresses problems at the source. According to the Natural Step, “the practice of sustainability is about creating new ways to live and prosper while ensuring an equitable, healthy future for all people and the planet.”

http://www.naturalstep.org/

For the purposes of this plan, sustainability means protecting and managing our resources to meet current needs without sacrificing the needs of future generations and natural systems.

Based on this definition, the following guiding principles have been developed:

- Develop local (i.e., campus or building) solutions to problems, understanding the broader systems or subsystems (environmental, social and economic) of which they are a part. Look “upstream” to solve “downstream” problems, look for interconnection, and try to understand a solution’s impact on the community at large.

- Recommendations promote long lasting, cost-effective, and socially and environmentally responsible solutions. Sustainable solutions need to meet all four of the System Conditions, not just one.

- Sustainability programs foster awareness of and demonstrate the business case of sustainable practices on the planning, construction, maintenance and operation of facilities.

- Realize becoming more sustainable is a journey.

- Acknowledge and celebrate accomplishments along the path toward sustainability, externally as well as internally, giving life to programs publicly.

- Recognize solutions come from the passion and creativity of faculty, staff, and students.
FRAMEWORK AND COMPATIBILITY

The Sustainability Plan is a dynamic document intended to provide direction for major steps toward achieving sustainability on campus over the next 15 years. Nine focus areas have been initially identified (Community, Curriculum, Built Environment, Energy, Landscape Environment, Procurement, Transportation, Waste, and Water). Campus groups will be formed to make recommendations, refine goals, objectives, and benchmarks over a five, 10, and 15 year timeframe. The goals developed by each focus group will be interconnected and consistent with Washington State sustainability initiatives.

Statewide Sustainability Initiatives

The Walla Walla Community College Sustainability Plan is organized around how we implement sustainable practices in accordance with Washington State Executive Order 02-03 and 05-01, Establishing Sustainability and Efficiency Goals for State Operations.

- Establish sustainability objectives and prepare a biennial Sustainability Plan to modify practices regarding:
  - Resource consumption;
  - Vehicle use;
  - Purchase of goods and services; and
  - Facility construction, operation and maintenance.

- Plans will be guided by the following long-term goals:
  - Raise employee and student awareness of sustainable practices in the workplace;
  - Minimize energy and water use;
  - Shift to clean energy for facilities and vehicles;
  - Shift to non-toxic, recycled and remanufactured materials in purchasing and construction;
  - Expand markets for environmentally preferable products and services; and
  - Reduce waste as an inefficient or improper use of resources.
IMPLEMENTATION STRATEGIES

The goals will be accomplished through the implementation of corresponding strategies and responsibilities for action.

Community

GOAL: Serve as a partner in strengthening community consciousness of environmental issues.

STRATEGY: Provide continuing education for community members related to environmental issues.

STRATEGY: Nurture student groups focused on or dedicated to sustainability.

STRATEGY: Dedicate space in the campus newspaper for articles on sustainability.

STRATEGY: Coordinate annual campus-wide sustainability related competitions.

STRATEGY: Host events and conferences linked to sustainability.

Curriculum

GOAL: Promote education on environmental, economic, and social sustainability by increased student and employee awareness through training and development.

STRATEGY: Provide sustainability-related instruction.

STRATEGY: Include sustainability as a portion of new student and employee orientation programs.

STRATEGY: Assess sustainability literacy of students and employees.

STRATEGY: Coordinate student and employee peer-to-peer sustainability outreach and education programs.

Built Environment

GOAL: Construct a healthy environment to learn and work by observing green building practices in facility construction, operation, and maintenance.

STRATEGY: New buildings, major renovations, and interior improvements must meet Leadership in Energy and Environmental Design (LEED®) Silver standards or better.

STRATEGY: Existing eligible buildings must be evaluated according to LEED® for Existing Buildings (LEED® - EB) certification.
**Energy**

**GOAL:** Create efficiencies to minimize use, generate renewable energy on-site, and procure clean energy.

**STRATEGY:** Reduce energy (electric and natural gas) consumption by 5% over a three year period.

**STRATEGY:** Develop and generate renewable energy on-site.

**STRATEGY:** Use renewable energy on-site.

**STRATEGY:** Reduce peak energy use by 5%.

**STRATEGY:** Install motion, infrared and/or light sensors to reduce energy use for lighting.

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**Landscaped Environment**

**GOAL:** Protect and maintain the natural environment through restoration, conservation, and education.

**STRATEGY:** Alter campus landscaping practices to maintain Salmon Safe Certification.

**STRATEGY:** Implement integrated pest management on campus landscape.

**STRATEGY:** Reduce turf on campus by 30%.

**STRATEGY:** Install and allow access to an on-campus garden for students and employees.

**STRATEGY:** Erect kiosks illustrating sustainability efforts related to campus landscape.

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**Purchasing**

**GOAL:** Endorse procurement strategies, processes, and systems to support environmental, economic, and socially equitable purchase of goods and services.

**STRATEGY:** Purchase ENERGY STAR qualified products.

**STRATEGY:** Purchase environmentally-preferable copy paper and bathroom paper products.
Transportation

GOAL: Encourage efficient vehicle use for student events and staff travel.

STRATEGY: Target a 20% reduction in petroleum use in the operation of state vehicles.

STRATEGY: Priority purchase and use of hybrid gas/electric and other fuel efficient/low emission vehicles.


STRATEGY: Replace standard diesel with a 20% biodiesel blend.

STRATEGY: Promote carpooling and mass transportation through priority parking.

Waste

GOAL: Reduce solid waste as an inefficient or improper use of resources.

STRATEGY: Improve recycling of bottles, cans, paper, and cardboard on campus.

STRATEGY: Reduce the amount of waste generated per capita on campus by 10%.

STRATEGY: Divert 10% of waste from the landfill to recycling, composting, donating, re-selling or reusing.

STRATEGY: Initiate a comprehensive electronic waste recycling and/or reuse program.

STRATEGY: Implement small scale composting on campus for landscape, garden, greenhouse, and limited food waste.

STRATEGY: Reduce paper usage on campus by 30%.

Water

GOAL: Decrease potable water use on campus while conserving water resources within the campus watershed through efficiency measures, collection technologies, and re-use.

STRATEGY: Seek a 25% reduction of potable, non-irrigation water consumption per gross square foot of building space.

STRATEGY: Install water conservation devices, such as waterless urinals, dual flush toilets, low-flow shower heads and faucet aerators.

STRATEGY: Implement a system to detect and repair water leaks.

STRATEGY: Irrigate campus grounds with 100% non-potable water.

STRATEGY: Install bioswales to collect and filter stormwater runoff.
Responsibility for implementation of sustainable actions will be delegated to Vice Presidents and the Director of Human Resources. Ultimately, the success or failure for implementation will be the responsibility of the Vice Presidents and Director of Human Resources who have direct control in their respective areas of influence.

The College administration will track sustainability progress with the use of a Score Card that will measure actions and metrics. The Vice Presidents and the Director of Human Resources will support the plan and forward sustainability through implementation of recommendations where feasible. All recommendations requiring monetary support are strongly encouraged to be presented prior to the annual budget planning period.

The Vice Presidents and Director of Human Resources will meet at least once quarterly to advises on policies and programs related to sustainability. The appointed Sustainability Coordinator will present the College administration with Score Card results quarterly as well as share sustainability related information with have multi-stakeholder representatives, which include faculty, staff, and students.

The College administration with the support of the appointed Sustainability Coordinator will be responsible for:

- Monitoring and reviewing mechanisms for tracking progress toward meeting sustainability goals and objectives
- Recommend other actions necessary to further sustainability at the College
- Become knowledgeable of and serve as liaisons with campus and community stakeholder groups
- Make regular reports to the President and the Board of Trustees on the progress of implementing the sustainability plan
- Provide quarterly reports electronically to the campus community and on the website
- Publish a formal account of the progress of the College’s sustainability program annually
- Review plan for revisions every two years
MEASUREMENT METRICS
The Sustainability Plan goals and strategies were developed in relationship to each of the priorities areas. Strategies provide a means to implement and measure progress. In most cases the metric of measure will be quantifiable data outcomes. WWCC will utilize the Sustainability Tracking, Assessment & Rating System (STARS) as a measurement tool, developed by the Association for the Advancement of Sustainability in Higher Education (AASHE).

Measurement metrics relate to the following categories:
- Education and Research
- Operations
- Administration and Finance

These categories were selected to align with the three main sectors at higher education institutions. All activities require a statement that the submitted information is accurate.

The metrics will indicate the desired outcomes, targets, quarterly action for each year, as well as threats and future action required.

Sustainability Tracking, Assessment & Rating System
WWCC has been a member of the Association for the Advancement of Sustainability in Higher Education (AASHE) since 2008. AASHE recently developed Sustainability Tracking, Assessment & Rating System (STARS) as a voluntary, self-reporting framework for recognizing and gauging relative progress toward sustainability.

The development of STARS filled the need for a standardized and comprehensive way to compare the sustainability performance of higher education institutions and to benchmark a single institution’s performance over time. STARS is a rating system not a ranking system. Institutions are not competing against each other to earn a high score. Each school is evaluated based on its own performance and not relative to other schools.

STARS Ratings & Logistics
The STARS rating system is comprised of two types of credits.
- Tier one credits are worth one or more points and are based on sustainability outcomes.
- Tier two credits are worth less than one point and recognize strategies institutions can adopt to move toward sustainability.

STARS also includes prerequisites, which establish a minimum baseline for using the program. Prerequisites are intended to represent the minimum requirements for demonstrating institutional commitment to sustainability.

Only positive ratings will be available through STARS. Participating in STARS, which includes gathering extensive data and sharing it publicly, represents a significant commitment to sustainability and will be applauded. Earning any rating under STARS is a positive achievement and should be celebrated; AASHE does not plan to use different numbers of stars to signify different rating levels.
EDUCATION AND RESEARCH (ER)

Co-Curricular Education
Provide students with learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding. Institution-sponsored co-curricular offerings integrate sustainability into the campus culture.

Co-Curricular Education: Tier One Credit

ER Credit 1: Student Sustainability Outreach Program
Criteria
Coordinate at least one peer-to-peer sustainability outreach and education program for students per quarter.

Documentation
- Program name
- Date program started
- A brief description of the program
- The name, title, and department of the staff member who supervises the program
- A copy of outreach materials the program produces
- A copy of an application form, training manual, and other materials used to select and train students conducting the outreach program
- The URL for the peer-to-peer outreach program’s website

ER Credit 2: Sustainability-Related Competition
Criteria
Coordinate a sustainability-related competition annually. The competition may take place among the entire institution, academic departments, or other appropriate divisions.

Documentation
- Name of the competition
- Year competition started
- A brief description of the competition’s history or appropriate URL
- A brief description of the competition’s rules or appropriate URL
- A brief description of how the competition has advanced sustainability and results from the competition
- URL for the competition’s website
- Copies of outreach materials related to the competition

ER Credit 3: Sustainability in New Student Orientation
Criteria
Include sustainability prominently in new student orientation activities and/or materials distributed to new students.

Documentation
- A brief description of how sustainability is incorporated into new student orientation
• A copy of sustainability-related outreach materials distributed to new students

Co-Curricular Education: Tier Two Credits
• Institution has an outdoor program that follows Leave No Trace principles.
• Institution has student groups focused on or dedicated to sustainability.
• Institution has an on-campus, organic garden for students.
• Institution produces outreach materials about on-campus sustainability efforts, such as information kiosks and sustainability maps.
• Institution has space dedicated to sustainability in a student newspaper.
• Institution holds major events related to sustainability, such as conferences or symposia.

Curriculum
Provide education programs and courses to degree seeking students and community members that address sustainability. Equip students and community members for a more sustainable future through the facilitation of courses relevant to sustainability issues.

Curriculum: Tier One Credits

ER Credit 13: Non-Credit Sustainability Courses
Criteria
Conduct a specified percentage of non-credit courses that are sustainability-related.
• 1 pt: Any portion of the institution’s non-credit courses are sustainability-related.
• 2 pts: 1 to 5 percent of the institution’s non-credit courses are sustainability-related.
• 3 pts: More than 5 percent of the institution’s non-credit courses are sustainability-related.

For this credit, sustainability-related courses include sustainability as a course component or module, or concentrate on a key sustainability principle or issue.

Documentation
• The total number of non-credit courses the institution held during the previous academic year
• The number of non-credit sustainability-related or focused courses held during the previous academic year, and the title and catalogue description of each

ER Credit 16: Sustainability Literacy Assessment
Criteria
• 1 pt: Institution conducts an assessment of its students’ sustainability literacy.
• 2 pts: Institution conducts an assessment of its incoming students’ sustainability literacy and then conducts an assessment of the same cohort’s sustainability literacy upon graduation.

Documentation
• A copy of the questions included in the sustainability literacy assessment
• A brief description of how the assessment was developed
• A brief description of how the assessment was administered
• Results from the assessment
Employee Development & Training
Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping them with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity.

Faculty/Staff Development & Training: Tier One Credits

ER Credit 18: Sustainability in New Employee Orientation
Criteria
Cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees.

Documentation
- A brief description of how sustainability is covered in orientations and trainings for new employees
- A copy of outreach materials distributed to new employees that address sustainability

ER Credit 19: Employee Peer-to-Peer Sustainability Outreach Program
Criteria
Administer a employee peer-to-peer sustainability outreach program that holds an event or campaign at least once per quarter.

Documentation
- The name, title, and department of the person who coordinates the program
- The name of the program and a brief description of its activities during the previous year
- A brief description of how the outreach program is organized, including how representatives are selected
OPERATIONS (OP)

Prerequisite
Recycling is generally one of the first campus sustainability programs that an institution undertakes, and it often provides an important foundation for further campus sustainability efforts.

OP Prerequisite 1: Recycling Program
Criteria
Provide a means for recycling bottles, cans, paper, and cardboard. There are designated and clearly labeled recycling receptacles for all occupied buildings or building clusters.

Documentation
- A brief description of institution’s recycling program, including a list of materials collected.

Buildings
Buildings are generally the largest user of energy and potable water on campus. 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.

Buildings: Tier One Credits

OP Credit 1: New Construction, Renovations, and Commercial Interiors
Criteria
New buildings, major renovations, and interior improvements meet Leadership in Energy and Environmental Design (LEED) standards for New Construction.
- 2 pts: All new buildings, major renovations, and interior improvements meet LEED Silver or higher certification criteria and at least 25 percent of new building square footage is certified LEED Silver or higher.
- 3 pts: New buildings, major renovations, and interior improvements that meet LEED Gold or higher certification criteria and at least 25 percent of new building square footage is certified LEED Gold or higher.

For this credit, buildings completed during the past three years are considered ‘new.’ Institutions may use the version of LEED-NC, LEED-CS, or LEED-CI that was available at the time of the building construction, significant renovation, or interior improvement.

Documentation
- The URL where the institution’s green building policy is posted, if applicable
- The date the policy was adopted, if applicable
- A brief description (including gross square footage and budget) for each new building, renovation, and interior improvement that was completed during the last three years
- The date and level (Certified, Silver, Gold, or Platinum) of LEED certification for each applicable project
- LEED scorecards for certified projects and documentation demonstrating the achievement of LEED criteria for projects that are not certified
OP Credit 2: Building Operations and Maintenance

Criteria
A specified percentage of the institution’s eligible buildings meet the certification criteria outlined in the LEED for Existing Buildings (LEED-EB) certification system and/or are certified under the LEED-EB system.

- 1 pt: Any portion of the institution’s buildings are LEED-EB certified (at any level).
- 2 pts: At least 10 percent of the institution’s building square footage is LEED-EB certified (at any level) and at least another 40 percent of the institution’s building square footage meets the criteria for LEED-EB certification (at any level).
- 3 pts: At least 15 percent of the institution’s building square footage is certified LEED-EB Silver or higher and at least another 60 percent of the institution’s building square footage meets the criteria for LEED-EB Silver or higher certification.

This credit applies to all buildings eligible for LEED-EB certification. Institutions should use the most recent version of LEED-EB to determine if non-certified buildings meet LEED-EB certification criteria.

Documentation
- A brief description of each building that is LEED-EB certified or meets the standards for LEED-EB certification including the following:
  - The name and primary function of the building
  - Square footage of the building
  - Date and level of LEED-EB certification, if applicable
  - LEED-EB scorecards for certified buildings and documentation demonstrating the achievement of LEED-EB criteria for buildings that were not certified
- A brief description of the tools, strategies, and policies in place to encourage the adoption and maintenance of LEED-EB criteria

OP Credit 3: Potable Non-Irrigation Water Consumption Reduction

Criteria
Achieve a specified reduction in potable, non-irrigation water consumption per gross square footage of building space. The reduction is measured against a baseline year of 2000-01.

- 1 pt: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 10 percent.
- 2 pts: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 25 percent.
- 3 pts: Institution reduces potable, non-irrigation water consumption per square foot of building space by at least 50 percent.

Documentation
- The amount of potable non-irrigation water that the institution consumed in 2000-01, in gallons
- The amount of potable non-irrigation water that the institution consumed in the previous year, in gallons
- The total floor area in gross square feet in 2000-01
- A brief description of policies, practices, and programs that the institution has implemented to reduce potable, non-irrigation water consumption

OP Credit 4: Green Cleaning Service

Criteria
Campus cleaning service is Green Seal certified or meets the certification criteria for the Green Seal Environmental Standard for Cleaning Services (GS-42).
Documentation

- Date of Green Seal certification, if applicable
- Documentation indicating that the cleaning service meets the Green Seal criteria
- A brief description of how the institution ensures compliance with Green Seal’s standards

Buildings: Tier Two Credits

- Institution uses water conservation devices, such as waterless urinals, dual flush toilets, low-flow showerheads, and faucet aerators.
- Institution has systems in place to detect and repair water leaks.
- Institution implements strategies to reduce light pollution.

Energy & Climate

Reduce energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. Energy consumption is the largest source of greenhouse gas emissions, the cause of global warming. 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.

Energy & Climate: Tier One Credits

OP Credit 8: Reduction in Energy Intensity

Criteria

Achieve a three-year downward trend in energy intensity, normalized for heating or cooling degree days. For this credit, energy intensity is calculated by dividing total energy consumption (electricity plus temperature control) by the amount of conditioned floor space.

- 1 pt: Institution reduced energy intensity up to two percent.
- 2 pts: Institution reduced energy intensity by more than two percent.
- 3 pts: Institution reduced energy intensity by more than four percent.

Documentation

- Total electricity consumed in each of the past 3 years
- Total BTU used for temperature in each of the past 3 years
- Gross square feet of conditioned floor space

OP Credit 9: Renewable Electricity

Criteria

Derive a specified percentage of total electricity consumed from institution-catalyzed renewable sources, or purchases the environmental attributes of electricity generated off-site from renewable sources in the form of Renewable Energy Certificates (RECs) and other similar renewable energy products.

- 1 pt: More than 5 percent of electricity consumed is from institution-catalyzed* renewable energy sources, or the environmental attributes of more than 15 percent was purchased in the form of RECs and other similar renewable energy products.
- 2 pts: More than 15 percent of electricity consumed is from institution-catalyzed* renewable energy sources or 100 percent was purchased in the form of RECs and other similar renewable energy products.
- 3 pts: More than 35 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
• 4 pts: More than 65 percent of electricity consumed is from institution-catalyzed* renewable energy sources.
• 5 pts: 100 percent of electricity consumed is from institution-catalyzed* renewable energy sources.

For this credit, the following sources of renewable electricity count: wind, concentrated solar power, solar photovoltaic, geothermal, low-impact hydropower, clean biomass, and B100 biodiesel. Renewable energy technologies that are not used to generate electricity do not count for this credit.

RECs and other similar renewable energy products used to achieve this credit must be Green-e certified or meet the Green-e standard’s technical requirements.

*“Institution-catalyzed renewable energy sources” refers to on-site sources as well as off-site renewable energy sources developed for the institution and for which the institution holds the rights to the associated emissions reductions. An institution may not apply electricity generated toward this credit if it sold RECs for the same electricity. Likewise, if the on-site renewable energy generating devices are owned and maintained by another party, the institution must have contractual rights to the associated emissions reductions for the electricity to count towards achieving this credit.

**Documentation**
- The total electricity in kilowatt-hours (kWh) institution consumed in each of previous three years
- The total electricity (in kWh) generated from on-site renewable sources in each of previous three years
- A brief description of the on-site renewable energy generating devices
- The total electricity (in kWh) generated from institution-catalyzed* renewable energy sources in each of previous three years
- A brief description of the institution-catalyzed renewable energy sources
- The total amount (in kWh) of Green-e certified or equivalent electricity purchased in each of previous three years
- A brief description of electricity purchased from off-site renewable sources

**OP Credit 11: Greenhouse Gas Emission Reduction**

**Criteria**
Achieve specified net reductions in its Scope 1 and Scope 2 greenhouse gas (GHG) emissions from a 2005-06 academic year baseline. For this credit, purchasing carbon offsets that have been verified by a third party may count towards a portion of the reduction.

• 1 pt: Institution reduced GHG emissions by at least 5 percent, or purchased carbon offsets to achieve a net reduction of at least 50 percent.
• 2 pts: Institution reduced GHG emissions by at least 20 percent, or purchased carbon offsets to achieve a net reduction of 100 percent.
• 3 pts: Institution reduced GHG emissions by at least 40 percent.
• 4 pts: Institution reduced GHG emissions by at least 65 percent.
• 5 pts: Institution reduced GHG emissions by 100 percent (carbon neutrality), with carbon offsets comprising no more than 15 percent of the reduction.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

**Documentation**
- The total GHG emissions during the 2005-06 academic year (the baseline)
• The total GHG emissions during the previous academic year
• The total amount of carbon offsets purchased during the performance period and a brief narrative description of the purchased carbon offsets
• A brief description of actions the institution has taken to reduce its greenhouse gas emissions
• A statement that the submitted information is accurate to the best of a responsible party’s knowledge and contact information for the responsible party

Energy & Climate: Tier Two Credits
• Institution uses timers to regulate temperatures based on occupancy hours.
• Institution uses motion, infrared, and/or light sensors to reduce energy use for lighting.
• Institution uses LED lighting.
• Institution has engaged in energy-related performance contracting.
• Institution has a centralized energy management system.

Grounds
Plan and maintain grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained while using water wisely and without the use of harmful chemicals.

Grounds: Tier One Credits

OP Credit 12: Organic Campus*
Criteria
Apply only pesticides and fertilizers that are allowable under the U.S. Department of Agriculture’s standards for organic crop production. For this credit, campus grounds do not include on-campus farms.

Documentation
• The size of maintained grounds, in acres
• The URL where the organic campus policy is posted, if applicable
• A brief description of landscaping and pest-management strategies

*WWCC is a Salmon Safe Certified campus and will comply with Salmon Safe standards rather than USDA organic crop production standards.

OP Credit 13: Non-potable Water Usage for Irrigation
Criteria
Meet a specified percentage of irrigation water needs with non-potable water.
• 1 pt: Institution meets 50 percent of its irrigation water needs with non-potable water.
• 2 pts: Institution meets 100 percent of its irrigation water needs with non-potable water.

Documentation
• The volume of potable water used for irrigation, in acre feet
• The volume of non-potable water used for irrigation, in acre feet, by source (e.g., reclaimed water, harvested rainwater, gray water)
• A brief description of policies, strategies, and technologies in place to reduce potable water usage for irrigation

Grounds Tier Two Credits
• Institution uses integrated pest management.
• Institution landscapes with native plant species.
• Institution protects, restores, and/or creates habitat on campus.
• Institution inventories and maps all campus landscape assets.
• Institution has bioswales or other vegetated areas designed to filter stormwater runoff.

Materials, Recycling & Waste Minimization
Progressively move toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. Reducing waste generation also reduces the flow of waste to landfills, which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. In addition, waste reduction campaigns can engage the entire campus community in contributing to a sustainability goal.

Materials, Recycling & Waste Minimization: Tier One Credits

OP Credit 14: Waste Minimization
Criteria
Demonstrate a three-year downward trend in waste generated per capita. Total waste generation is measured by weight, and includes all materials recycled, composted, and disposed of as trash except construction, demolition, hazardous, universal and non-regulated chemical waste. Volume measurements may be converted to weight using the conversion factors provided by the U.S. Environmental Protection Agency and the College and University Recycling Council that are used for the RecycleMania competition.

Documentation
• The weight in pounds of materials recycled, composted, and disposed of as garbage for each year
• A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to waste minimization

OP Credit 15: Waste Diversion
Criteria
Achieve a specified landfill diversion rate.
• 1 pt: Institution achieves a 15 percent diversion rate.
• 2 pts: Institution achieves a 35 percent diversion rate.
• 3 pts: Institution achieves a 50 percent diversion rate. Landfill diversion rate is calculated by dividing the weight of materials diverted from the landfill by the sum of the weight of materials sent to a landfill and the weight of the materials diverted from the landfill.

For this credit, calculations do not include construction, demolition, hazardous, universal, and non-regulated chemical wastes.

‘Materials diverted from the landfill’ includes any solid waste that was destined for disposal in a municipal waste landfill but was diverted by recycling, composting, donating, re-selling, or reusing.

‘Materials sent to landfill’ includes any solid waste that was sent for disposal in a municipal waste landfill.

Documentation
• The weight in pounds of materials recycled, composted, reused, donated, re-sold, or otherwise diverted
• The weight in pounds of materials disposed in a solid waste landfill
• A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate

**OP Credit 16: Construction and Demolition Waste Diversion**

**Criteria**
Divert at least 75 percent of non-hazardous construction and demolition waste from the landfill. The diversion rate is calculated by dividing the weight or volume of materials recycled, donated, or otherwise recovered by the sum of the weight or volume of materials landfilled and the weight of materials recycled, donated, or otherwise recovered.

**Documentation**
- The weight in pounds or volume in cubic yards of construction and demolition materials recycled, donated, or otherwise recovered
- The weight in pounds or volume in cubic yards of construction and demolition materials landfilled
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate

**OP Credit 17: Electronic Waste Recycling Program**

**Criteria**
Have a comprehensive electronic waste (e-waste) recycling and/or reuse program. The program includes collecting all institution-owned electronic products and, at least annually, electronic materials from students. All of the e-waste collected is refurbished, donated, or recycled domestically.

**Documentation**
- The weight in pounds, volume in cubic yards, or number of electronic materials collected for reuse or recycling
- The destination(s) for collected materials
- A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other components of institution’s e-waste program

**OP Credit 18: Hazardous Waste Minimization**

**Criteria**
Track and safely disposes of all hazardous, universal, and non-regulated chemical waste.

**Documentation**
- The total pounds of chemical waste shipped to outside vendors, and whether or not the weight includes containers and packaging
- The total pounds of radioactive waste removed from institution
- The total pounds of biological/medical waste shipped to outside vendors
- A brief description of institution’s hazardous waste disposal policies and activities
- The number of regulatory visits or audits from EPA, NRC, DOT, OSHA, and other federal regulatory agencies during the previous year
- The total number and cost of federal violations
- The number of regulatory visits or audits from state and local agencies during the previous academic year
- The total number and cost of state and local violations
- A brief description of policies, programs, and other initiatives institution has taken to reduce hazardous, universal, and unregulated chemical waste, and the impact of those initiatives
Materials, Recycling, and Waste Minimization: Tier Two Credits

- Institution has a surplus department or office supplies exchange that facilitates reuse of materials.
- Campus dining operations offer discounts for reusable mugs.
- Institution has replaced paper materials, such as course catalogs, registration, and directories, with online alternatives.

Purchasing

Purchasing decisions represent an opportunity to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Purchasing: Tier One Credits

OP Credit 19: ENERGY STAR Purchasing

Criteria

Purchase ENERGY STAR qualified products, or the equivalent, for all product categories covered by the program.

Documentation

- The URL where the ENERGY STAR policy, or equivalent, is posted, if applicable
- A copy of a Request for Proposals (RFP) that includes the ENERGY STAR requirement, if available
- A brief description of steps institution has taken to ensure that it purchases only ENERGY STAR qualified or equivalent products when applicable
- The number of ENERGY STAR products institution purchased and dollars spent on ENERGY STAR products
- The institution’s total expenditures
- The value of expenditures institution has a central mechanism for tracking
- The percentage of expenditures on products covered by ENERGY STAR that institution has a central mechanism for tracking, if known

OP Credit 21: Purchasing Green Cleaning Products

Criteria

Purchase environmentally preferable cleaning products, as outlined below. All cleaning products are certified by, or meet the criteria required for certification, for the appropriate product categories as outlined below.

For cleaning products

- Green Seal GS-37 Environmental Standard for General-Purpose, Bathroom, Glass, and Carpet Cleaners Used for Industrial and Institutional Purposes
- Environmental Choice CCD-110 for Cleaning and De-greasing Compounds
- Environmental Choice CCD-146 for Hard Surface Cleaners
- Environmental Choice CCD-148 for Carpet and Upholstery Cleaners

For disinfectants, metal polish, floor finishes, strippers, and other products not covered by the standards outlined above

- Green Seal GS-40 Environmental Standard for Industrial and Institutional Floor-Care
- Environmental Choice CCD-112 for Biological Digestion Additives for Cleaning and Odor Control
- Environmental Choice CCD-113 for Drain and/or Grease Trap Additives
- Environmental Choice CCD-115 for Odor Control Additives
• Environmental Choice CCD-147 for Floor Care Products

Documentation
• The URL where the Green Seal, Environmental Choice, or equivalent policy is posted, if applicable
• A copy of a Request for Proposals (RFP) that includes the green cleaning product requirement, if available
• A copy or relevant sections of the cleaning and/or painting services contract(s), if applicable
• A brief description of steps institution has taken to ensure that it purchases only Green Seal, Environmental Choice, or equivalent cleaners and floor care products
• The percentage of expenditures on cleaning products that institution has a central mechanism for tracking, if known

OP Credit 22: Environmentally Preferable Paper Purchasing

Criteria
Purchase or have a policy to purchase only environmentally preferable copy paper and bathroom paper products. For this credit, environmentally preferable paper meets one of the following criteria.
• 100 percent post-consumer recycled content and processed chlorine free [or]
• Certified by the Forest Stewardship Council (FSC) and total chlorine free [or]
• 100 percent tree-free material [or]
• Any combination of the above such that 100 percent of the paper is comprised of environmentally preferable materials.

Documentation
• The URL where the environmentally preferable paper policy is posted, if available
• Product information for centrally-tracked paper purchases
• A brief description of steps institution has taken to ensure that only environmentally preferable paper is being purchased
• The percentage of expenditures on paper that institution has a central mechanism for tracking, if known

Transportation
Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems.

Transportation: Tier One Credits

OP Credit 25: Fleet Greenhouse Gas Emissions

Criteria
Motorized fleet emits specified levels of greenhouse gases per passenger mile traveled.
• 1 pt: 0.5 or fewer pounds of carbon dioxide equivalent (CO2e) per passenger mile traveled.
• 2 pts: Zero pounds of CO2e per passenger mile traveled (carbon neutral fleet).

For this credit, the motorized fleet includes all institution-owned and operated vehicles. Fleet emissions should be calculated in a way that is consistent with the Greenhouse Gas Protocol’s Corporate Accounting and Reporting Standards. Only emissions generated directly by vehicle operation are counted in this credit, and carbon offsets may not be applied to this credit.
To calculate passenger miles traveled by each vehicle, multiply the number of miles each vehicle traveled by that vehicle’s average occupancy. Fleet passenger miles are calculated by taking the sum of the passenger miles traveled by each vehicle in the fleet.

**Documentation**
- The total number of passenger miles traveled by vehicles in the institution’s fleet
- The greenhouse gas emissions from institution’s fleet in pounds of CO2e
- A brief description of institution’s methodology for gathering data and calculating emissions
- A brief description of steps the institution has taken to reduce its fleet emissions

**ADMINISTRATION AND FINANCE (AF)**

**Prerequisite**
Having a sustainability committee signals an institution's commitment to sustainability. A sustainability committee may help share the workload related to sustainability, promote sustainability efforts and achievements, and develop innovative solutions to address environmental and social concerns. The committee should have student, staff, and faculty representation in accordance with the sustainability principle of shared governance. In addition, multi-stakeholder involvement provides educational opportunities for all sectors of the campus community and may help foster broader community engagement.

**AF Prerequisite 1: Sustainability Committee**

**Criteria**
A standing sustainability committee or other entity that meets at least once per quarter. The committee advises on policies and programs related to sustainability. The committee has multi-stakeholder representation, which means its membership includes students, faculty, and staff, and may include other interested parties. The committee may be an informal group.

**Documentation**
- The charter or mission statement of the committee or a brief description of the committee's purview and activities
- The committee membership, including affiliations
- The committee meeting schedule

**Planning**
Strategic and master plans guide an institution and its physical campus. These important documents establish an institution’s priorities and influence budgeting and decision-making for the institution. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes.

**Planning: Tier One Credits**

**AF Credit 6: Strategic Plan**

**Criteria**
Formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The strategic plan covers the entire institution. An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

**Documentation**
• The URL where the strategic plan (and amendment, if applicable) is posted
• The date the strategic plan or amendment was adopted
• A brief description of how the strategic plan or amendment addresses the environmental, social, and economic dimensions of sustainability

AF Credit 7: Master Plan
Criteria
Current master plan or equivalent guiding document includes sustainability at a high level. The master plan covers the institution’s entire physical campus. An amendment to the master plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Documentation
• The URL where the master plan (and amendment if applicable) is posted
• The date the master plan or amendment was adopted
• A brief description of how the master plan or amendment includes sustainability

AF Credit 8: Sustainability Plan
Criteria
A sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

Documentation
• The URL where the sustainability plan is posted
• The date the sustainability plan was adopted, if applicable
• A brief description of the sustainability plan and a summary of progress toward achieving plan objectives.

Sustainability Infrastructure
Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainable changes within an institution.

Sustainability Infrastructure: Tier One Credits

AF Credit 10: Sustainability Officer
Criteria
Have a paid sustainability officer who addresses multiple issues. An employee who focuses on just one issue, such as a diversity officer or alternative transportation coordinator, would not count toward this credit.
• 1 pt: Any percentage of a paid staff member’s time is dedicated to coordinating sustainability initiatives and this responsibility is included in the individual’s job description.
• 2 pts: Institution has a full-time paid sustainability officer.
• 3 pts: Institution has a full-time paid sustainability officer with both academic and operational purview who reports directly to the institution’s president, a vice president, or equivalent.

Documentation
• The name, title, and brief job description of the sustainability officer.
• The office or department where the sustainability officer is housed and the position to whom the sustainability officer reports
AF Credit 11: Sustainability Recognition Program

*Criteria*
Awards and recognition may be granted to individuals, buildings, departments, colleges, or other organizations within the campus community. Awards and recognition are publicized throughout the institution and are granted at least annually.

*Documentation*
- The URL of the sustainability recognition program’s website
- A brief description of the sustainability recognition program

*Sustainability Infrastructure: Tier Two Credits*
- Institution has a sustainability communications, outreach, or education coordinator.
- Institution has a website describing its practices and efforts.

Community Relations & Partnerships
Contribute to the regional community through service, engaging community members and partnerships with local organizations and agencies.

*Community Relations & Partnerships: Tier One Credits*

AF Credit 18: Public Policy Engagement

*Criteria*
Advocate for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

*Documentation*
- A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, bills, ordinances, for or against which the institution has advocated

Diversity, Access & Affordability
In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental justice, society must work to address discrimination and promote equality. Higher education opens doors to opportunities that can help create a more equitable world.

*Diversity, Access & Affordability: Tier One Credits*

AF Credit 21: Non-Discrimination Policy

*Criteria*
A comprehensive non-discrimination statement that prohibits discrimination on the basis of race, ethnicity, culture, religion, national origin, sex, age, disability, sexual orientation, medical condition, gender identity, pregnancy, parental status, marital status, and veteran status.

*Documentation*
- A copy of the institution’s non-discrimination policy
- The date the policy was adopted
- A brief description of how the policy is implemented and/or upheld
AF Credit 23: Recruiting for Student Diversity  
**Criteria**
Programs and policies in place to recruit a diverse student body.

**Documentation**
- A brief description of policies and programs in place to attract a diverse student body, including the dates those programs were enacted
- A brief summary of the results of those policies and programs, including the composition of the student body according to the diversity breakdowns the institution uses

AF Credit 24: Support Programs for Under-Represented Groups  
**Criteria**
Mentoring, counseling, or other programs in place to support under-represented groups on campus.

**Documentation**
- A brief description of the programs institution has to support under-represented groups on campus, including the dates those programs were implemented

AF Credit 26: Affordability and Access Programs  
**Criteria**
Policies and programs in place to make the institution accessible and affordable to low-income students.

**Documentation**
- A brief description of the policies and programs the institution uses to improve its access and affordability
- A brief summary of the impact of such programs within the past three to five years

Human Resources
Just as businesses addressing sustainability include human capital as part of the triple bottom line, colleges can contribute to an equitable and sustainable society by offering benefits, wages, and other policies that respect and ethically compensate their human capital.

**Human Resources: Tier One Credits**

AF Credit 27: Sustainable Compensation  
**Criteria**
Periodically evaluate, and update as appropriate, wages and benefits policies to ensure that total compensation (wages plus benefits) for the lowest-paid employees is sufficient to enable these employees to meet their basic needs. Student workers are not covered by this credit.

**Documentation**
- A brief description of how the institution evaluates its compensation policies, including the methodology used to calculate the appropriate compensation and how often compensation policies are reviewed.

AF Credit 28: Faculty and Staff Benefits  
**Criteria**
Provide healthcare benefits to employees.
- 1 pt: All full-time employees receive full health care coverage.
- 2 pts: All employees with at least 0.75 full-time equivalence receive full health care coverage.
**AF Credit 30: Parental Leave**

**Criteria**
Grants parental leave to all employees.

**Documentation**
- A brief description of the institution’s parental leave policy
- The date the institution adopted the policy

**AF Credit 32: Employee Satisfaction Survey**

**Criteria**
Conduct a survey at least once every three years to measure employee satisfaction. The survey may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey.

**Documentation**
- A copy of the survey used to measure employee satisfaction
- The date the survey was last administered
- A brief summary or a copy of a report summarizing the results from the survey
- A brief description of policies or programs implemented to address issues raised by the survey

**Human Resources: Tier Two Credits**
- Institution has an on-site child care facility or partners with a local facility to meet the child care needs of students, faculty, and staff.
  Institution has a whistle-blower policy and established method to raise complaints and concerns