

Evergreen State College, The

The following information was submitted through the [STARS Reporting Tool](#).

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	---
Medical school	No	---
Pharmacy school	No	---
Public health school	No	---
Veterinary school	No	---
Satellite campus	Yes	Yes
Hospital	No	---
Farm larger than 5 acres or 2 hectares	No	---
Agricultural experiment station larger than 5 acres or 2 hectares	No	---

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Evergreen's assessment includes a 4 acre farm that is certified organic and salmon-safe by the Washington State Department of Agriculture, along with 700 acres of unmanaged forestland surrounding the developed campus core.

Operational Characteristics

Criteria

n/a

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

Endowment size:

8,100,000 US/Canadian \$

Total campus area:

1,008 Acres

IECC climate region:

Marine

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

1,628,655 Gross Square Feet

Conditioned floor area:

1,602,276 Square Feet

Floor area of laboratory space:

167,878 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

273,492 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	99
Other (please specify and explain below)	1

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

Landfill methane capture and methane from dairy digesters.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	1
Fuel oil	---
Geothermal	---
Natural gas	99
Other (please specify and explain below)	---

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

Evergreen has small, pilot projects in solar thermal and compost pile heat recovery, both of which tie into radiant floor heating in small residential duplexes.

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

4

Full-time equivalent enrollment:

4,144

Full-time equivalent of employees:

673

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

4,087

Total number of graduate students:

311

Number of degree-seeking students:

4,325

Number of non-credit students:

0

Number of employees:

763

Number of residential students:

725

Number of residential employees:

5

Number of in-patient hospital beds:

0

Academics

Curriculum

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

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

Evergreen student transcript portfolios include narrative evaluations for every class, which indicate subject matter emphasis for each.

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

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	307	69
Number of sustainability courses offered	9	7
Number of courses offered that include sustainability	12	11

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

2

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

4

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[SustainabilityCourses_AC-1.pdf](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://www.evergreen.edu/catalog/2014-15/index.htm?field=sustainability%20studies>

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

Most Evergreen classes, called programs, cover more than just one subject. Full-time programs combine subjects taught by several faculty from different fields. A program connects these fields with an overarching theme, reflecting the interconnectedness of the real world.

Campus Sustainability Data Collector | AASHE Snapshot | Page 13

world. As such, Faculty identify themes and subject matter in the class listings. Students may search the catalog and identify classes that include a desired topic.

Sustainability content may include:

- Living within the limits (for example, reducing consumption)
- Understanding the interconnections among economy, society, and environment
- Equitable distribution of resources and opportunities

How did the institution count courses with multiple offerings or sections in the inventory?:

Not applicable; no courses with multiple offerings or sections were included

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

Which of the following course types were included in the inventory?:

	Yes or No
Internships	Yes
Practicums	---
Independent study	No
Special topics	---
Thesis/dissertation	---
Clinical	---
Physical education	---
Performance arts	---

Does the institution designate sustainability courses in its catalog of course offerings?:

Yes

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

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

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

An Alumni Survey of the class of 2013 (surveyed in the summer of 2014) revealed that 10.9% of undergrad degree recipients indicated their primary area of study was either Environmental Studies or Sustainability and Justice. Extending that finding to total Undergraduate degree recipients, an estimated 126 of our 1158 baccalaureate recipients last year had such study foci.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

51

Total number of graduates from degree programs:

1,267

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

Master of Environmental Studies and Master in Teaching

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

The website URL where information about the institution's sustainability learning outcomes is available:

Undergraduate Program

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution offers at least one:

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

And/or

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

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

Submission Note:

Evergreen's curriculum is exclusively inter-disciplinary and is not isolated within distinct concentrations for undergraduate degrees. Students have the freedom to mix a variety of interests and develop their own area of emphasis based on their unique goals. Evergreen's undergraduate curriculum covers over 60 fields of study, which include Environmental Studies and Sustainability Studies.

<http://www.evergreen.edu/advising/areaofemphasis.htm>

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

Institution does not have undergraduate majors, academic programs, or the equivalent.

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution offers at least one:

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

And/or

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

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

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

Master of Environmental Studies

A brief description of the graduate degree program (1st program):

Evergreen's Graduate Program on the Environment offers a Master of Environmental Studies (MES) degree. This interdisciplinary degree teaches graduates to be creative, critical thinkers with the research skills required for the complex nature of professional environmental work and leadership.

We recognize that the best environmental solutions come from a wide variety of perspectives—that is why our students, who come to us from across the US and abroad, represent a wide range of ages, cultures, and expertise. Regardless of a student's educational or work background, we train our graduates to build upon their strengths by creating holistic approaches to environmental challenges through exploration and collaboration. MES students are supported in sustainability-focused thesis work.

The website URL for the graduate degree program (1st program) :

[Campus Sustainability Data Collector | AASHE](#)

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

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

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

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

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

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

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

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

No

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

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

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

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

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

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

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

Immersive Experience

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

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

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

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

And/or

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

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

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

Submission Note:

Study Abroad Consortium descriptions are available at:

<http://www.evergreen.edu/catalog/2014-15/programs/studyabroadconsortiumpartnerships-10778>

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

13 undergraduate classes in 2014-15 are immersive, interdisciplinary, sustainability focused or related learning experiences, 7 are one quarter in length and the other 6 are multi-quarter programs. Each 8 to 16 credit program blends multiple disciplines into a single, theme-based learning experience and will often be the only class those students take that quarter. All classes will include single quarter or year-long projects appropriate to the theme.

In addition, Study Abroad Consortium partnerships offer multiple immersive learning experiences focused on environmental, agricultural, and social dimensions of sustainability.

The website URL where information about the immersive program(s) is available:

<http://www.evergreen.edu/academics/programs.htm>

Sustainability Literacy Assessment

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

Submission Note:

All-inclusive student knowledge requirements are not a part of Evergreen's personalized pedagogical model, as a result there are no broad 'literacy' assessments.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

0

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

N/A

A brief description of how the assessment(s) were developed:

N/A

A brief description of how the assessment(s) were administered:

N/A

A brief summary of results from the assessment(s):

N/A

The website URL where information about the literacy assessment(s) is available:

Incentives for Developing Courses

Criteria

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

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

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

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

Campus as a Living Laboratory

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

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

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Submission Note:

Evergreen does not have distinct academic departments. Since faculty co-teach across disciplines and rotate through graduate and undergraduate levels it isn't possible to define any distinctively separate set within the faculty. Also, faculty research is not a criterion for either faculty promotion or tenure at Evergreen. Therefore, faculty research plays a very different role in academic engagement at the college. Both externally and institutionally sponsored research is a small piece of our academic work.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

6

Total number of the institution's faculty and/or staff engaged in research:

25

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

1

The total number of academic departments (or the equivalent) that conduct research:

1

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

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

Abir Biswas, Dylan Fischer, Carri LeRoy, E.J. Zita, Erin Martin, Dharshi Bopededera

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

This assessment was drawn from a review of self-reported and college sponsored research activity.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
 - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
 - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
-

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

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

Yes

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

Evergreen students have the freedom to create their own learning experiences through Individual Learning Contracts, which allows them to define a set of specific activities and learning goals. Evergreen's Office of Sustainability commonly supports several student-originated ILC's on sustainability projects each year. These have recently included:

Green design renovation strategies for on-campus housing

Residential-scale anaerobic digestion

Permaculture gardens

Re-design and re-build of a housing courtyard from concrete to greenspace

Aquaponics greenhouse in residential housing

A forest mushroom garden

Summer Undergraduate Research Fellowships include Faculty-defined sustainability projects (

<http://www.evergreen.edu/surf/features.htm>

)

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

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

No

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

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

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

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:

Research is not a criterion for either tenure or promotion at Evergreen, however, interdisciplinary teaching is a criterion. See Section 11.3.1.d of the Faculty Collective Bargaining Agreement

<http://www.evergreen.edu/provost/docs/UFE%20Agreement%202014-2015%20final.pdf>

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

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

No

A brief description of the institution's library support for sustainability research and learning:

The website URL where information about the institution's library support for sustainability is available:

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

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

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

Engagement

Campus Engagement

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

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

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

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

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

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

No

Number of degree-seeking students enrolled at the institution:

Name of the student educators program (1st program):

Number of students served (i.e. directly targeted) by the program (1st program):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

A brief description of the financial or other support the institution provides to the program (all other programs):

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

The website URL for the peer-to-peer student outreach and education program(s):

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

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

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

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

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

40

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

The Evergreen State College features sustainability both explicitly and implicitly during new student orientation. Sustainability, sustainable agriculture, and service learning are each prominent agenda items.

New student orientation events include both mandatory and optional sessions. On-campus residents are provided with a "Sustainable Check-In/Out" sheet that details ways in which to make living and moving in/out of the dormitories more sustainable, particularly in terms of energy, water, and waste. Students are also given information about and access to the Greener Living Guide, which describes in detail different ways Evergreen students can make their lives more sustainable in the realms of transportation, energy use, waste reduction, food, and housing. Students are made aware of sustainability-related programs they have access to as Evergreen students, including the bike share program, Sustainability House, the housing community gardens, and other campus services.

Optional orientation events include a tour of the campus' organic farm, an introduction to campus sustainability goals hosted by the Sustainability Council, and transit-based tours that highlight student bus passes. The farm tour includes introductions to the school's food and waste programs as well as details of the farms operations and how students can become involved in organic agriculture and horticulture on campus. The Sustainability Council presentation focuses upon the college's zero-waste and carbon neutrality goals and the campus practices that have been adopted to meet those goals.

Greener Spirit Night is an event for residential students the day after move-in. During this kick-off celebration students are introduced to campus recycling, composting, energy and water conservation practices, along with opportunities for engagement and participation with residential sustainability and programs such as The Greener Organization, the Facilities and Grounds crew, the Bike Share program, and Sustainability House.

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

<http://www.evergreen.edu/events/orientation/docs/orientation-schedule.pdf>

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

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

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

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

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
--	------------------

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	No
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

The groups listed below are all student-governed.

The Bike Shop - The Evergreen Bike Shop is a volunteer-run bicycle resource center that has been dedicated to making cycling accessible and practical to everyone in the greater Olympia area since 1977. We build community by providing a welcoming communal work space, knowledgeable volunteers, and the tools and parts for cyclists of all ages and skill levels to repair, maintain, and promote bicycles. Members learn and teach one another by sharing knowledge and experiences.

The Campus Food Coalition - The Campus Food Coalition provides a forum for the Evergreen community to address food through the lens of different stakeholders: producers, consumers, the Earth, and the community at large. We promote social justice, community ethics, and sustainability goals through our campus food system. We are hungry for change and we know you are too!

The Clean Energy Committee - The mission of the Clean Energy Committee is to support the success of energy efficiency, renewable energy, and resource conservation at Evergreen. The Clean Energy Committee is a group of students collaborating with campus staff and faculty. It carries the responsibility of representing the student body while appropriating the Clean Energy Fund. This fund was established by the students of Evergreen State College to fuel the progress of renewable energy in the Northwest.

Community Gardens - Our mission is to spread organic gardening practices to people who otherwise would not get the opportunity to love it; students just out of the city/suburbs, people who live in apartments that do not allow space for a garden, people who are intrigued by the idea of growing their own food but intimidated about trying it on their own. We will provide tools and seeds for your success, both literally and metaphorically. We organize workshops and work parties emphasizing responsible, ecological gardening practices and the importance of local food systems. The Evergreen Community Gardens aims to form a strong and supportive community of gardeners in which all learn, grow and teach each other.

Evergreen Aquaponics Club - The Evergreen Aquaponics Club aims to further the education, advancement, and application of aquaponics food production at The Evergreen State College. Through hands on learning, workshop and seminar, and community participation, the Evergreen Aquaponics Club will forward the renewable agriculture movement on campus and in the wider field.

Evergreen Conservation Corps - The mission of the Evergreen Conservation Corps is to facilitate respectful and sustainable admiration of nature by Evergreen students.

Evergreen Shellfish Club - The mission of the Evergreen Shellfish Club is to provide a hands-on, educational experience through shellfish aquaculture and wild harvest; to develop and maintain a strong commitment to water quality and our access to healthy marine resources on Geoduck Beach.

Evergreen State Permaculture - Evergreen State Permaculture utilizes and steward Demeter's Garden - a student-run permaculture demonstration site near The Organic Farm. This group intends to promote sustainability initiatives, ideas, and projects through the use of permaculture.

Evergreen Students for Sustainable Animal Agriculture - The mission of ESSAA is to create and encourage opportunities for experimental and practical learning in animal agriculture to Evergreen students. This group is also affectionately known as Sheep Club.

Food Not Bombs! - The Evergreen Food Not Bombs club is an independent student group that supports Food Not Bombs in Olympia. We meet to discuss policies that affect giving people food. Food Not Bombs volunteers meet at Media Island, 816 Adams St, Olympia, WA 98501, on Saturdays at 2:30pm to make food and serve at the Olympia Timberland Library at 4:30pm.

Greener 2 Greener - Greener 2 Greener is an organization that serves to connect Evergreen students with the support they need to flourish in a collegiate environment in the form of peer counseling as well as social and activity networking.

The website URL where information about student groups is available:

<http://www.evergreen.edu/activities/groups.htm>

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

Evergreen has an organic farm and multiple community gardens on campus. Students may work on the farm while studying sustainable agriculture, join a larger teaching garden such as Demeter's garden (managed by the student group Evergreen State Permaculture), or request a small garden plot to manage by themselves, either near the farm or among the residence halls. The farm offers a CSA, stocks a farm stand on campus, and sells to our on-campus food vendors.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

<http://www.evergreen.edu/organicfarm/>

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The Flaming Eggplant Cafe is a student-originated, student-run, non-hierarchical worker collective cafe at the Evergreen State College. All major decisions are made in all staff meetings using consensus. They have a strong focus on providing local organic food options that are affordable to college students.

The website URL where information about the student-run enterprise(s) is available:

<http://blogs.evergreen.edu/theflamingeggplant/>

A brief description of the sustainable investment or finance initiatives:

N/A

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Evergreen has a number of long-standing environmentally-themed events such as the Rachel Carson Forum, and the Willi Unsoeld Seminar Series. We have also recently organized and hosted TEDx (locally organized TED event) speaker series' generally focused on climate change and sustainability related issues.

The Rachel Carson Forum is student managed.

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

[Campus Sustainability Data Collector | AASHE](#)

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

N/A

The website URL where information about the cultural arts event(s) is available:

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

Evergreen's The Outdoor Program (TOP) provides a variety of outdoors fitness, mountain climbing, snowshoeing, paddling, sailing, surfing, rock climbing, Leave no Trace training, and other camping and hiking activities in the great Pacific Northwest outdoors. TOP serves students at Evergreen as well as students from our local community college.

This program is not student-governed.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://www.evergreen.edu/recreation/outdoorprogram/>

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

Evergreen asks all incoming undergraduates to participate in a common reading and orientation week seminars on the text. *Crow Planet* (L. Haupt) was the common reading for all new undergrads in 2014. The common reading for 2015 will be *Thinking in an Emergency* (E.Scarry).

The texts are nominated by faculty and selected by the Faculty Mentor Council.

The website URL where information about the theme is available:

A brief description of program(s) through which students can learn sustainable life skills:

Sustainability Housing is for students who are committed to a more environmentally-conscious lifestyle, issues such as social justice and sustainable agriculture, and related activism. Students selected will have an exciting experience testing new sustainable-living retrofits and showcasing the upgrades for campus guests.

While Sustainability Housing is not student governed, inhabitants work closely with the student sustainability interns on the Residence and Dining Facilities & Grounds crew.

The website URL where information about the sustainable life skills program(s) is available:

<http://www.evergreen.edu/housing/themes/sustainability.htm>

A brief description of sustainability-focused student employment opportunities:

RAD (Residence and Dining) Sustainability team. The Residence and Dining Grounds and Facilities crew is staffed roughly 90% by student workers, 3 to 4 of whom are dedicated to sustainability projects and training. Current projects include a new aquaponics greenhouse, multiple produce, permaculture, and mushroom gardens, green-built renovations, solar thermal, solar PV, a composting heat system, Recycle Mania, bike infrastructure and a bike share program, and the conversion of a concrete courtyard to garden and green space.

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

<http://blogs.evergreen.edu/radsustainability/>

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

N/A

The website URL where information about the graduation pledge program is available:

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

The Sustainability in Prisons Project (SPP) is a partnership founded by The Evergreen State College and Washington State Department of Corrections. Their mission is to bring science and nature into prisons. They conduct ecological research and conserve biodiversity by forging collaborations with scientists, inmates, prison staff, students, and community partners. Equally important, they help reduce the environmental, economic, and human costs of prisons by inspiring and informing sustainable practices. Students may engage with both educational and research opportunities.

SPP is co-managed by students, professional staff, and faculty.

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

<http://sustainabilityinprisons.org/>

Outreach Materials and Publications

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	No
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	No

A brief description of the central sustainability website:

The Office of Sustainability site includes background on current infrastructure, greenhouse gas emissions reporting, campus goals and the College's Climate Action Plan, Curriculum and community connections.

The website URL for the central sustainability website:

<http://www.evergreen.edu/sustainability/home.htm>

A brief description of the sustainability newsletter:

N/A

The website URL for the sustainability newsletter:

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

Facebook pages for Evergreen's Office of Sustainability, Permaculture club, Aquaponics Greenhouse and club, student-run cooperative Café, and other student groups.

<https://www.facebook.com/EvergreenStatePermaculture?fref=ts>

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

<https://www.facebook.com/pages/The-Flaming-Eggplant-Cafe/263525123717513>

The website URL of the primary social media platform that focuses on sustainability:

<https://www.facebook.com/pages/Sustainability-at-The-Evergreen-State-College/165726720117278>

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

N/A

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

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

Our LEED Gold buildings, Seminar II, as well as our newly renovated College Activities Building both have informational signage relating details of building construction and design that contributed to energy and water conservation and control of storm water runoff.

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

<http://www.evergreen.edu/sustainability/docs/SEM-II-postcards.pdf>

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

Food service signage provides information on compostable food ware, trayless dining, and local food sources. The student run cafe (The Flaming Eggplant) also posts information on seasonal food choices.

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

<http://www.evergreen.edu/dining/home.htm>

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

Evergreen has a number of different gardens located around campus, including rooftop, medicinal, forest, and basketry gardens, to name a few. Each has a sign describing the garden area, its purpose, and care.

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

<http://blogs.evergreen.edu/teachinggardens/>

A brief description of the sustainability walking map or tour:

Tours focused on sustainability, or discrete aspects such as energy, are available on-demand and often provided to visitors and classes, as well as during orientations.

The website URL of the sustainability walking map or tour:

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

Our commute trip program maintains a web site on alternative commuting options, as does our Office of Sustainability. We also have a large kiosk display with details for long-distance commuting throughout the Puget Sound region available at the college's primary bus stop.

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

<http://www.evergreen.edu/sustainability/transportation.htm>

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

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

Evergreen provides local bicycle route maps and services for bicyclists on campus.

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

<http://www.evergreen.edu/commute/bike.htm>

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

Residence and Dining provides extensive connections through their sustainability interns for multiple sustainability-related topics, including energy and water conservation, gardening, transportation, waste diversion, and social justice.

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

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

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

A brief description of another sustainability publication or outreach material not covered above (1st material):

The website URL for this material (1st material):

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

A brief description of this material (2nd material):

The website URL for this material (2nd material):

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

A brief description of this material (3rd material):

The website URL for this material (3rd material):

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

A brief description of this material (4th material):

The website URL for this material (4th material):

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

A brief description of this material (5th material):

The website URL for this material (5th material):

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

A brief description of this material (6th material):

The website URL for this material (6th material):

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

material):

A brief description of this material (7th material):

The website URL for this material (7th material):

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

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

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

Part 2

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

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

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

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

No

The name of the campaign (1st campaign):

Recycle Mania

A brief description of the campaign (1st campaign):

Weekly waste audits and outreach on waste diversion strategies and performance.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

Actual volumes of organic wastes, recyclables, and landfill waste are measured and reported on a weekly basis for eight weeks.

The website URL where information about the campaign is available (1st campaign):

<http://www.recyclemaniacs.org/participate/calendar>

The name of the campaign (2nd campaign):

A brief description of the campaign (2nd campaign):

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

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

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

Employee Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Employee Orientation

Criteria

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

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

Staff Professional Development

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

Public Engagement

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

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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

Inter-Campus Collaboration

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

The Curriculum for the Bioregion initiative—with its goal of better preparing undergraduates to live in a world where the complex issues of environmental quality, community health and well-being, environmental justice, and sustainability are paramount—completed its sixth year of leading collaborative work last fall. Under the leadership of Jean MacGregor, over six hundred faculty members at 32 institutions in the Puget Sound bioregion have participated in project-related activities.

The Curriculum for the Bioregion initiative aims to better prepare undergraduates to live in a world where the complex issues of environmental quality, community health and wellbeing, environmental justice, and sustainability are paramount. This faculty and curriculum development initiative is based on the idea that we live out our lives in specific places but the choices we make and the actions we take have both local and global consequences. Learning sustainability concepts and practices experientially in our local places can help us perceive larger global forces and connections and in turn, understanding global connections can inform our local understanding and actions.

Evergreen's Office of Sustainability was an early member of the planning group for Washington's first Higher Education Sustainability Conference in February, 2014. That founding group has continued as an organized network of students, faculty, and staff - the Washington Higher Education Sustainability Coalition - dedicated to pursuing collaborative sustainability goals in regional higher education. Evergreen's Director of Sustainability is a co-chair of WAHESC.

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

AASHE, ACUPCC, WAHESC,

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

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

The Evergreen Office of Sustainability collaborates with fellow sustainability officers at other institutions throughout Washington and Oregon to share ideas. The Curriculum for the Bioregion hosts conferences and training workshops and maintains an extensive network of collaborative faculty and staff throughout the region.

The website URL where information about cross-campus collaboration is available:

<http://bioregion.evergreen.edu/>

Continuing Education

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

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

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

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

Community Service

Criteria

Part 1

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

Part 2

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

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

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

Community Stakeholder Engagement

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Participation in Public Policy

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

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

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

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO_{2e}) per gross square foot (0.002 MtCO_{2e} per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

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

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Evergreen's GHG emissions inventory is calculated annually using the Clean Air-Cool Planet calculator.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	<i>4,808 Metric Tons of CO2 Equivalent</i>	<i>5,695 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>255 Metric Tons of CO2 Equivalent</i>	<i>323 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>0 Metric Tons of CO2 Equivalent</i>	<i>7,235 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

A brief description of the institution-catalyzed carbon offsets program:

N/A

A brief description of the carbon sequestration program and reporting protocol used:

N/A

A brief description of the composting and carbon storage program:

N/A

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

N/A

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	725	769
Number of residential employees	5	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,144	4,117
Full-time equivalent of employees	673	644
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the GHG emissions baseline was adopted:

Gross floor area of building space, performance year:

1,628,655 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	<i>167,878 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>1,068 Metric Tons of CO2 Equivalent</i>
Commuting	<i>3,720 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>783 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>92 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	---

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

[TESC2013-14_GHGReport.pdf](#)

The website URL where the GHG emissions inventory is posted:

<http://www.evergreen.edu/sustainability/home.htm>

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

Outdoor Air Quality

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

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

Yes

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

Campus Air Quality Policy, Section II, Air Supply:

Community members are expected to exercise care when undertaking projects which may affect building air quality by mitigating or eliminating pollutants from, for example, idling vehicles, construction projects, sign-making.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

No

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

Campus Sustainability Data Collector | AASHE

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

	Weight of Emissions
Nitrogen oxides (NO_x)	---
Sulfur oxides (SO_x)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O₃)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

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

Building Design and Construction

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

College Activities Building (LEED Gold, 2012)

Total floor area of eligible building space (design and construction):

239,201 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	116,888 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

121,513 *Square Feet*

A copy of the guidelines or policies :

[RCW.pdf](#)

The date the guidelines or policies were adopted:

July 1, 2005

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

Washington State law requires that "All major facility projects of public agencies receiving any funding in a state capital budget, or projects financed through a financing contract as defined in RCW 39.94.020, must be designed, constructed, and certified to at least the LEED silver standard."

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

All college construction contracts go through an external review process to ensure compliance with applicable state law.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://apps.leg.wa.gov/rcw/default.aspx?cite=39.35D.030>

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

1,607,990 *Square Feet*

Gross floor area of building space:

1,635,545 *Square Feet*

A brief description of the institution's indoor air quality program(s):

Air Quality Policy:

Selection of products for use on campus should be consistent with the goal of this policy which is to reduce or limit exposure to air contaminants. Product selection should take into consideration factors such as effectiveness of alternatives, application process, location of use, extent of exposure, and cost.

TESC supports the concept of a fragrance-, and pollutant-free environment on its properties and in its programs. The college seeks to maintain the best possible air quality attainable within fiscal, legal and regulatory constraints. In pursuit of that goal, these procedures will be implemented.

The website URL where information about the institution's indoor air quality program(s) is available:

<http://collab.evergreen.edu/policies/policy/airquality>

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Low Impact Dining

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	139,482 <i>MMBtu</i>	161,805 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	49,167 <i>MMBtu</i>	52,162 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	1,605,706 <i>Gross Square Feet</i>	1,145,166 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	203,765 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	5,326
Cooling degree days	147

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

Evergreen uses a district steam system for campus heating. Steam pressure has been reduced and building warm-up times have been moved closer to the start of each day and customized, in conjunction with space scheduling, to end prior to the end of occupancy time in each building.

A brief description of any light emitting diode (LED) lighting employed by the institution:

About 95% of the parking lot and external lighting is LED, including street lights and walkway lighting locations.

Roughly 1% of total indoor space uses LED lighting, including some residential applications.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Motion detectors are used to control lights in classrooms and bathrooms in Seminar II, the College Activities Building, and the Library building, as well as the main basketball court, the library stacks, Lab II office wing, small mechanical rooms throughout campus, and Lab II first floor laboratories.

A brief description of any passive solar heating employed by the institution:

A student-originated and designed passive solar, aquaponics greenhouse was constructed near the campus residences in 2013.

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

Evergreen uses a Lonworks protocol Direct Digital Control system.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

Evergreen has been replacing appliances with more efficient options for over 10 years.

A brief description of any energy-efficient landscape design initiatives employed by the institution:

Heat islands are not a concern in the local climate. However, a student-originated project replaced a concrete courtyard between dormitories with grass and gardens in 2014.

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

Most vending machines on campus utilize energy-saving 'occupancy' sensors to reduce electrical draw.

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

<http://www.evergreen.edu/sustainability/energysystems.htm>

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1:

Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2:

Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3:

Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4:

Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	30.60 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	49,167 <i>MMBtu</i>

Total energy consumption, performance year:

139,482 *MMBtu*

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

Solar photo-voltaic, 9 KW array.

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

Pilot solar thermal and compost pile heat recovery for radiant floor heating in two small apartments.

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

N/A

A brief description of the RECs and/or similar renewable energy products:

Evergreen purchases regionally-generated, Green-e certified RECs for 100% of purchased electricity. Pacific NW regional RECs are generated predominantly by wind, with a very small portion originating from landfill and dairy digester methane capture.

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

<http://www.evergreen.edu/sustainability/energysystems.htm>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	1,008 <i>Acres</i>
Footprint of the institution's buildings	300 <i>Acres</i>
Area of undeveloped land, excluding any protected areas	700 <i>Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 <i>Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 <i>Acres</i>
Managed organically, third party certified and/or protected	3 <i>Acres</i>

A copy of the IPM plan:

The IPM plan :

Minimal use of non-native species, herbicide and pesticides is all part of standard practices at Evergreen. No formal IPM policy has been adopted, however.

A brief summary of the institution's approach to sustainable landscape management:

The developed campus is surrounded by 700 acres of unmanaged forest and wetlands. Native plants are allowed to encroach into the developed space, and are used for landscaping.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Evergreen Campus Master Plan, Volume 22, page 37:

14. The basic concept for all landscape plantings shall be simplicity of expression and compatibility with existing vegetation.
15. Campus Core landscaping shall allow the native forest to penetrate into the Core to some degree while every effort shall be made to create a landscape compatible with the structural quality of the Core. Native trees shall be allowed to remain in defined areas. (Also applies to Policy 6.)
16. Cluster area landscaping shall serve to visually integrate facilities with the surrounding vegetation as much as possible.
17. Landscaping practices in the area of parking lots shall serve to emphasize and preserve existing vegetation to the greatest extent possible.
18. Plantings along roadways shall be compatible with surrounding native vegetation. Roadway approaches to areas of formal plantings will be landscaped in a manner that will visually enhance the transition.”

A brief description of the institution’s landscape materials management and waste minimization policies and practices:

Yard waste and downed limbs are mulched when intruding into developed space on campus. The mulch is spread along forest boundaries and/or used on forest paths. Downed trees within the developed spaces are relocated as down woody debris within the forest. Downed trees within the forest are left alone.

A brief description of the institution’s organic soils management practices:

Evergreen’s Organic Farm is Certified Organic, by the Washington State Department of Agriculture, and has been certified Salmon Safe since 2008. We work diligently to protect riparian areas, maintain appropriate water use, reduce erosion, practice integrated pest management, animal management and biodiversity conservation in accordance with both Salmon Safe and Organic certifications.

A brief description of the institution’s use of environmentally preferable materials in landscaping and grounds management:

No specific information.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Located within a commonly wet climate, Evergreen seldom irrigates lawns or athletic fields. Rain water runoff is spread through rain gardens, bio-swales, and natural wetlands.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Snow removal tends to be a necessity once every two or three years. The grounds crew uses a non-salt de-icer and sand.

A brief description of any certified and/or protected areas:

3 acre Organic Farm
700 acres of unmanaged forest surrounding the campus core.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

<http://www.evergreen.edu/sustainability/groundsenviro.htm>

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

Submission Note:

As a Washington State public school, Evergreen is required to follow state law under RCW 43.19.539, and established purchasing preferences for electronic products:

<http://collab.evergreen.edu/policies/policy/purchasing>

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

Preferential purchasing of EPEAT registered electronics is required by state law. An exception to purchasing EPEAT listed products is the copiers which have just recently been added to the Epeat site. Evergreen is standardized on Canon which are not rated as yet.

ELECTRONIC PRODUCT PURCHASING REQUIREMENTS

As required by state law under RCW 39.26.265, the OSP has established the following purchasing preferences for electronic products:

- Purchasing activities will purchase gold rated EPEAT registered electronic products.

When gold rated products are not available, are not life cycle cost efficient, and do not meet reasonable performance standards; the purchasing activity may acquire silver rated electronic products. Information including a searchable product registry on EPEAT registered computer products is available at

www.epeat.net

- When acquiring electronic products that do not have an EPEAT ranking or a RoHS certification, the purchasing activity are to grant a preference to those products with the least hazardous materials. The purchasing activity may consider other product environmental certifications in their award criteria if the result would reduce or eliminate hazardous materials.

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

All Evergreen's campus standard models of computers & monitors are EPEAT Silver or Gold. All purchases are recommended by our professional IT Procurement Specialist and reviewed by the Computing & Communications division Director prior to the purchase.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

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

	Expenditure Per Level
EPEAT Bronze	1,085 <i>US/Canadian \$</i>
EPEAT Silver	77,402 <i>US/Canadian \$</i>
EPEAT Gold	492,844 <i>US/Canadian \$</i>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

589,341 *US/Canadian \$*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

<http://www.des.wa.gov/SiteCollectionDocuments/ContractingPurchasing/Washington-Purchasing-Manual.pdf>

Cleaning Products Purchasing

Responsible Party

Scott Morgan

Director of Sustainability
President's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

Evergreen custodial staff have expressed the preference for green cleaning products and follow the practice of selecting such products.

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

This has been the college's standard purchasing practice for several years. Low impact products are prioritized for most campus operations. The paper products (paper towels, toilet paper) used in Building Services are certified Eco –Green. The hand soap is Green Seal approved. The cleaning products (glass cleaner, carpet cleaner, carpet spotter, neutral cleaner, wax and finish remover, wax, and graffiti remover) all meet Green Seal certification standards.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

20,117 US/Canadian \$

Total expenditures on cleaning and janitorial products:

22,284 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

No

A brief description of the institution's low-impact, ecological cleaning program:

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

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Preferential purchase of recycled content office paper is required of all Washington state institutions by law:
<http://apps.leg.wa.gov/rcw/default.aspx?cite=43.19A.022>

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

The College buys 100% post-consumer recycled content copy paper for all general uses.

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

100% recycled content paper is the default option for copy paper purchases. The college has also centralized general paper purchases, though specialty papers continue to be purchased within discrete areas.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 <i>US/Canadian \$</i>
30-49 percent	2,990 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	32,780 <i>US/Canadian \$</i>

Total expenditures on office paper :

37,796 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

<http://collab.evergreen.edu/policies/node/143/revisions/143/view>

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

None

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

WA state law requires that prevailing wages are specified and paid to laborers on any and all public works and under all public building service maintenance contracts of the state.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Prevailing wages are implicit in the state contracting process and must be included for legal bid processes by all state agencies and institutions.

The website URL where information about the institution's guidelines for its business partners is available:

<http://apps.leg.wa.gov/RCW/default.aspx?cite=39.12>

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

54

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	4
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

61

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	39
Walk, bicycle, or use other non-motorized means	13
Vanpool or carpool	17
Take a campus shuttle or public transportation	31
Use a motorcycle, scooter or moped	0

A brief description of the method(s) used to gather data about student commuting:

New student experience and student transportation surveys.

The website URL where information about sustainable transportation for students is available:

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

42

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	58
Walk, bicycle, or use other non-motorized means	18
Vanpool or carpool	12
Take a campus shuttle or public transportation	12
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

Employee transportation surveys.

The website URL where information about sustainable transportation for employees is available:

<http://www.evergreen.edu/sustainability/transportation.htm>

Support for Sustainable Transportation

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Covered bicycle racks and secure lockers are located throughout the main campus. There are also two compressed air pump stations on main campus. Campus Recreation Center showers are available for morning use by commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Covered bike parking just outside all residential buildings, along with covered and uncovered bike racks next to all campus classroom and activity buildings.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

Campus buildings and areas are connected by a network of paved bicycle and pedestrian paths, and multi-purpose walkways/service roads.

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

Yes

A brief description of the bicycle sharing program:

Bikes, helmets, and locks are available to on-campus residents for free check out. The bike frames were made locally by an Evergreen alum and the bikes were assembled by current students. The program was funded through Evergreen’s student clean energy fee.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

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

Evergreen students and employees are able to ride local transit for free with a current ID. Evergreen has also contracted with our local Transit authority to provide late night (10 pm) service for evening classes, and the Nightline shuttle (midnight to 3 am service on Friday and Saturdays, 11:30 pm service on Sundays) between downtown and campus during the academic year.

Student passes are supported by a student fee. Staff and Faculty passes are supported by a commute trip reduction program for state employees.

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

Yes

A brief description of the GRT program:

The SAFE-Ride program (State Agency Free Emergency Ride Program) is designed to make sure employees who used a commute alternative to get to work are not stranded if an emergency occurs, the employee or a member of their family gets sick, an employee is asked to work late, or their carpool or vanpool driver has to leave early. The SAFE-Ride program provides Yellow Cab taxi service (up to 65 miles one way) to home from the College at no cost for the employee.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Evergreen utilizes on-line ride share matching to help commuters match rides or form carpools. Our transit authority also provides van pool opportunities for permanent employees.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Evergreen has explored car share programs, but the local population density isn't high enough to support the programs we've looked into.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

Two Level 2 EV chargers are available in the main parking lot.

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

Yes

A brief description of the telecommuting program:

Telecommuting is encouraged as an option for all Washington state agencies. Evergreen does not have a formal policy and telecommuting options are considered on a case by case basis.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Flexible schedules are available for some positions. One available option is a schedule of eight 9-hour and one 8-hour workday with one day off (plus weekends) every other week.

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

No

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

N/A

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Parking Passport - the Parking Passport entitles employees who commonly use alternative modes of transportation to park for free for up to 36 days per year.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.evergreen.edu/commute/home.htm>

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The nature of this form requires a number for volume of materials re-used, donated, or re-sold. Evergreen students donate multiple storage containers full of re-usable materials each year at move out. The college also sends a wide variety of institutional equipment to our state surplus warehouse each year. There are no processes, nor facilities for collecting weights on these donation streams, so we have no weight measures. Zero tons, however, as required to complete the form, is a very low estimation of the total volume collected in 2 to 3 storage containers each year.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	158 Tons	236 Tons
Materials composted	156 Tons	0 Tons

Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	312 Tons	318 Tons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	725	769
Number of residential employees	5	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,144	4,117
Full-time equivalent of employees	673	644
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the waste generation baseline was adopted:

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

Evergreen has a packaging minimization and return agreement with Dell Computers. The college also purchases office copy paper in bulk with minimal packaging.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Surplus equipment is submitted to Washington State's surplus operation for resale.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Evergreen's course schedules and catalogs are primarily available through an interactive, live-search web page. Some catalog brochures travel with recruiters, but it is more useful for them to call up the website and take students through a search for classes.

A brief description of any limits on paper and ink consumption employed by the institution:

N/A

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

During move-in, dedicated recycling bins are heavily staffed to assist students with waste sorting and diversion.

The PODS are an important part of Residential and Dining Services' less unsustainable checkout process. Temporary storage containers – called PODS – are placed in the housing community and are used to collect unwanted but reusable items. These items will then be sorted and donated to organizations that serve vulnerable populations in Thurston County, including ARC of Washington and Goodwill.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Evergreen has practiced trayless dining since 2007. Nearly all materials provided in the main dining hall are either reusable or compostable, so all waste receptacles are organic wastes only.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Re-usable to-go containers are available in the main cafeteria for on-campus dining.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

Re-usable service ware is standard in the cafeteria and compostable disposable paper products are used in the carry out food service. It's been our experience that the 'compostable' plastic/PLA items are not, in fact, compostable, so we no longer use those items.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Customers with their own re-usable beverage containers are given drink discounts.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

Waste Diversion

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Washington State maintains e-waste collection centers across the state, where personal e-waste products may be recycled. Institutional e-wastes are managed through state surplus processes.

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

Materials diverted from the solid waste landfill or incinerator:

314 Tons

Materials disposed in a solid waste landfill or incinerator :

312 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Evergreen provides for post-consumer separation of recyclable paper, plastic, metals, and glass across the campus. We also sort recyclable metals, paper, and cardboard back of house. Compostable organic materials are sorted both in the back kitchen and at post-consumer waste stations in our food service and residential areas.

A brief description of any food donation programs employed by the institution:

A brief description of any pre-consumer food waste composting program employed by the institution:

All food waste is collected in the food service areas on campus for delivery to a regional composting facility. Pre-consumer food waste is specifically sorted and collected in the back kitchens.

A brief description of any post-consumer food waste composting program employed by the institution:

Bins for collection of food scraps are built in or present at all campus food service locations on campus. Residential students also collect food scraps for composting in the residential halls and apartments.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	---
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	No
Light bulbs	No
Toner/ink-jet cartridges	---
White goods (i.e. appliances)	Yes
Laboratory equipment	---
Furniture	Yes
Residence hall move-in/move-out waste	Yes

Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

0 Tons

Construction and demolition materials landfilled or incinerated :

0 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Evergreen commonly requires recycling or diversion of construction and demolition waste. However, there were no projects to generate such waste in the past year.

Hazardous Waste Management

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Evergreen preferentially selects products for purchase to avoid hazardous wastes, micro scale labs, treatment by the generator

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

Universal waste is recycled through the vendor on the state contract. Hazardous waste is lab packed and disposed of at a regulated TSDF.

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

There have been none.

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

laboratory chemicals:

Centralized lab stores allows chemicals to be used by multiple labs.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Institutional electronics are surplus through the state system, or donated, where applicable. Non-functional electronics are disposed through the state's E-Cycle program.

Washington state's FREE, convenient and environmentally responsible electronics recycling program has been operational since January 1, 2009. Products accepted at E-Cycle Washington drop-off sites are: computers, monitors, laptops, tablet computers, televisions and e-readers. Goodwill acts as a collection agent for the state. They collect cast off electronics and other usable materials every spring when students move out and sort for usability or recycling.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Vendor goes through a vetting process as part of the contract selection to ensure materials are recycled responsibly. The majority of the electronics are disassembled for recycling here in Washington. Some electronics go out-of-state for processing and some materials are exported for recycling at approved facilities. However, obsolete electronics are NOT exported to third-world countries. Metals, plastics and glass are separated and sold as commodities to be reused as raw materials in the manufacturing of new products. On average only 2% of the total volume goes to a landfill - mostly particle board from cabinet TVs. Toxic materials such as batteries, leaded glass, circuit boards and fluorescent tubes must be managed properly by approved recyclers. The Washington State Department of Ecology also requires recyclers to meet standards designed to protect worker safety and health as well as the environment.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	38,208,358 Gallons	55,205,480 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	38,208,358 Gallons	55,205,480 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	725	769
Number of residential employees	5	4
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,144	4,117
Full-time equivalent of employees	673	644
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,605,706 <i>Square Feet</i>	1,628,655 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	718 <i>Acres</i>	718 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

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

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

N/A

A brief description of any water metering and management systems employed by the institution:

All main campus buildings have individual domestic water meters. Some of the residence halls and peripheral buildings are only metered in clusters. Individual meters were installed in 2010 on 14 apartment style residential buildings and consumption rates are shared with the student residents.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

All renovations have included waterless urinals, dual-flush toilets, timed shut-off valves on bathroom faucets, and low-flow fixtures in both main campus buildings and the residential spaces.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

With over 300 cloudy days per year, and an average of 50 inches of rain, irrigation has been a very minor water draw (to the point that it isn't metered separately). However, an on-campus weather monitoring station is used to inform each day's needs in August and September when the weather does tend to be sunny and dry.

A brief description of other water conservation and efficiency strategies employed by the institution:

The website URL where information about the institution's water conservation and efficiency initiatives is available:

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

The Evergreen State College is located on the Cooper Point Peninsula, with extensive waterfront on Eld Inlet. The college minimizes its impact on the inlet by maintaining a largely undeveloped, heavily forested campus. The undeveloped portion has been set aside as reserves—Ecoforest/Ecoagriculture area, Old Forest Area, Geoduck Beach and Grass Lake wetland area—which are key to the health of the campus watershed.

The campus core is the location of the highest number of impervious surfaces on The Evergreen State College property. Green strips, small gardens, green roofs on the Seminar II buildings, pervious paving, bioswales and native trees mitigate the effects of impervious surfaces.

Similarly, storm water detention tanks at Seminar II and the College Activities Building mitigate the high runoff from significant storms.

Other impervious surfaces include campus parking lots. Joint oil-water separators release storm water into a Red Alder grove before entering Eld Inlet. Another oil-water separator releases into a drainage ditch that runs into Snyder Creek.

Snyder Creek receives a large volume of campus storm water runoff, as does the Red Alder grove, but illicit discharge to that system is reduced through the use of pervious pavement, oil-water separators, bio-swales and dense vegetation. These measures serve to filter many of the potential pollutants out before they reach the Eld Inlet, and in this way Evergreen works constantly to preserve water quality in the Puget Sound.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The storm water management plan specifically addresses runoff from the developed areas of campus (roughly 30%) within the context of the undeveloped 70% of campus that is protected from development within the campus master plan.

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

On one of the largest primary campus buildings; Seminar II.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Porous paving was installed during a parking lot expansion (required by local code during the construction of the new Seminar II building) in 2003.

A brief description of any downspout disconnection employed by the institution:

Seminar II runoff feeds into graveled and native plant rain gardens.

A brief description of any rain gardens on campus:

Several are located around Seminar II.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Various natural wetlands on the campus have been left untouched to naturally slow rainwater runoff. Two buildings, Seminar II and the College Activities Building also have storm water retention cisterns to slow runoff.

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated swales have been installed around the residence halls and the newly renovated College Activities Building to mitigate storm water runoff.

A brief description of any other rainwater management technologies or strategies employed by the institution:

Evergreen has two stormwater retention tanks/cisterns with metered release. The Seminar II building tank is 18,000 cubic feet (135,000 gallons) and another has a 35,000 gallon capacity under the College Activities Building.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://www.evergreen.edu/facilities/environmentalhealth/stormwater.htm>

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Office of Sustainability supports institutional efforts to achieve carbon neutrality, sustainability-related student projects, and community connections. In the past year, Evergreen's Director of Sustainability has assisted with the planning of Washington State's first regional Sustainability in Higher Education Conference and the resulting Washington Sustainability in Higher Education Coalition. He has also started a smaller, county-wide coalition of Sustainability Professionals from both the public and private sectors. The Director has supported multiple student-originated projects, provided guidance for infrastructure evaluations, coordinated events including Evergreen's third TEDx, led multiple collaborative projects on campus, and prepared the College's annual GHG inventory and assessments.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

As a reflection of The Evergreen State College's commitment to a sustainable future, Evergreen's vice presidents re-charged the college's Sustainability Council in 2008 to coordinate, facilitate, and provide necessary support to the Evergreen community as the college strives to:

- 1) Meet the goals and targets specified in Evergreen's institutional commitments to sustainability, especially the goals of carbon neutrality and zero waste, and
- 2) Achieve the college's vision for a sustainable future.

The council's work includes fostering connections between academic programs and college operations to enhance student learning and experience through whole systems thinking and interdisciplinary understanding of sustainability principles. The council recognizes the diversity and organic nature of our interdisciplinary institution, and strives to convene and empower groups already working on sustainability, as well as to bring new collaborative efforts into focus as needed. Throughout its work, the council embraces the principles of equity and justice as a lens for decision-making and implementation.

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

Council membership, as appointed by the vice presidents, includes representatives from the student body, faculty, each of the four divisions of the college and the President's Office.

The website URL where information about the sustainability committee(s) is available:

<http://www.evergreen.edu/sustainability/sustainabilitycouncil.htm>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Evergreen's Office of Sustainability was formed on the President's staff in 2008. Office staff includes the Director of Sustainability.

The Office of Sustainability coordinates and/or supports:

- Work on the college's carbon neutrality and zero waste goals
- Sustainability work in college operations and academics
- Institutional assessments and reporting (such as AASHE STARS)
- Collaborative community engagement and events

Evergreen's Director of Sustainability chairs the Sustainability Council and advises the Clean Energy Committee.

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

0.50

The website URL where information about the sustainability office(s) is available:

<http://www.evergreen.edu/sustainability/home.htm>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Scott Morgan, Director of Sustainability

A brief description of each sustainability officer position:

A member of the President's Staff, Evergreen's Director of Sustainability leads, coordinates, guides, and supports sustainability work throughout the college's operations, including academic work.

The website URL where information about the sustainability officer(s) is available:

<http://www.evergreen.edu/president/staff.htm>

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Submission Note:

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

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	No	---
Campus Engagement	No	---
Public Engagement	No	---
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	---
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	No	---
Transportation	Yes	Yes
Waste	Yes	Yes
Water	No	---
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	No	---

Investment	No	---
Other	No	---

A brief description of the plan(s) to advance sustainability in Curriculum:

A model, interdisciplinary curriculum for sustainability, along with support for curriculum development to be shared among other higher educational institutions through the Curriculum for the Bioregion program are both specifically identified in Evergreen’s current Strategic Plan.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

N/A

Accountable parties, offices or departments for the Curriculum plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

N/A

The measurable objectives, strategies and timeframes included in the Research plan(s):

N/A

Accountable parties, offices or departments for the Research plan(s):

N/A

A brief description of the plan(s) to advance Campus Engagement around sustainability:

N/A

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

N/A

Accountable parties, offices or departments for the Campus Engagement plan(s):

N/A

A brief description of the plan(s) to advance Public Engagement around sustainability:

N/A

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

N/A

Accountable parties, offices or departments for the Public Engagement plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Air and Climate:

Evergreen's Climate Action Plan addresses a full range of solid and gaseous emissions that need to be mitigated and managed to lessen our adverse environmental impacts.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Carbon Neutrality by 2020

Accountable parties, offices or departments for the Air and Climate plan(s):

Office of Sustainability, Facilities Services, Sustainability Council

A brief description of the plan(s) to advance sustainability in Buildings:

Evergreen's Climate Action Plan addresses a full range of solid and gaseous emissions that need to be mitigated and managed to lessen our adverse environmental impacts. This includes both new construction and renovation design values.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Carbon Neutrality by 2020

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Services, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

N/A

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

N/A

Accountable parties, offices or departments for the Dining Services/Food plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Energy:

Evergreen's Climate Action Plan addresses a full range of solid and gaseous emissions that need to be mitigated and managed to lessen our adverse environmental impacts. This includes energy sources and on-site generation.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Carbon Neutrality by 2020

Accountable parties, offices or departments for the Energy plan(s):

Facilities Services, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

Evergreen's Climate Action Plan addresses a full range of solid and gaseous emissions that need to be mitigated and managed to lessen our adverse environmental impacts. This includes grounds management practices.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Carbon Neutrality by 2020

Accountable parties, offices or departments for the Grounds plan(s):

Facilities Services, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Purchasing:

N/A

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

N/A

Accountable parties, offices or departments for the Purchasing plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Transportation:

Evergreen's Climate Action Plan addresses a full range of solid and gaseous emissions that need to be mitigated and managed to lessen our adverse environmental impacts. This includes both campus fleet practices and commuting choices and practices.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Carbon Neutrality by 2020

Accountable parties, offices or departments for the Transportation plan(s):

Office of Sustainability, Finance and Administration, Academics, and Student Affairs

A brief description of the plan(s) to advance sustainability in Waste:

Evergreen's Climate Action Plan addresses a full range of solid and gaseous emissions that need to be mitigated and managed to lessen our adverse environmental impacts. This includes waste diversion practices.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Carbon Neutrality by 2020

Accountable parties, offices or departments for the Waste plan(s):

Facilities Services, Residence and Dining Services, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Water:

N/A

The measurable objectives, strategies and timeframes included in the Water plan(s):

N/A

Accountable parties, offices or departments for the Water plan(s):

N/A

A brief description of the plan(s) to advance Diversity and Affordability:

Diversity and affordability are also Supporting Goals in Evergreen's Strategic Plan, along with Sustainability.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

N/A

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

N/A

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

N/A

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

N/A

A brief description of the plan(s) to advance sustainability in Investment:

N/A

The measurable objectives, strategies and timeframes included in the Investment plan(s):

N/A

Accountable parties, offices or departments for the Investment plan(s):

N/A

A brief description of the plan(s) to advance sustainability in other areas:

N/A

The measurable objectives, strategies and timeframes included in the other plan(s):

N/A

Accountable parties, offices or departments for the other plan(s):

N/A

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is the first of four 'Supporting Goals' identified in the most recent Strategic Plan update to support the College's Educational Goals.

The website URL where information about the institution's sustainability planning is available:

<http://www.evergreen.edu/president/docs/strategicplanup07.pdf>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Assessing Diversity and Equity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Support for Underrepresented Groups

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Support for Future Faculty Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Submission Note:

Evergreen's endowment is managed by the Washington State Consolidated Endowment Fund. The level of detail requested above is not explicable for either the CEF in total or Evergreen's portion.

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

Investment Disclosure

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Submission Note:

Evergreen's endowment, along with the other state universities, is managed by the Washington State Consolidated Endowment Fund who do not provide detailed snapshots.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
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Responsible Party

Scott Morgan

Director of Sustainability

President's Office

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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