



# Warren Wilson College

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

<b>Credit</b>
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:

Baccalaureate

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

Do not have

**Reason for excluding medical school:**

Do not have

**Reason for excluding pharmacy school:**

Do not have

**Reason for excluding public health school:**

Do not have

**Reason for excluding veterinary school:**

Do not have

**Reason for excluding satellite campus:**

Do not have

**Reason for excluding hospital:**

Do not have

**Reason for excluding farm:**

Included

**Reason for excluding agricultural experiment station:**

Do not have

**Narrative:**

Warren Wilson College campus comprises 1,170 acres in the Swannanoa Valley of the Southern Appalachian mountains 10 miles outside Asheville, NC. The College includes a 700 acre working forest and 300 acre working farm that employ students to manage through the College's innovative Work Program, and provide food for the cafeteria and community, wood for campus building projects, undergraduate research opportunities, managed wildlife habitat, and a 40 mile trail system.

# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

56,000,000 US/Canadian \$

### Total campus area:

1,170 Acres

### IECC climate region:

Mixed-Humid

### Locale:

Urban fringe of mid-size city

### Gross floor area of building space:

671,331 Gross Square Feet

### Conditioned floor area:

634,002 Square Feet

### Floor area of laboratory space:

6,000 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:

226,821 Square Feet

### Electricity use by source::

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

<b>Biomass</b>	2
<b>Coal</b>	38
<b>Geothermal</b>	0
<b>Hydro</b>	4
<b>Natural gas</b>	20
<b>Nuclear</b>	35
<b>Solar photovoltaic</b>	0.50
<b>Wind</b>	0.50
<b>Other (please specify and explain below)</b>	---

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

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**Energy used for heating buildings, by source::**

	<b>Percentage of total energy used to heat buildings (0-100)</b>
<b>Biomass</b>	0
<b>Coal</b>	0
<b>Electricity</b>	4
<b>Fuel oil</b>	0
<b>Geothermal</b>	4
<b>Natural gas</b>	91
<b>Other (please specify and explain below)</b>	1

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

Solar thermal hydronic in-floor heat



# 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):

24

### Full-time equivalent enrollment:

780

### Full-time equivalent of employees:

200

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

780

### Total number of graduate students:

75

### Number of degree-seeking students:

755

### Number of non-credit students:

0

### Number of employees:

258

### Number of residential students:

670

**Number of residential employees:**

40

**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.

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

## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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*.

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

	Undergraduate	Graduate
<b>Total number of courses offered by the institution</b>	626	0
<b>Number of sustainability courses offered</b>	36	0
<b>Number of courses offered that include sustainability</b>	36	0

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

6

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

24

**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):**

[Environmental Course Discriptions.docx](#)

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

ENS 116 – Introduction to Environmental Studies 4cr

In this course, students examine the interrelated scientific, economic, social, and political aspects of environmental issues. The target audience is anyone interested in the environment and students majoring or minoring in Environmental Studies who are required to take this course.

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ENS 126 – Introduction to Environmental Education 4cr

Environmental education—is it science, civics, or propaganda? Through discussions, a workshop, readings and student presentations, students in this course explore the history, philosophies, approaches, and prospects for environmental education. The emphasis is on surveying the field of environmental education, rather than upon specific environmental issues or concepts. A fee is charged.

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ENS 201 – Applied Ecology 4cr

Ecology is the study of the interactions of organisms with one another and with the physical world. It represents one of the most synoptic

disciplines since it integrates biological, chemical, physical, and mathematical concepts. In this course, the characteristics of individual species, populations, communities, and ecosystems are examined and those principles applied to real world environmental problems and natural resource management decisions. Emphasis is on field work, focusing on ecological sampling methods and organism identification. Examples of applied topics that are covered include composting, wetland delineation, water pollution assessment, soil analysis, fish and wildlife management, bioremediation, and environmental impact assessment.

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#### ENS 204 – Introduction to Environmental Engineering: Water and Waste Management 4cr

This course provides an overview of both traditional and emerging engineering approaches to address environmental issues. Topics covered include solid and hazardous waste management; soil and groundwater remediation techniques including phytoremediation and mycoremediation; drinking water systems; sanitary and industrial wastewater treatment systems; and storm water management. The regulatory framework that governs environmental engineering approaches is integrated within specific topics. Lectures and field trips to local facilities and projects provide the contextual foundation. Activities include field and laboratory measurement of environmental parameters typically utilized in environmental engineering projects. Case studies are analyzed. Students taking this course must be prepared to be active participants rather than innocent bystanders.

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#### ENS 220 – Environmental Attitudes, Values and Behavior 2cr

This course explores the relationships among attitudes, values, and behaviors towards the natural and built environments. These issues are examined from the macro level of cultural and historical context and from the micro level of psychological processes. Readings draw from a wide range of psychological perspectives, including social psychology, cognitive psychology, behavioral therapy, psychodynamic perspectives, environmental psychology, and ecopsychology. Applications to personal, local, regional, national, and global environmental issues are emphasized. A companion course (PSY 416 Ecopsychology) is taught in a subsequent term. This course meets elective requirements for majors in Environmental Studies and Psychology.

Prerequisite: PSY 100 Introduction to Psychology or ENS 116 Introduction to Environmental Studies.

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#### ENS 227 – Geology of the Southern Appalachians 2cr

This course is designed to help students gain an understanding of the geologic processes that formed the local environment. There are four field trips in which students observe the geologic environment of the southern Appalachians. There is one evening meeting during the first week TBA, and four meeting times on Saturdays.

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#### ENS 228 – Geology of National Parks 2cr

Topics in this course focus on the geologic context of North America through study of representative national parks. Field trips visit several local parks.

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#### ENS 229 – Environmental Geology 4cr

This course covers the geologic conditions that impact development in the area. Topics include landslides, water resources, groundwater pollution, and rural/urban development.

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#### ENS 230 – Geology 4cr

This course provides an overview of earth materials and processes such as planet formation, plate tectonics, landscape development, and rock formation. Exercises include map studies and rock and mineral classification. Although primary emphasis is placed on physical geology and the interpretation of geologic processes, an introduction to historical geology is also provided. A three hour lab period is included every other week.

Natural Science

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#### ENS 233 – Forest Biology 4cr

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. The course serves as the foundation for the Sustainable Forestry Concentration in Environmental Studies and is a prerequisite for ENS 334 Silviculture and ENS 333 Introduction to Forest Management.

Prerequisite: BIO 116 General Biology.

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#### ENS 245 – Environmental Politics and Political Theory 4cr

This course investigates the various perspectives through which contemporary people view the relationship between human and non-human worlds. These alternative approaches define the parameters within which “acceptable” policy alternatives are debated and adopted. Environmental perspectives and policy options ranging from cornucopian free-market growth to deep ecology and ecofeminism are investigated and critically analyzed. The goal is to help students become informed, rational, ethical judges of the competing claims of the eight major perspectives that join environmental politics and political theory.

Prerequisite: ENS 116 Introduction to Environmental Studies.

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#### ENS 248 – Community Organizing for Sustainable Living 4cr

Community organizing is a process by which people are brought together to act in a common interest. Sustainable living has been defined as a lifestyle that could be sustained for many generations without exhausting natural resources. This course helps students organize and communicate their knowledge and concern about sustainable living to diverse stakeholders. Students design, implement, and evaluate an environmental campaign promoting sustainable behaviors on the WWC campus.

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#### ENS 249 – Introduction to Sustainable Agriculture 4cr

This course explores the sustainability of contemporary farming systems through a study of the history of food production in the United States as it relates to the development of ecological agriculture. Students learn about the rise of industrial and ecological forms of U.S. agriculture in the 20th century and consider the ethical, economic, ecological, and social dimensions of agricultural sustainability. The principles and practices of four distinctive methods of ecological agriculture – certified organic, biodynamic, biointensive, and permaculture – are investigated as examples of systems of food production that may be sustainable.

Prerequisite: ENS 116 Introduction to Environmental Studies.

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#### ENS 302 – Aquatic Ecology and Water Pollution 4cr

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. One major weekend field trip with a fee of \$20 is required. A three-hour lab period is included every week.

Prerequisites: BIO 116 General Biology and CHM 116 General Chemistry I.

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#### ENS 303 – Hydrology 4cr

This course is a study of hydrologic conditions and principles relevant to environmental science. There is a strong field focus.

Prerequisites: CHM 116 General Chemistry I.

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#### ENS 310 – Conservation and Wildlife Biology 4cr

[STARS Reporting Tool](#) | [AASHE](#)

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is cross-disciplinary and reaches into philosophy, economics, and sociology. Game, non-game, endangered species, and principles of wildlife management are included.

Prerequisites: BIO 116 General Biology and BIO 202 Ecology.

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#### ENS 330 – Soil Science 4cr

This course introduces soil as a natural body of critical importance to sustainable natural resource use. Students explore factors influencing soil development and investigate the impact of soil physical, chemical, and biological properties on ecosystem health and human well-being. Students gain experience in the identification of common soil characteristics in the field, practice the use of soil survey information in natural resource management and perform standard soil laboratory analyses. Specific soil management topics such as managing soils for agriculture, forestry, or urban uses are used as examples of general concepts but are not a main focus of this course.

Prerequisites: CHM 116 General Chemistry I and ENS 116 Introduction to Environmental Studies.

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#### ENS 333 – Introduction to Forest Management 4cr

This course provides an introduction to forest management policy and decision-making processes. mphasis is on multiple-use management. Students learn to develop management plans to meet multiple objectives that best use diverse forest resources. A three-hour lab period is included every other week.

Prerequisite: ENS 233 Forest Biology.

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#### ENS 334 – Silviculture 4cr

Students examine the many silvicultural systems used in the United States with emphasis on the eastern U.S. forests. Each system is compared and analyzed with regard to silvics of the most important species, economics, management objectives, and environmental protection. A three-hour lab period is included every other week.

Prerequisite: ENS 233 Forest Biology.

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#### ENS 421 – Environmental Policy 4cr

This course is a broad survey of the public policy process focusing on environmental policy as it is formulated at the federal level of government in the United States. The course is divided into three parts: an analysis of the policy process using the policy cycle model, an investigation of two case studies of important environmental issues (which vary from year to year), and individual student research on a particular policy concern culminating in the writing of a major research paper.

College Composition II

Prerequisites: ENS 116 Introduction to Environmental Studies and PSC 151 Introduction to American Government.

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#### ENS 425 – Sustainable Development and the Politics of Growth 4cr

Because “sustainable development” is often cited as the goal of environmental policy, this course attempts to discover exactly what is meant by sustainable development. Issues of economic incentives are analyzed. Unlike a standard course in environmental policy that focuses on the formulation and implementation of statutory law at the federal level of the American government, this course emphasizes economic, theoretical, and international issues.

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#### ENS 426 – Methods and Materials in Environmental Education 4cr

The goal of this course is to give students experience, competence, and confidence as environmental educators. Students examine environmental education curriculum materials, try out various teaching methods, and discuss how the objectives of environmental education can be translated into programs and activities. Several teaching sessions in local schools and other educational settings are



arranged.

Prerequisites: Permission of instructor and ENS 126 Introduction to Environmental Education.

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#### ENS 431 – Toxicology 2cr

Toxicology is the study of the adverse effects of xenobiotic agents. This senior level course introduces the basic principles of biochemical toxicology. Emphasis is placed upon the impact of environmental pollution on humans and wildlife. This course requires two examinations, one presentation and one 5-page paper. Additional readings are assigned throughout the course.

Prerequisites: CHM 116 General Chemistry I, CHM 117 General Chemistry II, and BIO 116 General Biology.

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#### ENS 432 – Epidemiology 2cr

Epidemiology is the study of disease distribution within populations and what affects this distribution. Epidemiologists have progressed from examining infectious diseases in the late 1800s to modern studies of obesity, lead exposure, and even cell phone use. Our world is a healthier and safer place because of this discipline. This course consists of two sections: first, a series of lectures and readings introduce the principles of epidemiology; second, newfound knowledge is used to develop and implement a study on campus. The first section of this course demands considerable out-of-class reading and study.

Prerequisite: MAT 141 Statistics.

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#### ENS 440 – Sustainable Farm Management 4cr

This course introduces the principles and practices of sustainable farm management using a whole farm planning perspective and adaptive management strategies. Students develop an understanding of sustainable farm management at the individual farm scale by completing a five-year start-up plan for a new farm business using whole farm planning principles: goal setting, resource assessment, enterprise analysis, goal-directed crop and livestock production, and marketing and monitoring system performance with sustainability indicators.

Prerequisites: ENS 249 Introduction to Sustainable Agriculture and ENS 341 Agroecology, or permission of instructor.

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#### ENS 451 – Community and Land Use Planning 4cr

This course addresses theoretical and practical aspects of land use planning at the local level. The terms “community” and “citizenship” are analyzed in their modern and historical contexts. Students investigate various concepts and techniques used by state, regional, urban, and rural planning organizations. Topics such as historic preservation, public lands, and conservation partnerships are discussed.

Prerequisites: Junior standing, PSC 151 Introduction to American Government, and ENS 116 Introduction to Environmental Studies.

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#### ENS 470-476 – Topics in Conservation Biology 2cr

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. May be repeated for credit as long as the topic has changed.

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#### ENS 479 – Advanced Conservation Biology Seminar 4cr

This course explores the primary literature in the conservation biology field. Students study important foundational articles as well as cutting edge research in the field of conservation biology. Topics covered may include animal behavior and conservation, conservation genetics, population viability analysis, management plans, biodiversity hotspots, fragmentation, and impacts of climate change. Students develop a presentation using primary literature to communicate current conservation research with a high school or middle school audience.

Prerequisite: ENS 310 Conservation and Wildlife Biology.

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#### ENS 484 – Environmental Education Internship Seminar 1cr

This seminar focuses on helping students identify placement sites for a concentration in environmental education that will meet their personal and professional goals, prepare their proposals, and determine appropriate projects completed during the internship. The seminar helps students prepare for their internship experience by hearing from other students who have completed an internship.

Prerequisite: ENS 116 Introduction to Environmental Studies or permission of instructor.

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#### ENS 485 – Environmental Studies Internship 2-16cr

The Environmental Studies Internship offers students majoring or minoring in Environmental Studies the opportunity to apply their course work in an off-campus situation. Required paperwork needs to be completed before the internship. Students need to plan for this experience at least 10 weeks in advance. Work is supervised by a Warren Wilson faculty member in Environmental Studies and by a staff member in the organization with which the student is placed. A follow-up project is required.

Prerequisites: Application to the organization and an interview with the faculty sponsor at least ten weeks prior to the beginning of the proposed internship.

#### PHI 252 – Environmental Ethics 4cr

The central focus of this course is to develop an understanding of the proper relationship between humans and the non-human entities of the natural world. In so doing, the course explores the major Western approaches to environmental ethics and the central issues of the ethical status of plants and animals, the holism/individualism debate and the meaning of sustainability. A significant portion of this course is devoted to the Land Ethic, Deep Ecology, Ecofeminism and some Eastern approaches as well. This course fulfills the “Diverse Perspectives Requirement” within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.

#### SOC 271 -Environmental Sociology 4cr

This course focuses on the interrelationship between natural and social environments. Although the course covers a broad range of issues, emphasis will be given to the development of environmental sociology; various perspectives in environmental sociology; environment and culture; environmental justice; the interrelationship of ideology, materialism, and the environment; global environmental issues; and environmental activism. Satisfies requirement for the Sociology Concentration.

#### WRI 220 – Writing About Place 4cr

Students develop a heightened awareness of their environment in this course through reading, writing, and experiencing their immediate surroundings in the Swannanoa Valley. Students read classic and current nature writing, one of the liveliest genres of nonfiction. Weekly writing assignments may culminate in a Journal of Place, a multi-media representation of local findings, or longer narratives that interweave personal stories with stories of the land.

#### REL 213 – Religion and Environmental Justice 4cr

This course explores the ethical responsibilities of people who work to ameliorate environmental degradation as well as end oppression of human beings. Students explore the religious tenets of environmental justice movements internationally and in the United States. Course topics focus on Theravada Buddhism in Thailand, indigenous East African beliefs in Kenya, Catholic social teachings in the United States farmworkers’ movement, and black liberation theology in the United States movement against toxic waste dumping in politically marginalized communities. Finally, students gain understanding of the cultural symbols and negotiated relationships that are critical for successfully countering environmental degradation in complicated political contexts.

#### PAX 327 – Environmental Justice: Peace or Conflict 4cr

This course deals with the differing ways that human societies historically have interacted with and impacted on their natural environments so as either to intensify inequality and conflict leading in some cases to war and extinction or to achieve long-term environmental justice and peace. Case studies of societies of varying sizes, levels of technology, geographical locations, and time periods are examined.

#### WRI 320 – Environmental Writing 4cr

In this course, students read and write pieces that can be categorized along a continuum extending from nature writing to environmental journalism, from radio essays to literary expositions. A strong emphasis is placed on the students’ use in their writing assignments of information gained from careful observation and research. The class is visited by environmental writers who share their experience and insights in the field. Students collectively practice their editorial skills in crafting selected work for submission for publication.

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

<http://www.warren-wilson.edu/academics>

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

Faculty were asked to self-report using AASHE guidelines to determine whether or not they considered their courses to be sustainability-related or focused.

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

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

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

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

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

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

No

**Does the institution designate sustainability courses on student transcripts?:**

No

# Learning Outcomes

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

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

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

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## Submission Note:

Though programs within the Environmental Studies Department are the only programs that have well articulated sustainability learning outcomes, sustainability learning is occurring and being accessed in social work, global studies, history/political science and more.

"---" 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:**

45

**Total number of graduates from degree programs:**

191

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

[Sustainability diplomas.docx](#)

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

Environmental Studies, Specifically Sustainable Agriculture, Sustainable Forestry, Environmental Policy, Environmental Education, Conservation Biology, Water and Earth Resources. Pre-environmental Management Cooperative College Program

Global studies: environment and society

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

The goals of the Environmental Studies Program are the following:

To develop an interdisciplinary understanding of the interconnectedness of humans and Earth, promoting sustainability with a respect for natural systems.

To produce leaders in six sub-disciplines within environmental studies who have the ability to develop and critically assess appropriately-scaled environmental decisions leading to sustainability.

To improve students' abilities to think critically, apply theoretical knowledge to real-world problems, and communicate ideas.

To develop and promote a holistic integration of the triad of academics, work, and service.

To provide preparation and guidance for continued professional study and/or careers in fields that promote sustainability.

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

[http://www.warren-wilson.edu/academics/catalog/catalog2.php?name=environmental\\_program#concentrations](http://www.warren-wilson.edu/academics/catalog/catalog2.php?name=environmental_program#concentrations)

# Undergraduate Program

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

Institution offers at least one:

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

And/or

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

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*.

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### Submission Note:

The Environmental Studies program is currently under review and faculty are asking themselves whether or not they want to move the program towards one focused on sustainability, resilience and adaptation. As it stands now, the opportunity for ENS majors to receive a sustainability learning experience exists, but it is up to the students to seek it out and put it together.

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

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

Yes

## The name of the sustainability-focused, undergraduate degree program (1st program):

Environmental Studies

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

Students may be awarded either a Bachelors of Arts or a Bachelors of Science in Environmental Studies with a concentration in one of the following:

Conservation Biology  
Environmental Chemistry  
Environmental Education

Environmental Policy  
Sustainable Forestry  
Sustainable Agriculture

Majors may also design their own concentration in consultation with an Environmental Studies advisor. Upon completion of the bachelor's degree, graduates of the Environmental Studies program at Warren Wilson College are prepared for both advanced studies and various environmental related jobs.

The Department of Environmental Studies at Warren Wilson College was established in the late 1970's by members of the Biology Department, who began leading the campus community in conservation efforts and offering new courses related to energy and conservation. With the understanding that the solutions to modern environmental problems require the collaboration of many disciplines, the department has grown to include faculty members from across Warren Wilson's academic community. This collaboration provides students with an environmentally focused, interdisciplinary major that investigates environmental issues from a natural science, social science, and humanities perspective.

The mission of the Environmental Studies Department, an interdisciplinary learning community, is to prepare leaders who are able to critically assess, develop, and promote sustainable futures for life on Earth.

The Environmental Studies major, through academic courses, abundant natural resources on and near campus, and related work crews, balances theory, first-hand knowledge, and field experiences. Internships are also strongly encouraged as a way to acquire experience and to apply academically acquired knowledge. This program aims to graduate students with a strong foundation in the natural sciences and an understanding of the social, political and ethical implications of environmental problems and solutions. This allows them to critically analyze environmental issues they encounter in their professional and personal lives and to make educated, responsible decisions.

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

<http://www.warren-wilson.edu/academics/environmental-studies>

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

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

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

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

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

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

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

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

Yes

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

Sustainable Forestry

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

Requirements: In addition to the requirements listed above for all Environmental Studies majors, the following requirements must be met to fulfill this concentration.

It is strongly recommended that all students pursuing the Sustainable Forestry Concentration commit to a minimum of two years working on the Forestry Crew.

Required Courses:

GBL 225 Introduction to Geographic Information Systems

\*ENS 233 Forest Biology

\*ENS 334 Silviculture

\*ENS 333 Introduction to Forest Management

SCI 390 Research Design

SCI 486-489 Natural Science Research (minimum 2 credits)

SCI 493 Natural Science Presentation

\*These courses build the discipline from theory to application and should be taken in the listed order.

Electives within the ENS major: (minimum 18 credit hours)

A. The Forest Management emphasis is for students who want to pursue a career in professional forestland management for a variety of goods and services. Students would be prepared for jobs with state or federal forestry, parks and wildlife agencies, land trusts and land conservation organizations, private forest owners, and ecological consulting firms.

Suggested electives for Forest Management emphasis:

BIO 219 Plant Morphology and Anatomy

ECO 380 Environmental and Ecological Economics

ENS 220 Environmental Attitudes, Values and Behavior

ENS 230 Geology

ENS 310 Conservation and Wildlife Biology

ENS 302 Aquatic Ecology and Water Pollution

ENS 330 Soil Science

ENS 451 Community and Land Use Planning

GBL 325 Advanced GIS

MAT 253 Statistics for Natural Sciences

B. The Forest Science emphasis is for students who want to pursue a career in forestry research or go on to graduate school. The strong natural and quantitative science focus, coupled with a B.S., will make the student an attractive graduate school applicant. Students would

be prepared for jobs as research technicians for state and federal forestry agencies, private industry and non-government research institutions. Students interested in graduate school must work closely with their academic advisor to choose courses that meet the requirements of specific graduate programs.

Suggested electives for Forest Science emphasis:

BIO 219 Plant Morphology and Anatomy

BIO 322 Genetics

CHM 407 Biochemistry I

CHM 117 General Chemistry II

CHM 225 Organic Chemistry I

ENS 230 Geology

ENS 302 Aquatic Ecology and Water Pollution

ENS 330 Soil Science

GBL 325 Advanced GIS

MAT 253 Statistics for Natural Sciences

C. The Forest Policy emphasis is for students who want to pursue a career in environmental policy and advocacy, especially as it pertains to forest systems. Students would be prepared for careers with government agencies, non-government advocacy groups, for-profit industries and non-profit institutions.

Suggested electives for Forest Policy emphasis:

BA 121 Marketing and Advertising

BA 212 Management and Leadership in Organizations

BA 310 Introduction to Non-Profit Management

ECO 380 Environmental and Ecological Economics

HIS 205 Environmental History of the United States

ENS 220 Environmental Attitudes, Values and Behavior

ENS 310 Conservation and Wildlife Biology

ENS 421 Environmental Policy

ENS 425 Sustainable Development and the Politics of Growth

ENS 451 Community and Land Use Planning

PSC 257 International Relations

SOC 271 Environmental Sociology

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

<http://www.warren-wilson.edu/academics/warren-wilson-college-catalog/environmental-studies>

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

Sustainable Agriculture

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

Requirements: In addition to the requirements listed above for all Environmental Studies majors, the following requirements must be met to fulfill this concentration. These courses build the discipline from conceptual understanding to practical application and have been designed to be taken in the order listed.

It is strongly recommended that all students pursuing the Sustainable Agriculture Concentration commit to a minimum of one academic year working on the WWC Farm or Garden Crew AND complete at least one full-time summer farm internship on an established commercial sustainable farm before completing the program.

Required Courses: all of the following:

ENS 249 Introduction to Sustainable Agriculture

ENS 341 Agroecology

ENS 440 Sustainable Farm Management

SCI 390 Research Design

SCI 486-489 Natural Science Research (minimum 2 credits)

SCI 493 Natural Science Presentation

Electives within the ENS major: (minimum 24 credit hours)

A. Suggested Electives for business emphasis in Sustainable Agriculture:

BA 121 Marketing and Advertising

BA 201 Accounting I

BA 309 Business Law

BA 313 Small Business Management

BA 315 The Art and Science of Managing People

ECO 201 Microeconomics

ECO 301 Microeconomic Theory and Practice

ECO 380 Environmental and Ecological Economics

B. Suggested Electives for natural science emphasis in Sustainable Agriculture:

BIO 217 Introduction to Animal Science

BIO 241 Invertebrate Zoology

BIO 322 Genetics

BIO 351 Mammalian Physiology

BIO 450 Microbiology

CHM 117 General Chemistry II

CHM 225 Organic Chemistry I

CHM 226 Organic Chemistry II

ENS 330 Soil Science

MAT 241 Calculus I

MAT 242 Calculus II

PHY 251 Physics I

C. Suggested Electives for a social science emphasis in Sustainable Agriculture:

ANT 321 Traditional Agriculture Systems

ECO 380 Environmental and Ecological Economics

ECO 383 Economic Growth and Development

ENS 220 Environmental Attitudes, Values, and Behavior

ENS 425 Sustainable Development and the Politics of Growth

ENS 451 Community and Land Use Planning

PSC 257 International Relations

PSY 231 Research Methods in Social Science

PSY 318 Social Psychology

SOC 271 Environmental Sociology

D. Suggested Electives for a humanities emphasis in Sustainable Agriculture:

ENG 337 Romanticism

ENG 338 Literature and Culture of the Victorian Period

ENG 339 Modernism

HIS 205 Environmental History of the United States  
ENS 220 Environmental Attitudes, Values, and Behavior  
INT 325 Great Books I  
PHI 255 Philosophy of Science and Logic  
WRI 213 Creative Writing: Creative Nonfiction  
WRI 220 Writing About Place

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

<http://www.warren-wilson.edu/academics/warren-wilson-college-catalog/environmental-studies>

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

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

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

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**The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:**

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# Graduate Program

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

Institution offers at least one:

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

And/or

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

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*.

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

*Institution offers fewer than 25 distinct graduate programs.*

# Immersive Experience

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

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

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

And/or

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

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

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

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*"---" 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:

WWC's International Programs Office offers qualified students the educational opportunity to travel on a partially funded international or cross-cultural course or study abroad program that complements the college's mission of academics, work, and service. Many of these courses immerse students in the environmental, social and economic dimensions sustainability, and use sustainability as a cultural lens. Here are examples of the 2012-14 courses that offer this experience:

Intersections of Agricultural and Social Welfare Systems in Cuba: Paradigms and Paradoxes  
SWK 37X, 2 credits

Pre-requisite: Spanish II or permission of instructors

This course examines the ways in which Cuba develops policies, programs and practices to create a social safety net. Focus points of the course include cross-cultural comparisons of agricultural practices and social services delivery. Students will explore social welfare and agricultural systems in Cuba through participation in individual and group activities and assignments, as well as direct contact with agencies, communities, farms, families, and individuals.

### Natural and Cultural Histories of Alaska

ENS 37X, 4 credits

Pre-requisite: ENS 116 Introduction to Environmental Studies

Students will learn about Alaska's natural and cultural history as it relates to environmental issues, focusing on the region's major natural resources and geological features and meeting with Native American communities, commercial fishermen and others in the region who rely on these resources for employment, cultural heritage or recreation. Participants will also gain an understanding of Alaska's unique geology and participate in gathering traditional foods of the region. Good physical condition, primitive camping experience, and flexible diet are required. Students must also be comfortable around water, boats and cool, wet weather. Travel will take place in August.

### Change, Continuity, and Environmental Issues in China

PSC 37X, 4 credits

China is both an ancient culture and one of the most important players on the modern world stage. This course explores change and continuity in modern China, with a particular emphasis on environmental issues. Focusing on both urban and rural areas, students will be exposed to China's broad, complex history through Mao's revolution and post-Mao developments, including recent environmental practices and concerns. Travel plans include several days in Beijing and homestays and a service

### Ecology at the Crossroads: Conservation, Development and Globalization in Panama

GBL 37X, 2 credits

Panama is the intersection of two of the world's biodiversity hotspots. Students will use the tension between globalization and conservation as the lens for viewing the basis of current environmental problems in Panama, combining the analytical tools of environmental history, political ecology and geographic information science. Travel plans include service-learning and research at the Cocobolo Nature Reserve and a visit to the autonomous region of Kuna Yala, home to the indigenous Kuna people. GIS training and knowledge of Spanish are helpful, but not required. Participants must be in good physical condition.

### Cuba - SWK 378: Intersections of Agricultural and Social Welfare Systems in Cuba: Paradigms and Paradoxes

This course offers a historical and contemporary examination of various components of Cuban society through the lens of agricultural and social welfare systems. Focus points of the course include cross-cultural comparisons of agricultural practices and social services delivery. Students will explore social welfare and agricultural systems in Cuba through participation in group activities, individual portfolio assignments, as well as direct contact with agencies, communities, farms, families, and individuals.

### Costa Rica - BIO 37X: Tropical Ecology and Education

Tropical forests are incredibly rich centers of biodiversity and are also a focus of major environmental concern due to their current rate of destruction. This upper-level biology course introduces students to tropical ecology and conservation issues, focusing on the diverse systems of Costa Rica. After an on-campus semester of studying ecosystems, species interactions, biodiversity, and environmental and cultural issues, the group will spend 2-3 weeks in Costa Rica. Exploring different ecosystems, students will become more familiar with the ecology and natural history of each area, the cultural systems that impact them, and current conservation efforts. Service projects are planned that will enable the group to become directly involved with local conservation efforts.

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

<http://www.warren-wilson.edu/~studyabroad/1213courses.php>

# Sustainability Literacy Assessment

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

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## Submission Note:

This assessment is in our near future. The College is remaking our general education program and creating a Triad Learning Portfolio assessment process to demonstrate student learning and growth across academics, work and service and our focal areas of cross-cultural understanding, environmental responsibility and social justice. As part of these efforts, we are working to create assessment metrics that make sense for the College.

"---" 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):**

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

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



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

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

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

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# Incentives for Developing Courses

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

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

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

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

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

**Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:**

No

**A brief description of the program(s), including positive outcomes during the previous three years:**

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

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

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# Campus as a Living Laboratory

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

**Is the institution utilizing the campus as a living laboratory in the following areas?:**

	Yes or No
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<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	Yes
<b>Dining Services/Food</b>	Yes
<b>Energy</b>	Yes
<b>Grounds</b>	Yes
<b>Purchasing</b>	Yes
<b>Transportation</b>	Yes
<b>Waste</b>	Yes
<b>Water</b>	Yes
<b>Coordination, Planning &amp; Governance</b>	Yes
<b>Diversity &amp; Affordability</b>	Yes
<b>Health, Wellbeing &amp; Work</b>	Yes
<b>Investment</b>	No
<b>Public Engagement</b>	Yes
<b>Other</b>	---

**A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:**

Students are researching land management techniques on carbon sequestration including inventorying all 1,500 core campus trees. Students in a variety of ENS courses are researching the impact of climate change on various plants and animals that live on the campuses diverse 1,200 acres.

**A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:**

Students track all energy use for all building on campus, and are leading the re-certification of LEED Platinum EB EcoDorm.

**A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:**

Students on the Local Foods Crew advance the College's Sustainable Dining Policy that calls for 50% of all food in the cafeteria to come from 'sustainable sources'. Students operate the WWC Farm that delivers 85% of all the meat consumed in the cafeteria, and the WWC Garden that delivers the majority of produce to the vegan on-campus CowPie Cafe.

**A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:**

Students produce the College's annual Greenhouse Gas Emissions Inventory.

**A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:**

Students on the Landscaping Crew manage 8 acres of native grass and wildflowers incorporated into the campus landscape. Students in conservation biology partnered with the Landscaping Crew to secure NWF Wildlife Habit Designation of the campus.

**A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:**

Students on the Campus Sustainability Crew inventoried the Nebraska Books managed on-campus bookstore and identified the sustainable clothing and health and beauty product alternatives, worked with Nebraska Books' corporate office to identify SKU and other needed information, and got alternative products into the store.

**A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:**

Students manage the Community Bike Shop that performs bike repairs at cost for students and employees to keep bikes in action.

**A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:**

Students on the campus Recycling Crew divert 50% of campus waste from the landfill through a variety of recycling and reusing techniques including managing the campus compost operation that composts 100% of campus food waste as well as WWC farm and garden waste, and vegetable waste from the local farmers market.

**A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:**

Students on the Plumbing Arts Crew researched, procured and installed water-less urinals to replace 100% of campus urinals. Students on the Garden, Bio/ENS and Plumbing Arts Crews collaborated to install cisterns to capture greenhouse roof runoff to meet 100% of campus greenhouse watering needs. Students on the Landscaping Crew partnered with faculty and undergraduate researchers in ENS to re-construct a riparian wetland that will filter farm runoff and serve as a habitat for endangered salamanders and other amphibians.

**A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:**

The newly restructured Forum serves as the employee interface with campus governance. Three Forum committees--Budget Oversight, Strategic Planning, and Policy Review--work with administrative leadership to govern the campus along with Student Caucus that represents the student body. Employees and Students have an active and meaningful role in all campus governance issues with the exception of sensitive or Trustee level legal, financial and personnel issues.

**A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:**

As part of the College's reaccreditation process, the campus community identified BUILDING Diversity: Inclusive Excellence Across the Triad as its Quality Enhancement Plan (QEP). Through the QEP we will DISCOVER where we need to change by engaging the community in ongoing conversations, CHALLENGE the status quo by training 6-8 Diversity Fellows per year to lead Change Projects, and CHANGE the WWC education to be more accessible, inclusive and representative.

**A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:**

The goal of the Wellness Program is to help the members of the Warren Wilson College community create, pursue and practice a lifestyle of wellness. The Wellness Program organizes many campus activities including ongoing classes in yoga, vegetarian cooking, and workshops on topics such as herb identification, gender-specific health, healing arts, meditation, and Earth skills. The office is staffed by crew members who provide weekly open hours for students, staff, and faculty to drop in for bodywork (massage, energy healing, cupping), tea, empathy, and health information.

**A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:**

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**A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:**

Students organize events ranging from herbal conferences to, mountain top removal mining awareness, to sustainability film screenings that engage campus and the community.

**A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:**

To complete

**The website URL where information about the institution's campus as a living laboratory program or projects is available:**

<http://www.warren-wilson.edu/sustainability>

# 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.

<b>Credit</b>
Academic Research
Support for Research
Access to Research



## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

*Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.*

# Support for Research

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
  - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
  - 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.
- 

## Submission Note:

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

*Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.*

## 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.

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

*Research is not considered in faculty promotion or tenure decisions as a matter of policy or standard practice*

# 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.

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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*.

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## Submission Note:

Warren Wilson College's educational program, the Triad, is singular in higher education. The Triad consists of three interwoven strands of experience: academics in the liberal arts tradition, a campus-wide work program, and service learning. The Triad is infused with a sustainability ethic and cross-cultural understanding-integral parts of the College's history and founding philosophy.

Through the Triad, students gain a meaningful education that feeds their intellectual hunger and guides them to collaborate and solve problems during and after college. Led by faculty and staff, students learn in the classroom, in the forest and fields and in the wider community-locally and internationally. Academics, work, and service connect to create a holistic, experiential education.

The Environmental Leadership Center programs weave the triad together by engaging students in learning experiences that combine academics, work and service. The Service and Work Programs provide a slue of peer-to-peer opportunities through the empowerment of all students to take responsibility for the operations of the College and to fulfill the graduation Service Learning requirement. Students must receive 'credit' in all three areas to graduate. Students at WWC have both an academic GPA and a work GPA that must be maintained and a service requirement that must be fulfilled. The programs discussed here do not occur under the typical higher education course structure, but are nonetheless providing degree seeking students a for-credit experience that directly relates to their academic GPA and graduation fulfillment.

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

Yes

**Number of degree-seeking students enrolled at the institution:**

833

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

Environmental Leadership Center

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

33

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

The Environmental Leadership Center is in the process of being re-purposed to help the College determine what innovative sustainability action is right for the institution to embark upon. Since 1996, the mission of the Environmental Leadership Center is to raise awareness of local, national and global environmental realities and to inspire caring citizens - especially our youth - to reflect, to communicate, and to act as responsible caretakers of the earth. To achieve this mission and support WWC's commitment to sustainability, the ELC has offered in the past 3 years 5 programs that engaged students in meaningful sustainability outreach and education--EcoTeam, Campus Greening, Insulate, Swannanoa Journal and the ELC Internship Program.

Campus Sustainability Crew continues to place students in leadership positions from which they research, monitor, evaluate, and educate the campus community about a wide range of sustainability issues from climate action to product procurement to wellness. This included authoring the annual campus greenhouse gas emissions inventory, producing the student-centered Green Living Guide, and conducting awareness raising programming around issues such as purchasing choices, mountain top removal mining, water use, local food, etc. Students primary responsibility was the educate the campus community and close the gap between community values and actions. They work across campus on issues such as the fossil fuel divestment campaign, Sierra Club's Beyond Coal campaign and more.

Through the summer of 2013, the ELC Internship Program placed students in the field through meaningful summer internship experiences with committed partners. The Internship Program began in 1997 and has engaged 342 students to date. The program was competitive and rigorous. Partner organizations included the Smithsonian Environmental Research Center, National Audubon Seabird Restoration Project, North Carolina Coastal Federation, City of Asheville Sustainability Office, CooperRiis Healing Farm Community, National Climatic Data Center, The Wilderness Society and many more. Students returned from their internship experience and fulfilled program requirements by educating the campus community about the work they performed, the organization they served and research conducted.

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

Campus Sustainability Crew-

Students with a desire to engage in campus sustainability problem solving interview with the ELC Education Director. They are selected based on experience, research and communication skills, as well as recommendations from previous teachers and work supervisors.

Career Development Center Internship Program-  
[STARS Reporting Tool](#) | [AASHE](#)

Students interested in a summer internship with partner organizations have access to sustainability internship opportunities

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

Students receive training necessary to do the work. Staff and faculty go over expectations, learning outcomes, goals and outcomes. Students are shown best practice artifacts from previous students. Students are mentored through the learning process by dedicated staff and faculty. Students reflect on their experience through structured written exercises.

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

The Environmental Leadership Center has 2 full-time staff and 10 15-hour/week student employees. The ELC is supported by grants from a variety of foundations, and gifts from donors.

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

Service Program

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

833

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

The mission of the Warren Wilson College Service Program is to prepare students for effective community engagement.

The mission is fulfilled by:

- Providing opportunities for students to gain relevant knowledge, skills, and experiences.
- Supporting students in the development of civic responsibility.
- Engaging in mutually beneficial community partnerships.

The mission of Warren Wilson College includes preparing students for service, leadership, and meaningful lifelong work and learning. As part of this Triad educational program, completion of a Community Engagement Commitment is one of the requirements for graduation. Students meet the Commitment by progressing through four different Points of Engagement and Growth (PEGs):

Self-knowledge

Understanding of complex issues

Capacity for leadership

Commitment to community engagement

By graduation, students demonstrate a measurable level of learning in all four Points of Engagement and Growth. Each student's progress is reviewed in the second semester of the sophomore year and the first semester of the senior year.

Example #1

The Warren Wilson Bonner program is supported in part through the Corella and Bertram F. Bonner Foundation, which provides funding, training and technical assistance to community service and service-learning scholarship and leadership programs at colleges and universities across the eastern United States. 15-20 Warren Wilson students participate on the crew, and their efforts are centralized through the College's Service Program. As a crew in the Warren Wilson College Work Program, students dedicate 15 hours per week to the establishment and leadership of community engagement activities such as co-curricular and service-learning projects, alternative break trips and issue education workshops.

Example #2

The Service Program Office offers regular service opportunities, educational programming and policy connections in five different issue areas:

Environment  
Food Security  
Housing & Homelessness  
Race & Immigration  
Youth & Education

In each area we have crew members who are knowledgeable about the issue available to groups and classes to provide information and background for exploration of the issue. They also lead the regular service trips through the SPO and issue workshops each spring providing a program for students to engage in an in-depth way with one focus area.

Example #3:

Service-learning is:

a credit-bearing, educational, experience

students participate in organized service activities that meets identified community needs

reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Past Service Learning Course-

FRS 127 - Power, Privilege, and Community

Emma Family Resource Center - Motherread Program; INSULATE!

What is power, who has access to it, and how is it enacted? What does it mean to be white, middle-class/wealthy, heterosexual or otherwise privileged in the context of the United States? In this course, we will: examine the construction of identity categories based on race, class, gender, sex, sexuality, disability, and citizenship; confront assumptions and what we have been taught by wrestling with social construction theory, critical race theory, and radical theories; critically analyze the system of privilege & oppression; and develop ideas & approaches for challenging domination that move beyond guilt in order to create just, sustainable communities. We will apply what we've learned when engaging with service organizations every other Thursday to: insulate homes for low-income families, participate in community gardens, package food at the local food bank, work at a traveling shelter for women who are homeless, and organize book mailings to folks who are incarcerated, among other activities. This course requires students to be open, to listen & learn from each other, to make mistakes, to thoughtfully engage, and to take risks!

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

Generally, students must have a demonstrated commitment to service in order to become a Bonner. We accept new crew members only at the start of the academic year. Applicants will be asked to include two references from people who have seen you working in group situations, working with children, or with whom you have worked closely. Applicants will also undergo an interview process with service staff.

We typically choose Bonners based on the following:

Student's overall motivation, experience, and commitment to community engagement

Strong interest in learning how to work, learn, plan, and play well as a cooperative contributing member of a team

Commitment to working on the crew for 2 years

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

The professional staff of the Servie Program provides formal training for all student educators that includes:

Participating in a dynamic two-year leadership program

Engaging with the community outside of WWC up to 10 hours each week

Gaining professional skills

Opportunities to receive a summer internship stipend with a national or international non-profit organization



Attending state and national service-learning conferences

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

The Service Program is fully funded by the operating budget and is staffed by 5 full time employees, and 18 15-hour/week student employees and is supported by the numerous faculty and staff that engage students across campus in diverse service work throughout the region.

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

Work Program

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

833

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

The mission of the Work Program is to provide students with productive work that creates opportunities for the Warren Wilson College community to acknowledge, examine and celebrate the ethics and value of work in the educational process. The Work Program fulfills its mission by:

1. Providing a work force that operates the college in a way that benefits students both educationally and financially while serving the community.
2. Fostering a positive work ethic, respect for the dignity of labor, and the importance of serving others.
3. Strengthening the students' sense of community through common endeavor and giving students the opportunity to participate in all aspects of operating the college.
4. Offering experiential learning that helps to fulfill and enhance the educational mission of the college.
5. Providing students with an evaluation of their work, opportunities for reflection on the meaning of their work, and career guidance that encourages all students to make informed choices in planning their life and work.
6. Providing opportunities and resources that enhance supervisors' roles as mentors and teachers.

WWC has over 100 work crews ranging from Plumbing Arts to Recycling and Solid Waste to Archaeology. Our campus is, therefore, run by students. We have 1 professional plumber for the entire campus and he trains and supervises a crew of 15 students who meet the campus' plumbing needs. So, when we convert all of our urinals to water-less units its the students who research, order, install and maintain the urinals.

Each of the over 100 work crews have student leaders who assist the staff supervisors in all aspects of leadership. A few examples that directly relate to sustainability include:

Forestry Crew- students harvest from our 700 forest and mill at our on campus saw mill campus trees that are then used as lumber in all building projects

Farm Crew- students organically operate the 300 acre farm that produces pasture-raised, grass-fed beef, pork and poultry that is served in the cafeteria and sold to the local community

Recycling Crew- students work to divert 50% of the campus waste stream from the landfill

Landscaping Crew- students work to maintain core campus' native plant, grass and wildflower landscape

Computing Services Crew- students work to maintain computer labs while reducing electronic waste and paper usage, and conserving energy

Environmental Leadership Center Crew- students work to produce the campus' annual GHG Inventory, monitor Climate Action Plan Progress, and raise awareness about campus energy use.

For a full list of work crews go to

<http://www.warren-wilson.edu/~wpo//crews.php>

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

Student educators (aka Crew Leaders) are selected by crew supervisors on the basis of competency, tenure and ability to lead others.

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

Each Crew has their own particular way of training student educators. Every-other Wednesday at 4:00, campus functions stop for 1-1.5 hours of crew training focused on team-building, leadership development and safety. Each Crew has Learning and Performance Goals that lay out the outcomes that students need to be trained to achieve. Every Crew's goals across campus includes SUSTAINABILITY.

Here is an example from the Environmental Leadership Crew

Learning and Performance Goals: Environmental Leadership Center

Workplace Value #1: Leadership

- Exceeds: Provides leadership to WWC's commitment to environmental responsibility by identifying environmental issues and solutions above and beyond assigned work duties.
- Meets: Provides leadership to WWC's commitment to environmental responsibility by identifying environmental issues and solutions through assigned work duties.
- Below: Does not provide leadership to WWC's commitment to environmental responsibility.

Workplace Value #2: Community

- Exceeds: Engages meaningfully in the WWC community by participating in community-building events and working to strengthen the community.
- Meets: Engages in the WWC community by participating in community-building events.
- Below: Does not participate in community-building events.

Workplace Value #3: Self Discovery

- Exceeds: Discovers and is able to articulate personal values related to the complex interconnections between the environment and society.
- Meets: Demonstrates effort toward discovering and articulating personal values related to the complex interconnections between the environment and society.
- Below: Does not demonstrate effort toward discovering and articulating personal values related to the complex interconnections between the environment and society.

Workplace Value #4: Respect and Tolerance

- Exceeds: Takes responsibility to create and role-model a culture of respect and tolerance for all people including ELC crew, staff, and partners.
- Meets: Demonstrates respect and tolerance for all people including ELC crew, staff, and partners.
- Below: Does not demonstrate respect and tolerance for all people.

#### Competency #1: Dependability

- Exceeds: Shows up for work on time every shift, takes full responsibility for completing all tasks, and holds all crew members accountable to do the same.
- Meets: Shows up for work on time every shift and takes full responsibility for completing all tasks.
- Below: Fails to show up for work on time every shift and/or take full responsibility for completing all tasks.

#### Competency #2: Integrity

- Exceeds: Is honest, takes responsibility for all mistakes, strives to continually improve and holds all crew members accountable to do the same.
- Meets: Is honest, takes responsibility for all mistakes and strives to continually improve.
- Below: Is honest, but does not take responsibility for mistakes or strive to continually improve.

#### Competency #3: Initiative

- Exceeds: Takes responsibility for all work-related responsibilities and needs without having to be asked, asks for help whenever it is needed, and holds all crew members accountable to do the same.
- Meets: Takes responsibility for all work-related responsibilities and needs without having to be asked, and asks for help whenever it is needed
- Below: Does not take responsibility for work-related responsibilities and/or fails asks for help when it is needed.

#### Competency #4: Analytical Thinking

- Exceeds: Identifies problems, researches the complexity of issues, evaluates viable solutions, determines a courses of action, and implements when appropriate.
- Meets: Identifies problems, researches the complexity of issues, and evaluates viable solutions
- Below: Does not effectively identify problems, research issues, and/or evaluate viable solutions.

#### Competency #5: Communication

- Exceeds: Demonstrates the ability and willingness to effectively communicate to diverse stakeholders in both written and oral formats, and works to continually improve communication skills.
- Meets: Demonstrates the ability and willingness to effectively communicate to diverse stakeholders in either written or oral formats.
- Below: Does not demonstrate the ability and/or willingness to effectively communicate to diverse stakeholders in either written or oral formats.

#### Competency #6: Collaboration

- Exceeds: Takes a leadership roll in creating a culture of collaboration among all ELC crew members, and collaborates effectively with WWC and general community partners.
- Meets: Collaborates effectively with crew members, as well as WWC and general community partners.
- Below: Does not collaborate effectively with crew members and/or the WWC and/or general community partners.

#### Competency #7: Quality of Work

- Exceeds: Consistently delivers final products that demonstrate thorough and thoughtful work that adheres to the goals and expectations of the project, and holds all crew members accountable to do the same.
- Meets: Consistently delivers final products that demonstrate thorough and thoughtful work that adheres to the goals and expectations of the project.
- Below: Does not consistently deliver final products that demonstrate thorough and thoughtful work that adheres to the goals and expectations of the project..

#### Tool or Resource #1: Community Partners

- Exceeds: Consistently and effectively works with WWC and general community partners to advance the mission of the ELC and the work of the crew, assumes a leadership role in creating and coordinating community partnerships.
- Meets: Learns how to effectively work with WWC and general community partners to advance the mission of the ELC and the work of the crew.
- Below: Does not effectively work with WWC or general community partners to advance the mission of the ELC and the work of the crew.

#### Tool or Resource #2: ELC Office

- Exceeds: Works to improve appropriate technological skills and understanding, gives leadership to maintaining office cleanliness and organization, and holds all crew members accountable to do the same.
- Meets: Works to improve appropriate technological skills and understanding, and maintains office cleanliness and organization.
- Below: Does not work to improve appropriate technological skills and understanding, or maintain office cleanliness and organization.

**Work Safety #1: Responsible and legal use of the ELC car**

- Exceeds: Uses the ELC car responsibly and legally, and holds all crew members accountable to do the same.
- Meets: Uses ELC car responsibly and legally.
- Below: Does not use ELC car responsibly or legally.

**Sustainability #1: Model & Advance best practices**

- Exceeds: Gives leadership to campus sustainability efforts by consistently modeling and advancing best practices at work and in the community, and works to understand and articulate the complex problems that exist in the interconnections between environment and society..
- Meets: Models and advances best practices at work and in the community.
- Below: Does not adequately model best practices at work or in the community.

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

The Work Program is funded by the College's operating budget and a few grants including an annual \$500,000 allotment from the federal government. There are approximately 200 full-time staff employed that supervise students labor.

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

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

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

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

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

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

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

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

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

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

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.

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*"---" 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:**

100

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

During orientation, every new student and transfer is required to go on The Green Walkabout©- an experiential sustainability education program – that introduces participants to the best practices for green buildings, waste management, landscaping, stormwater, land use, and agriculture found on the campus of Warren Wilson College; and examines the interconnected relationships between these practices and the environmental, social and economic impacts they create.

The Green Walkabout employs the sustainable practices of Warren Wilson College as teaching tools and orientation guideposts to educate students about positive benefits that result when intentional consideration of short term and long term environmental, social and economic impacts drive choices about the built environment, land and water resources, and food systems. The Green Walkabout© demonstrates how sustainable alternatives can balance human and ecosystem needs. Students begin the 2 hour tour at the College's LEED-Gold Orr Cottage. From there, participants visit the College's sustainable farm, organically managed garden, timber operation, native grass landscaping operation and acclaimed recycling center.

During one day of orientation, four Walkabouts occur to accommodate the incoming class. An additional Walkabout is offered for transfer students on another day. The tour grounds and empowers students by giving them a sense of place that is rooted in the College's sustainability history. Students learn how the students before them have led the charge and how future innovation is theirs to create. The tour also shines a light on the College's pressing sustainability challenges and lets the new students know the direct and meaningful ways they can help solve those challenges.

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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/Green\\_Walkabout.php](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/Green_Walkabout.php)

## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

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

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

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

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

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

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

Eco-Librium

This club's mission is to advance a more ecological economy. The current mission of the group is to divest our endowment from fossil fuel companies.

**The website URL where information about student groups is available:**

<http://www.warren-wilson.edu/~recycle/>

**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:**

Warren Wilson College operates a 6 acre organically managed garden that grows produce for on-campus consumption and a 250 acre farm that produces pasture-raised beef, pork and poultry for on and off-campus consumption. Both operations are staffed by students whose labor creates the products. The garden currently provides approximately 18% of campus vegetables and the farm provides 90% of the meat served. Additionally, the Forestry Crew manages a shitake mushroom farm that produces mushrooms that are served in the dining hall and the Landscaping Crew manages the EcoDorm garden that provides food for the 36 dorm residents. All of these farming/gardening efforts are managed by students.

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

<http://www.warren-wilson.edu/~garden/garden.php>

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

The Sage Cafe is a student run cafe on campus. With regular hours and a variety of food and beverages, the sage cafe is a central social location on campus that offers a selection of organic and locally produced foods.

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

<http://warren-wilson.edu/blogs/echo/2014/02/the-new-sage/>

**A brief description of the sustainable investment or finance initiatives:**

The college is in the process of creating our first ever morally driven investment policy.

The current stand in policy reads:

Environmental, Social and Governance Investing

Statement on Environmental, Social and Governance Investing Principles

The Board of Warren Wilson College is the “named fiduciary” of the College’s Endowment. The Investment Committee seeks to optimize the financial return to the college to advance the long-term financial interests of the College and support its mission. It is a core

value of Warren Wilson College that the College invests in a socially responsible way. A separate Policy on Environmental, Social, and Governance (ESG) Investing shall state the Investment Committee's policies and goals.

ESG practices can have a material impact on the Endowment's holdings. Consideration of ESG practices of the Endowment's investments is consistent with the Investment Committee's fiduciary duties. The Investment Committee understands that investing in a responsible way does not always offer self-evident decisions. There are likely to be products and services that can be used in ways that are both responsible and contrary to a shared notion of responsibility.

The College will seek to invest and maintain investments in entities that have prospects for sustainable growth and profitability, while conforming to socially responsible characteristics.

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

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

Warren Wilson College is launched an "Academia and Activism" Speaker Series leading up to the Inauguration of President Steven L. Solnick. The series was geared toward students, staff and faculty to hear the three speakers address social justice issues, each from a different vantage point (linked below).

Additionally, the Environmental Leadership Center launched the Sustainability Speakers Fund to provide resources to cross-disciplinary faculty teams to bring engaging speakers to campus to interact with students both in the classroom and during public events.

Each year Fiddles and Folklife is a regional weekend celebration of southern Appalachian culture that showcases the community resiliency that defines this mountain region. It is for the students and the community.

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

<http://www.warren-wilson.edu/inauguration/index.php#speakers>

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

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

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

A wide range of outdoor programs are offered year-round that follow LNT principles, principles that are also taught by the Outdoor Leadership Department.

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

<http://www.warren-wilson.edu/~outdoors/>

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

None currently. In the past, Warren Wilson College published a common reader for all first year students titled Heartstone, which was a compilation of writings about a particular sustainability theme.

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

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

We do not have an occupied, formally designated model residence hall: EcoDorm is a LEED Platinum residence hall in which students are working to live substantially and teach us all what that model is. Students are welcome to tour EcoDorm anytime and the EcoDorm residents host events open to students across campus. EcoDorm residents must commit to living a sustainable lifestyle as part of their room contract. Sustainable Living Best Practices are spelled out for them in the EcoDorm Manuel.

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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/ecodorm.php](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/ecodorm.php)

**A brief description of sustainability-focused student employment opportunities:**

Environmental Leadership Center Campus Sustainability Crew

Raise awareness of local, national and global environmental realities and to inspire caring citizens - especially our youth - to reflect, to communicate, and to act as responsible caretakers of the earth.

Recycling Crew

Provides the campus with effective and innovative recycling, composting and waste disposal services and to reduce the volume and environmental impact of waste generated on campus. We strive to run an efficient and environmentally sound operation, to educate the community about effective resource use, and to inspire the community to find creative alternatives to unsustainable consumption patterns (linked below).

Wellness Crew:

Promotes wellness for the body and soul by providing on-campus programs.

Spiritual Life Crew:

Promotes a broad and inclusive spirituality dialog on campus.

Local Food Crew:

The Local Food Crew works with the campus Dining Service on a variety of local food issues. The crew helps build and cultivate relationships between local growers (including our own farm and garden) and Dining Services. We also help educate the campus community about the many benefits of purchasing local and help identify local ingredients at meals.

Environmental Justice Crew

This crew runs programming related to environmental degradation and raises awareness about the connections between environmental destruction and social oppression.

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

<http://www.warren-wilson.edu/work/crew-patches>

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

We do not have a graduation pledge

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

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

All sustainability programs have been described above.

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

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# Outreach Materials and Publications

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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*"---" 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
<b>A central sustainability website that consolidates information about the institution's sustainability efforts</b>	Yes

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

**A brief description of the central sustainability website:**

The College's website has a drop down menu that includes "Thinking Green" within which is a wealth of campus sustainability information from policies to projects to the College's long history of sustainability.

Sustainability is woven into the fabric of Warren Wilson. It is grounded in our rich history of place and purpose, embedded by generations of community members who have modeled our fundamental commitment to connect values to action. The practice of sustainability flows from the College mission, which serves as our compass for responsible citizenship, and from our unique liberal arts model of engaged learning.

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

<http://www.warren-wilson.edu/~elc/sustainability/index.php>

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

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

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

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

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

The Natural Science Undergraduate Research Sequence website publishes and disseminates student research focused on natural science, many of which focus on issues related to sustainability.

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

<http://wwcnsapstone.org/>

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

The Green Walkabout Signage includes signs for all green buildings. Below is the link to the LEED EB Platinum EcoDorm for example.

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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/WWGW\\_Ecodorm\\_sign\\_sm\\_4-9-07.pdf](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/WWGW_Ecodorm_sign_sm_4-9-07.pdf)

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

There is a great deal of sustainable food promotion as the College has begun enactment of the Sustainable Food Policy that strives to get 50% of campus food from sustainable sources. The policy looks at locality, type of growing such as organic or biodynamic, social justice, etc. Below is the link to the signage about the campus garden that grows 20% of the produce served in the cafeteria. The College Farm also has signage and provides 90% of the beef and pork provided in the cafeteria. Sodexo, our campus dining provider, provides signage in the cafeteria that directs students to WWC grown food and to locally grown food (within 100 miles of campus). The Local Foods Crew and the Campus Sustainability Crew have begun planning for a 'Sustainable Food Score Card' that would be used in the cafeteria to rate the environmental and social integrity of foods served on a scale of 1 to 100.



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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/WWGW\\_Garden\\_sign\\_sm\\_4-9-07.pdf](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/WWGW_Garden_sign_sm_4-9-07.pdf)

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

Grounds on campus are managed sustainably. Our turf playing fields are managed organically, our lawns are transitioning into native grass and wildflower habitats (we only have 8 acres of mowed turf grass remaining on campus, 5 acres of which are our soccer fields), permaculture plantings are plentiful as are edible and medicinal varieties. The Green Walkabout Landscaping Sign highlights these efforts.

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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/WWGW\\_Landscaping\\_sign\\_sm\\_4-9-07.pdf](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/WWGW_Landscaping_sign_sm_4-9-07.pdf)

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

The Green Walkabout©- an experiential sustainability education program – introduces participants to the best practices for green buildings, waste management, landscaping, stormwater, land use, and agriculture found on the campus of Warren Wilson College; and examines the interconnected relationships between these practices and the environmental, social and economic impacts they create.

The Green Walkabout© employs the sustainable practices of Warren Wilson College as teaching tools to educate participants about positive benefits that result when intentional consideration of short term and long term environmental, social and economic impacts drive choices about the built environment, land and water resources, and food systems. The Green Walkabout© demonstrates how sustainable alternatives can balance human and ecosystem needs. Participants begin the 2-4 hour tour at the College’s LEED-Gold or EB- Platinum certified buildings. From there, participants visit the College’s sustainable farm, organically managed garden, timber operation, and acclaimed recycling center. This tour immerses participants in practical solutions to pressing challenges, and encourages participants to become sustainability advocates in their communities.

On The Green Walkabout© participants see, hear, and smell best practices on the campus of a nationally recognized “living laboratory of sustainability.” The primary learning objectives of The Green Walkabout© follow: to demonstrate how a shift to long-term decision making, that calculates triple bottom line impacts before taking action for the built environment, food systems, land use, and waste management will reduce emissions, improve quality of life, and foster just and resilient communities; to introduce examples of best practices easily replicable in one’s home, business or institution; to encourage identification of participant’s manageable point of entry –switching to CFL’s or improving insulation - so upon return to home or business, participants adopt small steps that engage them in conscious shift in decision making with practices that reap noticeable benefits.

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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/Green\\_Walkabout.php](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/Green_Walkabout.php)

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

The Green Living Guide highlights the three alternatives: Asheville City bus service, the Hitching Post, and Zimride e-rideshare and carpool board. These options are regularly promoted by the Environmental Leadership Center and are highlighted on the Colleges 'inside' webpage.

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

<http://www.warren-wilson.edu/environmental/greenliving/initiatives.php#transportation>

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

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

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

The Green Living guide is an in-depth resource for sustainable living on campus.

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

<http://www.warren-wilson.edu/environmental/greenliving/index.php>

**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 Echo, the WWC student newspaper, highlights sustainability-related issues in each bi-weekly printing. Example linked below:

**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:**

<http://warren-wilson.edu/blogs/echo/category/campus-news/environment-campus-news/>

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

Owl and Spade is the College's annual magazine and always features stories that highlight the College's mission-centered commitments to environmental responsibility and social justice.

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

[http://issuu.com/warrenwilsoncollege/docs/o\\_s\\_spring\\_2013/1?e=2079843/4326723](http://issuu.com/warrenwilsoncollege/docs/o_s_spring_2013/1?e=2079843/4326723)

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

No

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

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

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

No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Outreach Campaign

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

### Part 1

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

### Submission Note:

There isn't a specific URL about entire campaign, but the above link provides an example of one way in which student outreach occurs. As I sit and type, the Campus Sustainability Crew is filling 5 gallon buckets with coal--our source of electricity--for campus event that will include students trying to carry a week's worth of personal on-campus use (approx 25 pounds), 2 weeks, 1 month... all to draw student attention to the fact that the campus causes 1 ton of coal to be burned every 4.5 hours to support our demand.

"---" 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):**

Give a Hoot: Climate Action at WWC

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

During the first semester of the 2010-11 academic year, the Environmental Leadership Center and its student work crew led the Give a Hoot campaign with the goal being to turn around the campus' electricity use trend from up to down. The ELC focused on electricity to raise awareness about the College's Climate Action Plan around an energy source each individual engages with and has a great deal of control over (as opposed to natural gas use which is related to heating for which thermostats are controlled by the College and building energy efficiency is determined by design and construction quality).

The campaign started with move-in day where all students were handed a card titled, Five Ways to Green Your Dorm Room, and a compact florescent light bulb for their desk lamp. In September the ELC ran the Energy Hoopla event outside the cafeteria during lunch which featured a truck loaded with 1 ton of coal with information educating the community that WWC causes 1 ton of coal to be burned every 4 hours at the local power plant and that 100% of that coal is from mountain top removal mines. The event also had an interactive component: students from the ELC had all the typical dorm room appliances and electronics plugged into Kill-O-Watt meters so students could see how much electricity each used, and computers were set up for students to determine their ecological footprint and learn how electricity use impacts it. In October the ELC hosted a Sustainability Film Series screening of Kill-A-Watt Hours and led a post-screening panel discussion that explored the impacts of WWC electricity use on the environment, Appalachian society, and the regional economy. Also in October, the ELC coordinated a month-long dorm energy challenge focused on electricity use. ELC staff and students met with student life staff and student RAs and RDs to organize the event. Dorms competed against their own electricity use the previous October. The dorm that reduced use by the highest percentage won. While these events were happening, the ELC assisted the College in creating evaluation metrics for student work crew evaluations (every student works 15 hours per week for the College) that asked them to reflect on how they demonstrated their commitment to sustainability on the job.

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

During the 2009-10 academic year, campus electricity use had risen 6%. The first semester of the 2010-11 academic year when the Give a Hoot campaign occurred, campus electricity use decreased 3.5% despite a 4% increase in the number of students/staff/faculty and the conversion of 3 building heating systems from natural gas boilers to electricity-powered and backed-up geothermal heat pump systems. The dorm that won the energy challenge reduced electricity use by an astonishing 47% and 9 other dorms reduced 30% or more. In 2012, electricity emissions continued a downward trend campus-wide in-line with Climate Action Plan goals. When looking at the impact the campaign has had on students, per-capita electricity use has decreased from 4,242 kWh in 2007 (Climate Action Plan benchmark year), to 3,514 in 2012.

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

<http://www.warren-wilson.edu/environmental/greenliving/climate.php>

**The name of the campaign (2nd campaign):**

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

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

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

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

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# Employee Educators Program

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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*.

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

**Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:**

No

**Total number of employees:**

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**Name of the employee educators program (1st program) :**

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**Number of employees served by the program (1st program):**

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

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

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

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

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

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**Number of employees served by the program (2nd program):**

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

---

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

---

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

---

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

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

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**Number of employees served by all other programs:**

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

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

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**A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):**

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**The website URL where information about the program(s) is available (all other programs):**

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# Employee Orientation

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

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

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

### **The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:**

100

### **A brief description of how sustainability is included in new employee orientation:**

During orientation, new employees are offered a Green Walkabout sustainability tour of the campus.

### **The website URL where information about sustainability in new employee orientation is available:**

[http://inside.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/Green\\_Walkabout.php](http://inside.warren-wilson.edu/~ELC/New_ELC_Website_/Green_Walkabout.php)

# Staff Professional Development

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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
- 

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

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

No

**A brief description of the sustainability trainings and professional development opportunities available to staff :**

---

**The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:**

---

**The website URL where information about staff training opportunities in sustainability is available:**

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# 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.

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

# Community Partnerships

**Responsible Party**

**Stan Cross**  
 Education Director  
 ELC

**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><b>A. Supportive</b></p>	<ul style="list-style-type: none"> <li>• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)</li> <li>• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement</li> <li>• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development</li> </ul>
<p><b>B. Collaborative</b></p>	<ul style="list-style-type: none"> <li>• <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)</li> <li>• <i>Duration:</i> May be time-limited, multi-year, or ongoing</li> <li>• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support</li> <li>• <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</li> </ul>

**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*.

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

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:**

Yes

**A brief description of the institution’s supportive sustainability partnership(s) with the local community:**

WWC has formal partnerships with  
City of Asheville (Climate Action/GHG Emissions Reductions)  
National Climatic Data Center (Climate Action Plan Advising)  
Asheville HUB (Regional Sustainable Development)

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:**

Yes

**A brief description of the institution's collaborative sustainability partnership(s):**

Community Action Partners (Weatherization)  
Asheville City and Buncombe County Schools (Environmental Education)



Manna Food Bank (Food Security)  
Habitat for Humanity (Housing)  
Black Mountain Community Garden (Food Access)

**Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:**

No

**A brief description of the institution's transformative sustainability partnership(s) with the local community:**

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**A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:**

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**The website URL where information about sustainability partnerships is available:**

<http://www.warren-wilson.edu/~elc/sustainability/partners.php>

# Inter-Campus Collaboration

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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*"---" 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:**

Our partnerships to-date have been experiential in nature. We've partnered with Furman University through an Arthur Vining Davis Grant to infuse sustainability into academics at both institutions. We've partner with national Wildlife Federation's Campus Ecology Program and with AASHE offering campus tours and workshops through the Green Walkabout Program to other higher education institutions looking to advance campus sustainability. To date we have led tours for 21 institutions. We've engaged in a collaboration with Furman University and Berea College that resulted in groups of students, staff and faculty visiting each campus to explore innovative sustainability ideas and practices.

### **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, NWF Campus Ecology, NAAEE

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

Full day Green Walkabout sustainability tours have been provided to 21 higher education institutions including Furman University, Western Carolina University, Piedmont Community College, Young Harris College, AB Tech Community College, Appalachian State University, Berea College, University of NC Chapel Hill, Clemson University and the University of South Carolina.

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

[STARS Reporting Tool | AASHE](#)



# Continuing Education

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

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

## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

### Part 1

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

### Part 2

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

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

---

## Submission Note:

### Community Engagement Commitment

The mission of Warren Wilson College includes preparing students for service, leadership, and meaningful lifelong work and learning. As part of this Triad educational program, completion of a Community Engagement Commitment is one of the requirements for graduation. Students meet the Commitment by progressing through four different Points of Engagement and Growth (PEGs):

### Self Knowledge

Understanding Complex Issues

Capacity for Leadership

Commitment to Community Engagement

By graduation, students demonstrate a measurable level of learning in all four Points of Engagement and Growth.

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

## Number of students engaged in community service:

816

## Total number of students :

816

## Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

**Total number of student community service hours contributed during a one-year period:**

54,613

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

No

**A brief description of the practice of including community service on transcripts, if applicable:**

Deep and meaningful engagement in service learning is a graduation requirement at WWC, but is not included on transcripts.

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:**

Yes

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

To be completed

**The website URL where information about the institution's community service initiatives is available:**

<http://www.warren-wilson.edu/~service/>

# Community Stakeholder Engagement

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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*.

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

**Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:**

No

**A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:**

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**A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:**

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**List of identified community stakeholders:**

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**A brief description of successful community stakeholder engagement outcomes from the previous three years:**

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**The website URL where information about the institution's community stakeholder engagement framework and activities is available:**

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# Participation in Public Policy

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

**Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:**

No

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

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**A brief description of other political positions the institution has taken during the previous three years:**

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

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**The website URL where information about the institution's advocacy efforts is available:**

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# Trademark Licensing

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

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

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

No

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

No

**Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :**

No

**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:**

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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 Applicable** for the following reason:

*The institution does not have an affiliated hospital or health system.*

# 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.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

### *Part 1*

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may 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<sub>2</sub>e) per gross square foot (0.002 MtCO<sub>2</sub>e 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.

---

### **Submission Note:**

Staff and faculty living on campus have not been included in the number of on-campus residents because their utilities are not paid for by the college.

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

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

Yes

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

The campus sustainability crew works to gather information surrounding green house gas emissions. In their effort they email all aspects of the school with pertinent information, and speak face to face with many community members to gather information. Once the data is gathered, the campus sustainability crew compiles it into a green house gas emissions inventory.

**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::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	<i>2,296.30 Metric Tons of CO2 Equivalent</i>	<i>2,398.50 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	<i>2,601.70 Metric Tons of CO2 Equivalent</i>	<i>2,604.60 Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

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

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	<i>492 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	<i>68 Metric Tons of CO2 Equivalent</i>	<i>32 Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	<i>0 Metric Tons of CO2 Equivalent</i>	<i>2,680.70 Metric Tons of CO2 Equivalent</i>

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

The INSULATE Program (now run by the college's Service Program Office) engages WWC students who focus their community service on weatherizing low income homes. To date the program has weatherized 67 homes, reducing regional GHG emissions 134 tons annually. Do to he fact that these reductions are not verified over time, we do not include them in our numbers

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

We manage and measure our core campus forest for carbon sequestration and storage:

<http://inside.warren-wilson.edu/~treemap/>

**A brief description of the composting and carbon storage program:**

100% of the compost generated through dining services is directed to our on-site composting facility. The compost is mixed with wood chips and stirred regularly. When it is finished the compost is added to the operations of our farm and garden.

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

Until last year Warren Wilson purchased green energy certificates to offset 100% of our electricity usage.

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

	Performance Year	Baseline Year
Number of residential students	698	700
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	819	830
Full-time equivalent of employees	235	215
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, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

Warren Wilson College set a goal of reducing our green house gas emissions by 80% by 2020 from 2007-2008 emission levels. An inventory of our emissions has been conducted every year since.



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

653,522 *Square Feet*

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

	<b>Floor Area</b>
<b>Laboratory space</b>	6,000 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	0 <i>Square Feet</i>

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

	<b>Emissions</b>
<b>Business travel</b>	189 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	19.10 <i>Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	0 <i>Metric Tons of CO2 Equivalent</i>

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

Purchasing goods and services includes only paper.

Business air travel includes only study abroad air travel

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

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**The website URL where the GHG emissions inventory is posted:**

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/ClimateActionPlan.php](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/ClimateActionPlan.php)

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

Warren Wilson College has made no significant initiative to meet our Climate Action Plan of reducing our emissions by 80% by 2020

# Outdoor Air Quality

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

---

"---" 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?:**

No

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

---

**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:**

---

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

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

**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:**

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# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

---

"---" 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 existing buildings?:**

	Yes or No
<b>LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star Performance, or another 3-tier GBC rating system</b>	No

<b>BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

EcoDorm-Platinum  
 Laursen-Gold  
 Jensen-Gold

**Total floor area of eligible building space (operations and maintenance):**

653,522 *Square Feet*

**Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level (e.g. LEED Certified)</b>	40,051 <i>Square Feet</i>
<b>3rd Highest Level (e.g. LEED Silver)</b>	0 <i>Square Feet</i>
<b>2nd Highest Level (e.g. LEED Gold)</b>	30,905 <i>Square Feet</i>
<b>Highest Achievable Level (e.g. LEED Platinum)</b>	9,146 <i>Square Feet</i>

**Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>Mid-Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by STARS Reporting Tool | AASHE**

**an Established Green Building Council::**

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	---
<b>4th Highest Level</b>	---
<b>Mid-Level</b>	---
<b>2nd Highest Level</b>	---
<b>Highest Achievable Level</b>	---

**Floor area of building space that is certified at any level under other green building rating systems for existing buildings:**

---

**Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:**

*573,420 Square Feet*

**A copy of the sustainable building operations and maintenance guidelines or policies:**

[Pattern Language.docx](#)

**The date the guidelines or policies were formally adopted:**

July 1, 2007

**A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:**

All buildings on campus are operated and maintained with sustainable operations and maintenance guidelines. The names of the buildings on campus are:

Preston House

ANTC

Ballfield A

Ballfield B

Ballfield C

Bannerman Technology Center

Bryson Gymnasium

Carson

Chapel

Devries Gymnasium & Natatorium

Dodge

[STARS Reporting Tool | AASHE](#)



Dorland  
Ecodorm  
Fellowship Hall  
Fletcher Art Studio  
FMST  
Garden Cabin  
Gladfelter  
Health Center  
Holden Ceramics/ Sculpture Studio  
Holden Visual Arts Center  
Jensen  
Kittredge Theatre and Music Wing  
Laursen  
Library  
Log Cabin  
Morse  
Ogg  
Orr  
Ransom  
Recycling Complex  
Sage  
Schafer A  
Schafer B  
Schafer C  
Shepard  
Spidel  
St. Clair Guest House  
Stephenson  
Sunderland  
Sutton  
Village A  
Village B  
Vining A  
Vining B  
Vining C  
Witherspoon

**A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:**

All renovations done on campus are held to LEED Silver or higher standards. All cleaning supplies purchased by the school are Green Seal certified. All paints used indoors are low or no VOC products. All purchasing follows principals that mandate local and energy efficient procurement whenever possible. 98% of construction waste is diverted from the landfill be the efforts of the College's Recycling Program.

**The website URL where information about the institution's certified buildings and/or sustainable operations and**

**maintenance guidelines or policies is available:**

[http://www.warren-wilson.edu/~elc/sustainability/built\\_environment.php](http://www.warren-wilson.edu/~elc/sustainability/built_environment.php)

# Building Design and Construction

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. 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.

---

### Submission Note:

WWC has 37,209.0 of LEED Gold New Construction certified square footage. However, OP-2 is irrelevant because we have not built any new building nor performed any major renovations over the past three years.

"---" 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
--	-----------

<b>LEED or another 4-tier rating system used by an Established Green Building Council (GBC)</b>	Yes
<b>The DGNB system, Green Star, or another 3-tier GBC rating system</b>	No
<b>BREEAM, CASBEE, or another 5-tier GBC rating system</b>	No
<b>The Living Building Challenge</b>	No
<b>Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)</b>	No

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

Orr Cottage  
Village A  
Village B

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

0 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::**

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

**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::**

	<b>Certified Floor Area</b>

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:**

*0 Square Feet*

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

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**The date the guidelines or policies were adopted:**

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

Schafer A  
Schafer B  
Schafer C

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

Virtually all materials used as well as indoor air quality are held to LEED or higher standards. All additions onto existing buildings also meet LEED standards. Air quality plans are all sent to the Western North Carolina Regional Air Quality Agency for approval.

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

[http://www.warren-wilson.edu/~elc/sustainability/built\\_environment.php](http://www.warren-wilson.edu/~elc/sustainability/built_environment.php)

# Indoor Air Quality

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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:**

*653,522 Square Feet*

## **Gross floor area of building space:**

*653,522 Square Feet*

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

Before any construction on an existing building or whenever a complaint is filed, air quality tests for asbestos, lead, mold, and radon are conducted. Indoor air quality manuals are kept for every building on campus to document LEED standards as well as air quality test results.

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

---

## 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.

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining



# Food and Beverage Purchasing

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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).

---

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

**Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:**

20

**A copy of an inventory, list or sample of sustainable food and beverage purchases:**

[Inventory of Local Products.docx](#)

**An inventory, list or sample of sustainable food and beverage purchases:**

Inventory of Local Products:

- Mountain Foods (we buy a lot of local produce/products through this distributor)
- FreshPoint a national food distributor that is part of Sysco but specializes in produce and we get a lot of local products from there.
- WWC Farm Meat/Eggs
- WWC Garden Produce/Eggs/Teas
- WWC Forest Mushrooms
- All Tofu
- Smiling Hara Tempeh
- Egglard's Best Cage Free Eggs
- Homefree Bagels
- Roots Hummus
- Miso Masters Miso
- PET Milk (only actual milk)
- Apple Wedge Packers Apple Cider
- Azar Peanuts and Sunflower Seeds
- All Canola Oil
- Dynamite Roasters

**Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:**

No

**Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:**

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**A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:**

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**A brief description of the sustainable food and beverage purchasing program:**

We strive to produce as much local, sustainable, and organic products as possible. We rely heavily on our own farm and garden as well as distributor Mountain Foods that brings much of our local produce to campus. In addition, Sodexo developed the ASPERETTO coffee program which buys shade grown coffee harvested in a sustainable manner. Sodexo also hired a Sustainable Dining Coordinator who started working in October 2012. She will be working to increase the amount of sustainable food offered.

**A brief description of the methodology used to track/inventory sustainable food and beverage purchases:**

We use the WWC Sustainable Dining Policy sustainable food scoring procedure to track all of our purchases. Foods are given a total sustainability score based on purchasing geography, supply chain length, and production method. We also use the Real Food Challenge Calculator and compare the results of the two to “self-audit” our own sustainable food scoring system.

All of our local/sustainable food tracking is done by the Local Foods Crew/Sustainability Manager. We check invoices as they come into the dining hall daily. Purchasing information is added into spreadsheets by dollar amount.

**Total annual food and beverage expenditures:**

743,475 US/Canadian \$

**Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:**

	Present?	Included?
--	----------	-----------

<b>Dining operations and catering services operated by the institution</b>	No	No
<b>Dining operations and catering services operated by a contractor</b>	Yes	Yes
<b>Franchises</b>	No	No
<b>Convenience stores</b>	No	No
<b>Vending services</b>	No	No
<b>Concessions</b>	No	No

**Has the institution achieved the following?:**

	Yes or No
<b>Fair Trade Campus, College or University status</b>	No
<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	Yes

**A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:**

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**The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:**

<http://www.warren-wilson.edu/~localfoods/taskforce.php>

# Low Impact Dining

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

## Percentage of total dining services food purchases comprised of conventionally produced animal products:

20

## A brief description of the methodology used to track/inventory expenditures on animal products:

Animal products are tracked using the WWC SDP sustainable food scoring system. Most meats are considered to be processed products except eggs.

**Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:**

Yes

**Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:**

Yes

**Are the vegan options accessible to all members of the campus community?:**

Yes

**A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):**

We have a separate vegan cafe, Cowpie Cafe, where roughly 35% of the student population eats. Additionally, a vegan alternative is offered at every meal in our main dining hall, meaning 100% of the student body has access to vegan food at every meal

A group of motivated Warren Wilson students started -- and run -- Cowpie Cafe. Students learn about vegetarian and vegan cooking, and work with the college's organically managed garden to source vegetables as locally as possible.

**A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:**

In 2000 a vegan/vegetarian dining hall was opened (instead of a grill with burgers and such). We also have dairy-free milk available at all meals/locations. Gladfelter dining hall also has vegan/vegetarian options at every meal.

**The website URL where information about where information about the vegan dining program is available:**

<http://www.warren-wilson.edu/~localfoods/home.php>

**Annual dining services expenditures on food:**

636,717 US/Canadian \$

**Annual dining services expenditures on conventionally produced animal products:**

743.81 US/Canadian \$

**Annual dining services expenditures on sustainably produced animal products:**

45,414 US/Canadian \$

# 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.

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	42,397 <i>MMBtu</i>	39,915 <i>MMBtu</i>

## Purchased electricity and steam:

	Performance Year	Baseline Year
<b>Grid-purchased electricity</b>	13,897 <i>MMBtu</i>	15,012 <i>MMBtu</i>
<b>District steam/hot water</b>	0 <i>MMBtu</i>	0 <i>MMBtu</i>

## Gross floor area of building space::

	Performance Year	Baseline Year
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<b>Gross floor area</b>	653,522 <i>Gross Square Feet</i>	571,571 <i>Gross Square Feet</i>
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**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	6,000 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	150
<b>Cooling degree days</b>	150

**Source-site ratios::**

	<b>Source-Site Ratio (1.0 - 5.0; see help icon above)</b>
<b>Grid-purchased electricity</b>	3.15
<b>District steam/hot water</b>	1.20

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

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

In 2007 Warren Wilson College committed to reducing our green house gas emissions by 80% by 2020. An inventory of energy use has been taken every year since that date.

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

Four of the buildings on campus have timer regulated temperature systems. These buildings are programmed as 'occupied' between the hours of 7am and 5pm. The rest of the time, the heating/cooling system only turns on above 90 degrees F or below 55 degrees F.

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

LED lights are used along several pathways on campus and in some buildings, especially in exit sign applications.

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

Both passive infrared and ultrasonic motion sensors are used in several buildings on campus. Light sensors are present in select hallways and the library where enough light during the day allows for the lights to be turned off.

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

The Eco-dorm uses passive solar water heating. A hallway in the Witherspoon science building uses passive solar to help heat the building

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

Jensen, a three story humanities building, uses ground source heat pumps to supplement heating and cooling energy needs.

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

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

Any retrofit project includes maximizing energy efficiency.

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

The Environmental Leadership Center tracks campus-wide energy consumption monthly via billing. It is not a fancy process or technologically sophisticated tool, but it works and is already available. We have electricity meters on 100% of campus buildings and natural gas meters on 95%. Abnormalities in the data are reported to Facilities Director.

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

Our policy is to replace equipment with Energy Star certified or better.

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

Warren Wilson College aims to minimize mowed areas to reduce energy intensive lawn mowing. We grow wild grasses to cover much of our campus, and periodically burn them down. The campus has only 8 acres of mowed areas, including 5 acres of soccer fields.

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

Sensors were installed in vending machines in dormitories. Those sensors did not work effectively so they were removed.

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

EPA Green light compliant

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

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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
<b>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</b>	70.20 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	1,397 MMBtu
<b>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</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 MMBtu

**Total energy consumption, performance year:**

37,497 MMBtu

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

Renewable electricity is generated on campus by a 13 kW and a 2 kW solar panel array. The 2 kW array produces electricity which is used in one of the dorms on campus. The 13 kW array produces electricity which is sold back to the grid.

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

One of the dorms on campus has a solar thermal heating system; however, the amount of energy produced by this system is not known. Three buildings use geothermal heat-pump systems as well.

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

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

RECs have been purchased from Renewable Choice and other companies, certified by Green-e Energy, on a one-year contract to offset 100% of campus electricity use from 2006-2012. WWC has decided to not purchase RECs for the 2013-14 academic year. To date, WWC has purchased wind RECs to offset approximately 28,000MWh of electricity use.

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

<http://www.warren-wilson.edu/~elc/sustainability/energy.php>

# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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"><li>• Using least-toxic chemical pesticides,</li><li>• Minimum use of chemicals, and</li><li>• Use of chemicals only in targeted locations and only for targeted species</li></ul>



<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"> <li>• Integrated pest management (see above)</li> <li>• 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</li> <li>• Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals</li> <li>• Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials</li> <li>• 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</li> <li>• Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings</li> <li>• Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal</li> </ul>
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Certified Organic</li> <li>• Certified under the Forest Stewardship Council (FSC) Forest Management standard</li> <li>• Certified under the Sustainable Sites Initiative™ (SITES™) and/or</li> <li>• Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)</li> </ul>

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::**

	<b>Area</b>
<b>Total campus area</b>	1,100 Acres
<b>Footprint of the institution's buildings</b>	20 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	0 Acres

**Area of managed grounds that is::**

	<b>Area</b>
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	600 Acres
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	180 Acres
<b>Managed organically, third party certified and/or protected</b>	300 Acres

**A copy of the IPM plan:**

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**The IPM plan :**

The 300 acres of Warren Wilson College garden and farm manage pests using crop rotation, poultry, and by maintaining soil health through cover cropping. The spraying of organic management acceptable insecticides (such as insecticidal soap) is done only as a last resort in case of an outbreak. The 800 acres of College Forest uses controlled burning to manage invasive species. The hemlock woolly adelgid has infested the College Forest and soil injections are being used on select stands to preserve them. Core campus is managed with organic fertilizer (turkey poop), aeration, and the maintaining of healthy biodiversity.

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

We grow native grasses instead of lawns, which are burned back twice a year.

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

Native plants are used extensively and we strive to eliminate areas of turf that are not utilized and plant them into meadows of native grasses and wildflowers. The current Landscaping management plan calls for 100% native plantings. To date, the 60 acre core campus has reduced turf grass to 8 acres, 5 of which are athletic fields. We currently have over 6 acres of native grass and wildflower nurseries to supply plantings for campus and, when we have excess, the community at large.

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

WWC does not pick up grass clippings as they contribute up to a third of required nutrients and are left where they lay. Weeds are composted on campus. Any trimmings that are woody are chipped if they are large enough or burned if they are too small to be chipped. Typically, about 95% is chipped or composted and less than 5% is burned. Nothing is taken off site, all hardwood and softwood waste is sawed into lumber for buildings, or rendered into firewood or chips.

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

The fields of the Warren Wilson Farm go through a rotation between crop production, cattle grazing and being a lay field. The garden is intensively managed by organic practices to maintain a fertile soil

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

The wood chips used in our landscaping efforts are taken from the wood chips generated through sustainable harvesting of our forests.

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

Warren Wilson College has the Swannanoa River running through the farm. A riparian buffer zone of well established trees is maintained all along the river, and cows are not allowed to enter the river.

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

Snow is plowed using machinery and shovels. Sawdust is spread on parts of campus when it is icy, and salt is used on roadways and sidewalks when necessary. We have used sand in the past, but it was too dangerous putting it out by hand-mechanical spreaders are extremely costly and local weather patterns don't justify the cost. We have also tried alternative methods for melting ice, but they are not affordable within the college budget.

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

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

Yes

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

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/integratedpestmgmt.php](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/integratedpestmgmt.php)

## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

### **Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

### **A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:**

The warren Wilson Farm has the Swananoa River running through it. While animals used to graze up to and even stand in the river, there is now a legally protected riparian buffer on either side of the river.

### **Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:**

Yes

### **Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

No

**The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:**

Random sampling of biota on campus is conducted through a variety of courses from ecology, wetland creation courses, biology courses, and more.

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

The Mole Salamander has been found on campus through random sampling, which is an endangered species according to the state of NC.

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

Any impacts which compromise wildlife values should be minimized. Landscape planning is done in consideration of property surrounding the campus so as to decrease fragmentation and maintain wildlife corridors and forest buffers. All agricultural and forestry operations should occur only after consultation with faculty members who have conservation biology expertise, and they should maintain riparian buffers. Wetlands and riparian zones should be protected as to minimize erosion and loss of wildlife habitat. The College has a wildlife and biodiversity management policy.

Two wetlands have also been created, which are ideal habitat for the Mole Salamander.

**The website URL where information about the institution's biodiversity policies and programs(s) is available:**

<http://www.warren-wilson.edu/~kgreen/LandUse/Environmental%20Pattern%20Language.PDF>

# 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.

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

# Electronics Purchasing

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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*"---" 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:**

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**The electronics purchasing policy, directive, or guidelines :**

To be completed

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



All laptops we purchase are EPEAT gold whether they are Lenovo or Apple. That is the bulk of our expenditures. All of our desktops are custom built by PCS in Knoxville and are not rated. Most of our monitors are by Asus, and while we don't have the individual rating of each one, most of that company's monitors rate at least EPEAT silver.

**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::**

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	0 US/Canadian \$
<b>EPEAT Gold</b>	64,500 US/Canadian \$

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

81,500 US/Canadian \$

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

<http://www.warren-wilson.edu/~helpdesk/>

# Cleaning Products Purchasing

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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:**

[Pattern Language.docx](#)

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

Avoid toxic materials where choices are available, e.g.; inks, paints high in volatile compounds, carpets high in noxious odors and chemicals, cleaning solutions containing hazardous or environmentally harmful components

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

Warren Wilson has a policy of using Green Seal approved and/or similar products, including, but not limited to cleaning agents, vacuum cleaners, and paper products such as toilet paper and paper towels. Additionally, we are always seeking "greener" products that we could purchase, with consideration of both the efficacy and cost.

**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:**

2,017 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

3,745 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?:**

Yes

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

In purchasing cleaning products green seal products are preferred.

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

[Pattern Language.docx](#)

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

Avoid toxic materials where choices are available, e.g.; inks, paints high in volatile compounds, carpets high in noxious odors and chemicals, cleaning solutions containing hazardous or environmentally harmful components

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

[STARS Reporting Tool | AASHE](#)



# Office Paper Purchasing

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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"---" 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:**

[Pattern Language.docx](#)

**The paper purchasing policy, directive or guidelines:**

Warren Wilson College as an educational institution has a moral obligation to set a clear example for current and future generations. The College should demonstrate that the social and environmental Commitment evidenced in its Mission Statement and its Environmental Commitment Statement are carried out in its purchasing policies. This portion of the Pattern Language document builds upon those commitments and provides a guide for responsible purchasing of goods and services. Purchasing decisions are made by many individuals, all of whom must take into account the impact on the environment as well as the economic impact when making buying choices. The purchasers should have an understanding of the advantages of environmentally friendly and socially sound purchasing practices. Socially and environmentally conscious purchasing practices take research and reflection, so it is also necessary to encourage purchasers to seek new and better materials and business relationships. Bringing the impact on the environment into purchasing decisions must become an attitude used by all those making these decisions.

The College is interested in buying materials that promote the health and sustainability of our biosphere. When making purchasing decisions the following principles should be incorporated:

Reuse existing materials

Purchase recycled or remanufactured materials that have lower impact on the environment in their production, packaging, use, and, ultimately, their disposal than new materials

Purchase locally provided materials and services where available, with preference given to locally owned and operated businesses

Purchase long lived products made from renewable resources

Avoid toxic materials where choices are available, e.g.; inks, paints high in volatile compounds, carpets high in noxious odors and chemicals, cleaning solutions containing hazardous or environmentally harmful components

It is College policy that ENERGY STAR products will be purchased wherever the choice exists.

Preference should be given to resource-efficient products, i.e., products that use the least or conserve the most energy, water, gas, and other nonrenewable or environmentally costly resources.

Gifts and donations should be subject to the same standards as purchased products.

Warren Wilson College understands the impact of doing business with companies with socially unethical business practices. Therefore, Warren Wilson College will seek to avoid purchasing from companies that have a history of discrimination based upon race, age, gender, sexual orientation, religion or physical handicap or who have demonstrated unfair labor practices. Warren Wilson College will also seek to avoid purchases with companies that use child labor or do not provide a living wage.

All persons charged with making purchasing decisions should keep these principles in mind and seek assistance in choosing vendors who meet them.

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

The institution purchases paper with the highest recycled content that our budget and purchasing options allow. Nearly 2/3 of the paper we purchase is 100% post-consumer recycled and all of our publications are printed on and mailed in 100% post consumer recycled paper.

**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::**

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	5,467 US/Canadian \$
<b>30-49 percent</b>	2,855 US/Canadian \$
<b>50-69 percent</b>	0 US/Canadian \$

<b>70-89 percent (or FSC Mix label)</b>	<i>0 US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	<i>13,235 US/Canadian \$</i>

**Total expenditures on office paper :**

*21,557 US/Canadian \$*

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

[http://www.warren-wilson.edu/~ELC/sustainability/purchasing\\_practices.php](http://www.warren-wilson.edu/~ELC/sustainability/purchasing_practices.php)

# Inclusive and Local Purchasing

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

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

**Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:**

No

**A copy of the policy, guidelines or directive governing inclusive and local purchasing:**

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**The policy, guidelines or directive governing inclusive and local purchasing:**

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**Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:**

No

**The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:**



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**The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:**

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# Life Cycle Cost Analysis

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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

**Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:**

No

**Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:**

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**A brief description of the LCCA policy(ies) and practice(s):**

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**The website URL where information about the institution's LCCA policies and practices is available:**

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# Guidelines for Business Partners

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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"---" 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?:**

None

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

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

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**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:**

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

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# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- 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.

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### Submission Note:

All of our lawn mowing equipment is propane powered, but there is no category for propane.

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

### Total number of vehicles in the institution's fleet :

127

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	15
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	7
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:**

Warren Wilson has built a photo-voltaic solar panel to create the energy needed to power the golf cart which are ridden around campus

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

[http://inside.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/solarpower.php](http://inside.warren-wilson.edu/~ELC/New_ELC_Website_/solarpower.php)

# Student Commute Modal Split

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

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

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### Submission Note:

80% of the student population lives on campus. Since there is no parking for students on core-campus, cars remain parked at the residence halls and students commute with feet and/or bikes. Of the 20% that live off-campus, most carpool.

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

## Total percentage of students that use more sustainable commuting options:

90

## 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)	10
Walk, bicycle, or use other non-motorized means	80
Vanpool or carpool	7
Take a campus shuttle or public transportation	3
Use a motorcycle, scooter or moped	0

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

STARS Reporting Tool | AASHE



80% of the student population lives on campus. Since there is no parking for students on core-campus, cars remain parked at the residence halls and students commute with feet and/or bikes. Of the 20% that live off-campus, most carpool.

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

<http://www.warren-wilson.edu/~elc/sustainability/transportation.php>

# Employee Commute Modal Split

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

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

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

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

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

22

## 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)	78
Walk, bicycle, or use other non-motorized means	10
Vanpool or carpool	10
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

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

random surveying of employees

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

<http://www.warren-wilson.edu/~elc/sustainability/transportation.php>

# Support for Sustainable Transportation

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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

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"---" 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:**

The gym is available for showers and under-cover secure bike storage exists across campus.

**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)?:**

No

**A brief description of the bicycle parking and storage facilities:**

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**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?:**

No

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

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**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:**

Our Community Bike Program has shifted over the past 10 years to a Community Bike Shop. The Bike shop builds bikes out of recycled parts to provide to students for free, and it repairs student owned bikes only charging wholesale parts costs. We found that most students have there own bike and, therefore, the best service is a bike shop that can keep the bikes rolling on down the road.

**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):**

The College subsidizes Asheville City transit for all students, staff and faculty so that they can ride for free. The bus services campus 6 days/week from 8 am till as late at 2:00 am on weekend nights.

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

No

**A brief description of the GRT program:**

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

Yes

**A brief description of the carpool/vanpool program:**

The College has partnered with 2 other local universities, UNC Asheville and Mars Hill, and contracted with ZimRide to provide students, staff and faculty an on-line carpool/ride share matching program.

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

No

**A brief description of the car sharing program:**

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

No

**A brief description of the electric vehicle recharging stations:**

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

No

**A brief description of the telecommuting program:**

We are an experiential education institution where all staff are teachers. Hence, telecommuting would not work.

**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:**

For a few functions during the summer there is a 4, 10 hour workday option. The College is assessing the viability of doing this more broadly over the summer months. I would not work to do it during the academic year given the work-college nature of our institution.

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

Yes

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

Approximately 40% of employees live on campus in College-owned rentals or staff owned houses. Rentals are provided at below market rates and staff owned homes are sold at a discount (the land is sold for only \$1).

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

No

**A brief description of other sustainable transportation initiatives and programs:**

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

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# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management



# Waste Minimization

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

### Part 1

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

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 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*.

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	148.30 Tons	305 Tons
Materials composted	65.20 Tons	0 Tons
Materials reused, donated or re-sold	10 Tons	7 Tons
Materials disposed in a solid waste landfill or incinerator	176.90 Tons	357.60 Tons

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of residential students	800	700
Number of residential employees	50	50
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	830	800
Full-time equivalent of employees	275	270
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, 2012	July 1, 2013
Baseline Year	July 1, 2007	July 1, 2008

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

In the interest of reducing our waste and sending less of our waste to the landfill the Warren Wilson College recycling center has been keeping track of waste numbers.

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

Garbology studies are regularly done of the trash produced by different buildings on campus. In these studies students hand sift through every bag of trash, recording what is in the trash can. Last year recycling bins were placed in each freshman dorm room. The recycling center has done a garbology study since the installation of these recycling bins to see if recycling behavior has changed since their installation.

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

A resolution passed by student and faculty/staff governance is now in effect, banning the sale of any bottled water on campus.

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

All surplus is collected and made available on-line to campus offices.

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

While we do not have a formal policy which states that all materials should be made available online instead of printing, we do strive to minimize the amount of paper materials we distribute. Course schedules are sent to students via e-mail each semester, and a website called Moodle is used for teachers to share readings with their classes online so that they won't have to print a copy for each individual student.

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

Students are given a printing quota of \$30 at the beginning of each semester. A single-sided monochrome printed page charges the account 5 cents. A double-sided monochrome printed page costs 8 cents. Printing in color costs 50 cents per page or 75 cents if it is double-sided. All printing is tracked via Paper Cut and reported to students, staff and faculty before each print job requested is executed. Paper Cut displays the amount of cost incurred and GHG emissions associated with year-to-date printing.

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

In our attempt to divert waste from the landfill, the Warren Wilson community established the Free Store. The Free Store is a fully functioning "re-use" store. People can drop off items they no longer want at the free store and they are sorted into the Free Store, or, when there is an abundance of goods we donate excess to a local homeless shelter and to a thrift store. The Free Store is especially useful during the end of the year move-out, when students tend to discard many of their possessions collected throughout the year. Instead of throwing all these items away where they would end up in a landfill (like most US Colleges and Universities) we try to divert that re-usable waste and put it back into use, while at the same time encouraging people to consume less.

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

In addition to not selling bottled water, the college has installed water bottle fillers on most water fountains on campus, to make filling your reusable bottle easier.

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

Everyday the amount of food waste from unfinished plates and the food waste from cooking prep is separated, and the weight is recorded. The previous day's food waste is written on a white board in the cafeterias.

**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:**

The kitchen food waste is recorded daily, giving direct feedback to cooks about how much food is being wasted in food preparation.

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

Cafeteria trays were removed from all dining halls on campus in 2009. They are available only upon request.

**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):**

A durable reusable container can be purchased for to-go meals. These containers must be used for any meals taken out of the cafeteria.

**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):**

The school uses re-usable to go containers. At catering events paper plates and plant based silverware is served.

**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:**

We charge consumers 50 cents if they need a non-reusable cup to encourage the use of reusable mugs.

**A brief description of other dining services waste minimization programs and initiatives:**

The recycling center is in the process of putting a compost bin on every floor of the freshman dorms, so that a student doesn't have to walk down two flights of stairs carrying a banana peel to compost it.

**The website URL where information about the institution’s waste minimization initiatives is available:**

[http://www.warren-wilson.edu/~recycle/Annual\\_Report\\_12-13\\_e\\_copy.pdf](http://www.warren-wilson.edu/~recycle/Annual_Report_12-13_e_copy.pdf)

# Waste Diversion

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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*.

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

## Materials diverted from the solid waste landfill or incinerator:

229.24 Tons

## Materials disposed in a solid waste landfill or incinerator :

176.97 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:

We operate a full scale waste reduction facility where a crew of 18-25 students is responsible for collecting and managing over 25 recyclable materials, operating a Free Store and wood shop, composting campus food waste, disposing of solid waste, researching and implementing new waste reduction programs, and educating the campus about waste-related issues. Other than the usual recycling/trash dumpsters located at our facility, we have a cardboard baler and 2 in-vessel compost GreenDrums and compost curing area.

The National Wildlife Federation has recognized the WWC Recycling Program as the best in the nation among all higher ed institutions.

More information can be found here:

<http://www.warren-wilson.edu/~recycle/>

## A brief description of any food donation programs employed by the institution:

We try to keep overproduction to an absolute minimum; however, any excess food, especially during times we close for breaks, is donated to MANNA FoodBank:

MANNA FoodBank is a private, not-for-profit service organization, founded in 1982, that links the food industry with over 200 partner agencies in 16 counties of western North Carolina.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

100% of pre-consumer food waste is composted by the Recycling Crew and used as soil amendments in the College Garden and landscape.

**A brief description of any post-consumer food waste composting program employed by the institution:**

All dining locations have compost containers at dish return areas to capture 100% of post-consumer food waste that is composted by the Recycling Crew and used as soil amendment in the Campus Garden and on the landscape. .

**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	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes

<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

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# Construction and Demolition Waste Diversion

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

2.80 Tons

## Construction and demolition materials landfilled or incinerated :

8.90 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:

We attempt to meet with major contractors before they come onto campus to discuss our waste reduction goals. The Recycling Crew requires that campus crews pre-sort construction waste before bringing it down to our facility. We keep track of weights of different materials for major projects when possible. We recycle as much as possible; however, we are limited by the availability of recycling vendors in our area as to what can actually be diverted.



# Hazardous Waste Management

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

### *Part 1*

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

### *Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution 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.

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

**Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

**A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

The Environmental Management System sets a goal of reducing hazardous waste generation on campus. An audit of hazardous waste shipments is performed annually to identify opportunities for reduction and specific goals & objectives are set to achieve reduction. Universal waste is tracked by the Recycling Crew and reported in our regular solid waste data report. As Universal Waste is already minimal on campus, we mainly just ensure that we comply with regulations regarding processing & shipping. The OST office has a Universal Waste Management Plan on file for regulatory purposes.

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

Hazardous, universal, and non-regulated waste is accumulated according to regulations and shipped at regular intervals throughout the year with a certified Hazardous Waste hauler. In general, we place all chemicals (regulated or not) in the hazardous waste accumulation shed and let the hazardous waste company sort it out and dispose of it properly. The Recycling Crew does regular inspections of most campus areas that produce waste to ensure that waste is accumulated & disposed of properly.

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

To be completed

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

The campus saves and purifies all organic solvents in the laboratory. These solvents are used in classes until they can no longer be salvaged.

**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):**

Recycling collects all campus electronic waste, weighs it and recycles it appropriately either at the on-campus facility or by sending it to an off campus facility.

**A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:**

We place electronic waste in shipping containers in our warehouse. Containers are properly labeled. Computer e-waste is recycled through the Goodwill/Dell ReConnect program, the first computer manufacturer to ban e-waste export to developing countries. All other e-waste is recycled through reputable companies who adhere to strict environmental & safety guidelines.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

<http://www.warren-wilson.edu/environmental/sustainability/patternlanguage.php>

# 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.

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

**Responsible Party**

**Stan Cross**  
 Education Director  
 ELC

**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

**Total water use::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Total water use</b>	14,185,785 Gallons	14,203,226 Gallons

**Potable water use::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Potable water use</b>	14,185,785 Gallons	14,203,226 Gallons

**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
--	-------------------------	----------------------

<b>Number of residential students</b>	698	700
<b>Number of residential employees</b>	0	0
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	819	830
<b>Full-time equivalent of employees</b>	235	215
<b>Full-time equivalent of distance education students</b>	0	0

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	671,331 <i>Square Feet</i>	671,331 <i>Square Feet</i>

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	300 <i>Acres</i>	300 <i>Acres</i>

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	July 1, 2013
<b>Baseline Year</b>	July 1, 2006	July 1, 2007

**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:**

EcoDorm harvests rainwater from its roof and stores it in a 10,000 gallon underground railroad car. This water is used for toilets in the dorm as well as watering the garden in front of the dorm. Since the dorm opened in 2003, all toilet flushes and irrigation needs have been met with reclaimed rainwater

All irrigation water used in the campus garden is directly from untreated water.

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

Buildings which are metered use analog meters with digital capabilities.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Every dorm on campus has been retrofitted with water more efficient water heads.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

Most academic buildings have zero flush toilets.

**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

The school does not use traditional xeriscape landscaping techniques as those are traditionally used in arid regions, and we are located in a temperate rainforest. We do, however, replace turf grass with native grasses on campus in as many locations as possible. These grasses are not watered and are well-suited for this regions climate, so they are quite drought-tolerant in this area.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

We only need to irrigate during extreme drought conditions given that we receive over 50 inches of rain annually.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

The college minimizes lawn spaces that require watering by growing wild grasses.

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

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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*"---" 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:**

While the institution does not have any official policies on stormwater treatment, we do install stormwater management systems when new construction is done on campus. All developments in the past 14 years have been accompanied by some sort of stormwater management. Additionally, current stormwater treatment systems are maintained so that they are properly functioning.

The College does have a strategy to reduce stormwater runoff that has been developed as a student's final GIS project.



**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 largest concern in terms of rainwater run off at Warren Wilson is ammonia running off the farm and into the Swannanoa River. To fix this concern Warren Wilson has built a trench which rainwater from the farm will percolate through. The trench is designed to convert ammonia into Nitrate and Nitrite, which are less harmful to the river ecosystem.

**A brief description of any rainwater harvesting employed by the institution:**

Both Ecodorm and Morse Science Building have rain water collection installed.

**Rainwater harvested directly and stored/used by the institution, performance year:**

100 Gallons

**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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**A brief description of any living or vegetated roofs on campus:**

The campus has one vegetated roof on a cob house used for composting. It is an approximately 265 SF living roof installed by Living Roofs Inc of Asheville, NC. Living Roofs employed GO (Green Opportunities) to assist them with the installation. We chose Sedums as our vegetation for the roof. The installation included waterproofing membrane, root barrier, drain mat, water retention fleece, 4" of lightweight growing medium, and the sedums.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

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**A brief description of any downspout disconnection employed by the institution:**

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**A brief description of any rain gardens on campus:**

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**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

Warren Wilson has a total of 9 retention ponds, both wet and dry, intended to decrease the velocity of runoff water as well as allow for solids to settle out. Two of these retention ponds have engineered soil designed specifically to remove trace metals and other toxins from the runoff. As the runoff drains out of the retention ponds, it travels through a perforated pipe, which allows the water to leave the pond at a low velocity.

**A brief description of any bioswales on campus (vegetated, compost or stone):**

The institution has 4 vegetated swales designed to reduce water velocity and allows for sediment settling. These swales are earthen berm level spreaders.

**A brief description of any other rainwater management technologies or strategies employed by the institution:**

One of the dorms on campus harvests rainwater from its roof and stores it in a 10,000 gallon underground railroad car. This water is used for toilets in the dorm as well as watering the garden in front of the dorm. By using this water, as opposed to letting it wash away, many of the detrimental effects that runoff has are eliminated.

**The website URL where information about the institution's rainwater management initiatives, plan or policy is available:**

[http://inside.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/fall\\_08\\_catalyst](http://inside.warren-wilson.edu/~ELC/New_ELC_Website_/fall_08_catalyst)

# Wastewater Management

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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*.

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

## Total wastewater discharged:

14,185,785 Gallons

## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

Water run off from the farm is filtered through a slow percolation trench designed to house organisms that take up the nitrogen from fertilizers before the water reaches the Swannanoa river

## The website URL where information about the institution's wastewater management practices is available:

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# 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.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance

# Sustainability Coordination

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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*"---" 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 environmental leadership center has, for the past three years, completed a green house gas emissions inventory of the campus, helping to hold the college accountable to our goal of reducing our carbon emissions by 80% by 2020.

This year the Environmental Leadership center created a white paper describing in detail how the college could become fossil free in its operations.

### **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:**

A new working group is being formed to put the College's sustainability commitment into action:

We acknowledge that a complex web of economic, social, cultural, spiritual and environmental factors determine the well-being of our community.

We recognize our power as individuals, and in community, to influence these complex, interdependent relationships.

We strive to make responsible decisions that take into account the multiple dimensions of sustainability in order to ensure quality of life now and for generations to come.

The Sustainability Committee has gone through many iterations over the years. Currently, it is under review by the College's new president who has hired a consultant to help determine what the next right step is for sustainability at WWC. A new structure will be in place by the beginning of the 2013/14 academic year.

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

The most recent Committee was comprised of the Environmental Leadership Center Executive Director, the College's Chief Sustainability Official, Facilities Director, and members of the President's Advisory Council.

**The website URL where information about the sustainability committee(s) is available:**

[http://www.warren-wilson.edu/~elc/sustainability/committees\\_staff.php](http://www.warren-wilson.edu/~elc/sustainability/committees_staff.php)

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The Environmental Leadership Center has served as the College's sustainability office for the past 13 years. The ELC has overseen STARS, the Sustainability Speakers Series, Sustainability Film Series, Climate Action Plan, AASHE affiliation, campus greening efforts, Green Walkabout program, EcoTeam, the ELC Internship Program, managed the WWC Sustainability web page and ELC staff served on the campus sustainability committee, marketing committee, and land use committee.

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

2

**The website URL where information about the sustainability office(s) is available:**

<http://www.warren-wilson.edu/~elc/sustainability/index.php>

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

Yes

**Name and title of each sustainability officer:**

Stan Cross

**A brief description of each sustainability officer position:**

Oversees STARS, Green Walkabout Program (experiential campus sustainability tour), Campus Sustainability (Climate Action Plan, annual GHG Emissions Inventory, sustainability education and awareness raising). He completes sustainability surveys and award nominations, attends sustainability conferences, and serves on relevant campus committees including sustainability, climate action, land use and marketing. He also facilitates task forces set up for strategic planning or sustainability curriculum development purposes. He is the campus liaison to AASHE and ACUPCC.

**The website URL where information about the sustainability officer(s) is available:**

[http://www.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/ELCSTAFF.php](http://www.warren-wilson.edu/~ELC/New_ELC_Website_/ELCSTAFF.php)

# Sustainability Planning

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	No	No
<b>Research (or other scholarship)</b>	No	No
<b>Campus Engagement</b>	No	No
<b>Public Engagement</b>	No	No
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	No	No
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	No	No
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	No
<b>Transportation</b>	No	No
<b>Waste</b>	Yes	Yes
<b>Water</b>	No	No
<b>Diversity and Affordability</b>	No	No
<b>Health, Wellbeing and Work</b>	No	No
<b>Investment</b>	No	No

Other

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**A brief description of the plan(s) to advance sustainability in Curriculum:**

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**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

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**Accountable parties, offices or departments for the Curriculum plan(s):**

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**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

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**The measurable objectives, strategies and timeframes included in the Research plan(s):**

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**Accountable parties, offices or departments for the Research plan(s):**

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**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

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**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

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**Accountable parties, offices or departments for the Campus Engagement plan(s):**

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**A brief description of the plan(s) to advance Public Engagement around sustainability:**

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**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

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**Accountable parties, offices or departments for the Public Engagement plan(s):**

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**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Climate Action Plan:

[http://inside.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/ClimateActionPlan.php](http://inside.warren-wilson.edu/~ELC/New_ELC_Website_/ClimateActionPlan.php)

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

80% reduction from 2007-08 levels by 2020

**Accountable parties, offices or departments for the Air and Climate plan(s):**

None

**A brief description of the plan(s) to advance sustainability in Buildings:**

All new construction or renovations must be to LEED Silver standards minimum

**The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

All renovations and new construction are LEED certified (all Gold or Platinum to date)

**Accountable parties, offices or departments for the Buildings plan(s):**

Facilities Management and Technical Services

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Sustainable Dining Policy:

[http://inside.warren-wilson.edu/~ELC/New\\_ELC\\_Website\\_/ClimateActionPlan.php](http://inside.warren-wilson.edu/~ELC/New_ELC_Website_/ClimateActionPlan.php)

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

50% of all food served on campus be sustainable as defined in policy by 2020

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Local Foods Crew, Sodexo Food Service

**A brief description of the plan(s) to advance sustainability in Energy:**

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**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

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**Accountable parties, offices or departments for the Energy plan(s):**

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**A brief description of the plan(s) to advance sustainability in Grounds:**

Landscaping Pattern Language:

<http://issuu.com/warrenwilsoncollege/docs/landuse>

**The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Objectives are focused on increasing acres of native grass habitat, organic landscaping techniques, and local and edible plantings

**Accountable parties, offices or departments for the Grounds plan(s):**

Landscaping Crew

**A brief description of the plan(s) to advance sustainability in Purchasing:**

Purchasing Pattern Language:

**The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

None

**Accountable parties, offices or departments for the Purchasing plan(s):**

Purchasing Office

**A brief description of the plan(s) to advance sustainability in Transportation:**

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**The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

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**Accountable parties, offices or departments for the Transportation plan(s):**

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**A brief description of the plan(s) to advance sustainability in Waste:**

Recycling: The mission of the Warren Wilson College Recycling Crew is to provide the campus with effective and innovative recycling, composting and waste disposal services and to reduce the volume and environmental impact of waste generated on campus. We strive to run an efficient and environmentally sound operation, to educate the community about effective resource use, and to inspire the community to find creative alternatives to unsustainable consumption patterns.

**The measurable objectives, strategies and timeframes included in the Waste plan(s):**

To improve diversion rate that is measured annually:[http://inside.warren-wilson.edu/~recycle/Annual\\_Report\\_12-13\\_e\\_copy.pdf](http://inside.warren-wilson.edu/~recycle/Annual_Report_12-13_e_copy.pdf)

**Accountable parties, offices or departments for the Waste plan(s):**

Recycling Crew

**A brief description of the plan(s) to advance sustainability in Water:**

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**The measurable objectives, strategies and timeframes included in the Water plan(s):**

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**Accountable parties, offices or departments for the Water plan(s):**

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**A brief description of the plan(s) to advance Diversity and Affordability:**

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**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

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**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

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**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

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**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

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**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

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**A brief description of the plan(s) to advance sustainability in Investment:**

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**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

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**Accountable parties, offices or departments for the Investment plan(s):**

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**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

We acknowledge that a complex web of economic, social, cultural, spiritual and environmental factors determine the well-being of our community.

We recognize our power as individuals, and in community, to influence these complex, interdependent relationships.

We strive to make responsible decisions that take into account the multiple dimensions of sustainability in order to ensure quality of life now and for generations to come.

**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:**

Strategic Priority 3: Foster Environmental Responsibility and Action

3.1

Goal 3.1: Implement and assess best practices and encourage innovation across campus in operations, policy and education.

3.1.1 Benchmark best practices in operations, facilities, and land management to improve environmental, cultural, and economic impacts.

3.1.2 Implement an environmental management system that administers the College's compliance with federal and state environmental regulations. Jonathan Ehrlich, VPAF Spring 2011

3.1.3 Provide opportunities for undergraduate research related to campus environmental and sustainability issues.

3.1.4 Use the ELC to support and assess the work of offices, departments, and crews in reaching college-wide sustainability goals.

3.2 Goal 3.2: Honor our formal environmental commitments.

3.2.1 Create a summary of environmental and sustainability commitments, update it regularly and distribute it to the College community.

3.2.2 Educate the campus community regarding environmental and sustainability commitments in all appropriate venues including student, faculty, and staff orientations.

3.2.3 Implement approved environmental and sustainability policies, principles, and pledges, [STARS Reporting Tool](#) | [AASHE](#)

including the Climate Action Plan.

3.3 Goal 3.3: Share best practices in educational outreach beyond campus.

3.3.1 Develop learning objectives for all environmental and sustainability outreach activities.

3.3.2 Evaluate environmental and sustainability effectiveness of outreach activities and make decisions accordingly.

3.3.3 Encourage faculty, staff and students to speak about the College's environmental and sustainability best practices to appropriate audiences.

3.3.4 Draw upon the quality of our environmental and sustainability outreach to attract the best students and to assist with fund■raising.

3.3.5 Use the College as a demonstration site for educational outreach.

**The website URL where information about the institution's sustainability planning is available:**

<http://www.warren-wilson.edu/info/plan/WWCStrategicPlan.pdf>



## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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

**Do 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)?:**

Yes

**A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:**

Student Caucus is a governance body composed entirely of students. For a policy change that affects students to be officially recommended to the president the policy must pass student caucus.

**Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:**

Yes

**A brief description of student representation on the governing body, including how the representatives are selected:**

Student Caucus is an integral part of the community governance structure. Any student can become a voting member of Student Caucus simply by attending two out of three meetings in a row.

**Do students have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes

<b>Establishing new policies, programs, or initiatives</b>	Yes
<b>Strategic and long-term planning</b>	Yes
<b>Existing or prospective physical resources</b>	Yes
<b>Budgeting, staffing and financial planning</b>	No
<b>Communications processes and transparency practices</b>	No
<b>Prioritization of programs and projects</b>	No

**A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:**

Establishing organizational mission, vision, and/or goals: The Warren Wilson College community commitment is the mission statement for our entire community. The document was created entirely by students.

Establishing new policies, programs, or initiatives: This year, when a policy was adopted to move two centralized designated smoking areas both faculty/staff forum and student caucus had to approve the change.

Strategic and long-term planning: While the Board of Trustees determines what the five year strategic plan looks like, they are currently in the process of meeting with students and receiving feedback/input on what should be prioritized.

Existing or prospective physical resources: Our physical resources (land, forest, livestock..ect) are managed by student work crews. While the work crews have non-student bosses, students are empowered to play a role in decision making. This year students on the farm made the decision to retire our only milk cow. Our hundreds of acres of wooded land are routinely managed by students.

**Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:**

All staff and faculty have the option of running for a position on the faculty/staff forum. All employees are able to attend faculty/staff forum and share their their opinions.

**Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:**

Yes

**A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:**

All 11 members of the faculty/staff forum are non-supervisory staff and were elected by their peers.

**Do non-supervisory staff have a formal role in decision-making in regard to the following? :**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

**A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:**

Establishing organizational mission, vision, and/or goals: All goal making/visioning processes on campus involve receiving feedback from faculty, staff, and students.

Establishing new policies, programs, or initiatives: a policy recommendation that will affect faculty or staff must pass forum to be officially recommended to the president. The policy that moved the designated smoking areas on campus had to pass faculty/staff forum.

Strategic and long-term planning: While the Board of Trustees determines what the five year strategic plan looks like, they are currently in the process of meeting with faculty and staff to receive feedback/input on what should be prioritized. Both faculty and staff have an elected ex-officio member of the Board of Trustees.

Existing or prospective physical resources: staff members direct the student work crews which directly manage the physical resources of the college

**Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:**

Yes

**A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:**

All staff and faculty have the option of running for a position on the faculty/staff forum. All employees are able to attend faculty/staff forum and share their their opinions.

**Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:**

Yes

**A brief description of faculty representation on the governing body, including how the representatives are selected:**

All 11 members (6 faculty 5 staff) of the faculty/staff forum are non-supervisory staff and were elected by their peers.

**Do faculty have a formal role in decision-making in regard to the following?:**

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

**A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:**

Establishing organizational mission, vision, and/or goals: All goal making/visioning processes on campus involve receiving feedback from faculty, staff, and students.

Establishing new policies, programs, or initiatives: a policy recommendation that will affect faculty or staff must pass forum to be officially recommended to the president. The policy that moved the designated smoking areas on campus had to pass faculty/staff forum.

Strategic and long-term planning: While the Board of Trustees determines what the five year strategic plan looks like, they are currently in the process of meeting with faculty and staff to receive feedback/input on what should be prioritized. Both faculty and staff have an elected ex-officio member of the Board of Trustees.

Existing or prospective physical resources: staff members direct the student work crews which directly manage the physical resources of the college

**The website URL where information about the institution's governance structure is available:**

<http://inside.warren-wilson.edu/~caucus/GovernanceDiagram.pdf>

# 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.

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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
- 

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

**Does the institution have 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?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**



Diversity and Intercultural Initiatives (DII) offers services to support the academic and personal empowerment and well-being of students of diverse national, ethnic and racial backgrounds. Our mission is to provide an environment where underrepresented students can flourish. Together, the DII Director, Student Coordinators, and Student Peer Mentors offer academic advising, mentoring, information on resources and opportunities at Warren Wilson College, moral support, and advocacy. Students are welcome to schedule a meeting or drop by the Director’s Office, the International Student Office or the Multicultural Resource Center for a warm cup of tea, a listening ear, and a safe environment to meet with friends.

The Diversity and Intercultural Initiatives develops points of intersection, activities, resources, and intercultural training. Our goal is to promote awareness, appreciation, cultural competency, inclusion, and respect for cultural and racial diversity at Warren Wilson College.

**The full-time equivalent of people employed in the diversity and equity office:**

1

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.warren-wilson.edu/student/diversity-and-intercultural-initiatives>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes
<b>Administrators</b>	Yes

**A brief description of the cultural competence trainings and activities:**

Every year WWC celebrates the legacy of Dr. Martin Luther King Jr. with a full day of workshops, trainings and activities centered around nurturing our collective cultural competence. In addition, activities occur to on campus during the year (such as the Dialogue Arts Project) to expand our understanding of and empathy towards diversity and multiculturalism.

**The website URL where information about the cultural competence trainings is available:**

<http://www.warren-wilson.edu/community-news/mlk-jr-week>

# Assessing Diversity and Equity

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

We assess diversity and equity as part of our SACS accreditation process and continual improvement efforts as social justice and diversity are part of our institutional mission and vision. The assessments we've conducted thus far as led us to determine the need to restructure our diversity and multicultural department. We've hired a new director for diversity and inclusion who will start work July 1, 2014.

## Has the institution assessed student diversity and educational equity?:

No

## A brief description of the student diversity and educational equity assessment(s):

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**Has the institution assessed employee diversity and employment equity?:**

No

**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

No

**A brief description of the governance and public engagement assessment(s):**

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

<http://www.warren-wilson.edu/~studentlife/DII/index.php>

# Support for Underrepresented Groups

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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

## **Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:**

Yes

## **A brief description of the programs sponsored by the institution to support underrepresented groups:**

RISE Project:

RESPECT: support respectful, consensual relationships.

INTERVENTION: enlist individuals and the community to end all forms of violence, especially sexual assault, relationship violence, stalking and sexual harassment, through primary prevention education and social activism.

SAFETY: encourage personal exploration, growth and discussion about healthy relationships, while providing spaces for healing.

EMPOWERMENT: empower those victimized by sexual violence through advocacy and crisis intervention.

Spiritual Life:

- Revitalizes the passion for spiritual exploration and integrating contemplation
- Promotes diversity and awareness of social injustices and religious intolerance/persecution around the world, and creates an atmosphere of free and open interfaith dialogue on campus.

Educational Access:

The Educational Access Coordinator assists students with documented disabilities by designing plans with reasonable accommodations for equal access to their educational program.

Diversity and Intercultural Initiatives:

Diversity and Intercultural Initiatives DII offers services to support the academic and personal empowerment and well-being of students of diverse national, ethnic and racial backgrounds.

**The website URL where more information about the support programs for underrepresented groups is available:**

<http://www.warren-wilson.edu/~studentlife/>

**Does the institution have a discrimination response policy 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?:**

Yes

**A brief description of the institution's discrimination response policy, program and/or team:**

Unfortunately Warren Wilson has had to hone our discrimination response policy in recent years, with multiple racially charged acts taking place on campus. While the official response process is not online, it involves the dean of students calling the chaplain, the director of the WIDE (Wilson Inclusion ,Diversity and Equality) office, and the center for gender and relationships. A response is planned and executed.

**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

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**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

No

# Support for Future Faculty Diversity

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.
- 

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

**Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

No

**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

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**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to 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
- 

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Financial aid policies that look at students need and merit to ensure that they can attend the school. Work program. keep fees lower

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

The admissions office has trainings for staff members to teach them to speak with prospective students who are the first generation college students. For example, not to assume that a student can afford to pay for text books.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

We have hosted Trio, federal experts, to teach trainings to the admissions staff on low income families.

**A brief description of the institution's scholarships for low-income students:**

Warren Wilson College offers comprehensive financial aid.

**A brief description of any programs to guide parents of low-income students through the higher education experience:**

Admissions counselors develop one on one relationships with prospective and make sure they are familiar with all processes.

**A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Warren Wilson runs comprehensive marketing across the nation. We look for good merit and we make sure they can afford the college.

**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

To be completed

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

When deciding which students are accepted we don't take into account whether they can pay the full tuition.

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

Warren Wilson College explicitly and intentionally keeps our operating costs at a minimum to keep the school as accessible as possible. Many of the institutions we see ourselves as peers with charge \$60,000 a year.



**Does the institution have policies and programs in place to support non-traditional students?:**

Yes

**A brief description of any scholarships provided specifically for part-time students:**

no

**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

A child day care center called VERNER is located adjacent to our property. If someone qualifies for Head Start then they qualify to send kids to VERNER.

**A brief description of other policies and programs to support non-traditional students:**

Warren Wilson offers full time housing options. If a student does not have a place to go away from school, it is possible for the student to live on campus from orientation to graduation.

**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

No

**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

<http://www.warren-wilson.edu/admission/afford>

# 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.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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

**Number of employees:**

258

**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

0

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

Yes

**Number of employees of contractors working on campus:**

18

**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

1

**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

"The college has the responsibility to provide fair compensation to employees consistent with the College's financial resources, institutional competition, and the applicable job market"

**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

No

**Number of staff and faculty that receive sustainable compensation:**

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**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

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**The local legal minimum hourly wage for regular employees:**

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**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

<http://www.warren-wilson.edu/content/uploads/2014/11/Handbook6.28.2013.pdf>

# Assessing Employee Satisfaction

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

No

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

---

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

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**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

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**The year the employee satisfaction and engagement evaluation was last administered:**

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**The website URL where information about the institution's employee satisfaction and engagement assessment is**

**available:**

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# Wellness Program

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

The goal of the Wellness Program is to help the members of the Warren Wilson College community create, pursue and practice a lifestyle of wellness. The Wellness Program organizes many campus activities including ongoing classes in yoga, vegetarian cooking, and workshops on topics such as herb identification, gender-specific health, healing arts, meditation, and Earth skills. The office is staffed by crew members who provide weekly open hours for students, staff, and faculty to drop in for bodywork, tea, empathy, and health information. One-on-one sessions can be arranged with specific crew members for issues that require more support than is able to be given for open hours.

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

<http://warrenwilsonwellness.weebly.com/>



# Workplace Health and Safety

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## 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.

---

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

## Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	24	39
Full-time equivalent of employees	200	200

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

	Start Date	End Date
--	------------	----------

<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	Jan. 1, 1999	Dec. 31, 1999

**A brief description of when and why the workplace health and safety baseline was adopted:**

Warren Wilson wanted to document injury cases for liability and other reasons.

**A brief description of the institution's workplace health and safety initiatives:**

Student workers receive regular OSHA training. The workers of the auto shop each have personalized respirators.

**The website URL where information about the institution's workplace health and safety initiatives is available:**

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# 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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## 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.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) 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:**

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**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

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**Examples of CIR actions during the previous three years:**

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

[STARS Reporting Tool | AASHE](#)

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## Responsible Party

**Stan Cross**

Education Director

ELC

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## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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**Submission Note:**

Warren Wilson College Board of Trustees voted in February to create and Investment ESG to guide future sustainable investment of the endowment. That will be created this year.

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

**Total value of the investment pool:**

57,000,000 US/Canadian \$

**Value of holdings in each of the following categories::**

	Value of Holdings
<b>Sustainable industries (e.g. renewable energy or sustainable forestry)</b>	0 US/Canadian \$
<b>Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)</b>	0 US/Canadian \$
<b>Sustainability investment funds (e.g. a renewable energy or impact investment fund)</b>	0 US/Canadian \$
<b>Community development financial institutions (CDFIs) or the equivalent</b>	0 US/Canadian \$
<b>Socially responsible mutual funds with positive screens (or the equivalent)</b>	0 US/Canadian \$
<b>Green revolving loan funds that are funded from the endowment</b>	0 US/Canadian \$

**A brief description of the companies, funds, and/or institutions referenced above:**

We looked into this credit and found that we scored zero because neither our outsourced CIO nor the underlying managers in our portfolio invest under sustainable guidelines or under the other characteristics presented by STARS. Hence, we are selecting a new

outsourced CIO and our Trustees are in development of an ESG

**Does the institution have a publicly available sustainable investment policy?:**

No

**A copy of the sustainable investment policy:**

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**The sustainable investment policy:**

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**Does the institution use its sustainable investment policy to select and guide investment managers?:**

No

**A brief description of how the policy is applied, including recent examples:**

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**Does the institution's sustainable investment policy include negative screens?:**

No

**A brief description of the negative screens and how they have been implemented:**

---

**Approximate percentage of the endowment that the negative screens apply to:**

---

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

**A copy of the proxy voting guidelines or proxy record:**

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**A brief description of how managers are adhering to proxy voting guidelines:**

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**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the**



**previous three years?:**

No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

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**The website URL where information about the institution's sustainable investment efforts is available:**

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# Investment Disclosure

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## Responsible Party

**Stan Cross**  
Education Director  
ELC

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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*"---" 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:**

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### **A copy of the investment holdings snapshot:**

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### **The website URL where the holdings snapshot is publicly available:**

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# 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

**Stan Cross**

Education Director

ELC

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## 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.

---

**Title or keywords related to the innovative policy, practice, program, or outcome:**

WWC Campus a National Wildlife Federation Certified Wildlife Habitat

**A brief description of the innovative policy, practice, program, or outcome :**

Through careful stewardship, the 1,100-acre Warren Wilson College campus has long been known as one of the nation's most beautiful and environmentally sustainable. Now the picturesque campus has achieved another distinction: National Wildlife Federation Certified Wildlife Habitat.

The NWF certification specifically recognizes efforts to improve habitat by providing essential elements needed by all wildlife: natural food sources, clean water, cover, host plants and places to raise young. Students in WWC biology professor Jessa Madosky's fall semester Ecology class prepared the successful certification application after collecting data documenting work done by the College's student landscaping crew.

"I chose to go to this school because of how it views the environment," says Adaline Pann, a junior in the Ecology class who took photos as part of the application she and other students prepared. "Our landscaping crew takes special care to incorporate native plants and places for wildlife, as well as keeping it safe for people."

Ecology classmate Caroline Franklin, a Warren Wilson sophomore, says she now sees the campus in a somewhat different light after working on the application.

"After looking around the school for things that were required for a suitable wildlife habitat, I have gained an appreciation for many of the trees, rocks and small streams," she says. "It's very humbling to know that there are animals that call this campus home just like we do. Of course we see squirrels and birds everywhere, but knowing that they have dozens of places to hide, raise young, eat and drink makes me feel like the school has done its part in aiding wildlife."

One strength of the application was the heavy emphasis on native plant material on the Warren Wilson campus, including the landscaping crew's continuing labor-intensive efforts to remove exotic plants.

"This certification highlights the amazing work Tom LaMuraglia and his landscaping crew have put into the campus," professor Madosky says. "It has been a great learning experience for my students to learn about all the things they do to support wildlife on campus. It also was a great example of integrating work and academics in a way that benefits the learning experience."

LaMuraglia, Warren Wilson's longtime landscaping supervisor, says it's gratifying to see the College's efforts recognized by the National Wildlife Federation.

"I think it's a symbol of our goal to reach the highest level of environmental stewardship we possibly can, especially in a learning environment," LaMuraglia says. "We need to lead by example, and this gives us validation by a well-known organization that we've reached our environmental commitments in creating safe space and habitat for wildlife on our campus."

The NWF Certified Wildlife Habitat program has helped people take action on behalf of wildlife for more than four decades. The program engages schools, businesses, churches, homeowners, parks and other institutions that want to make their communities suitable for wildlife.

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

Students in WWC biology professor Jessa Madosky’s fall semester Ecology class prepared the successful certification application after collecting data documenting work done by the College’s student landscaping crew.

**A letter of affirmation from an individual with relevant expertise:**

[Doc1.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):**

	Yes or No
<b>Curriculum</b>	Yes
<b>Research</b>	---
<b>Campus Engagement</b>	Yes
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	Yes
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---

<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

---

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

<http://www.warren-wilson.edu/homepage/warren-wilson-college-campus>

### Responsible Party

**Stan Cross**

Education Director

ELC

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### Criteria

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5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
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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.

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### Submission Note:



**Title or keywords related to the innovative policy, practice, program, or outcome:**

Composting demonstration site at Warren Wilson campus

**A brief description of the innovative policy, practice, program, or outcome:**

Warren Wilson College’s Recycling Center was processing compost from the cafeterias, residence halls and employee residences through an in-vessel rotating drum system. In that system, the compostable material, along with a bulking agent like wood chips or sawdust, is fed into a drum where moisture, temperature and aeration are controlled.

At capacity, that system is able to process 7.5 tons of compost each month. Unfortunately, the drums are simply incapable of holding the food waste and other material we need to compost to keep it from going to the landfill.

With grant money from WNC Communities and WNC Farmers Market designated for a composting demonstration site, the College built it on campus. With this partnership, we agreed to build the site and accept compostable material from the WNC Farmers Market.

Because this new composting operation requires a dedicated piece of loading machinery, Warren Wilson College Recycling and Waste Management Supervisor Jes Foster wrote a grant proposal to the TVA Ag & Forestry Fund and was awarded money to purchase a loader.

The new system incorporates six active compost bins. This new system allows us to process up to 65 tons of waste each month. In addition to being much faster and working at a higher capacity, our new system is able to decompose a larger variety of materials. Some of these include compostable plates, cups, paper towels, pizza boxes, animal bedding, and manure. Because of the high capacity of the bins, we are accepting waste from off campus.

This project has not just involved the Recycling Crew. Landscaping Crew, Farm Crew, and Facilities Management have all been a part of making this a reality.

“We’ve forged some mutually beneficial partnerships in the community on this project,” Foster said. “The new composting system will serve as a collaborative and practical demonstration site that has some very clear environmental and educational benefits for the College and the larger community.”

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

The new system will incorporate six active compost bins. This new system will allow us to process up to 65 tons of waste each month including compostable plates, cups, paper towels, pizza boxes, animal bedding, and manure.

**A letter of affirmation from an individual with relevant expertise:**

[Doc2.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

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

<b>Curriculum</b>	---
<b>Research</b>	---
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	---
<b>Air &amp; Climate</b>	Yes
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	Yes
<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

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

<http://www.warren-wilson.edu/news/composting-demonstration-site-on-campus>

### Responsible Party

**Stan Cross**

Education Director

ELC

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### 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.
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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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Warren Wilson College Farm #1 in the nation

**A brief description of the innovative policy, practice, program, or outcome:**

The Warren Wilson College Farm, established in 1894 when the Asheville Farm School was founded, has won numerous awards over the years in addition to producing a lot of delicious farm-to-table food. Now it has received another major accolade: No. 1 college farm in the nation.

In a feature titled “The 20 Best College Farms,” Best College Reviews ranks the WWC Farm at the top of the list. Ranking criteria include farm size; integration with the campus; sustainability; courses taught at the farm; students using the farm; and integration with the larger community.

“This award for our college farm is an affirmation to the commitment the College has shown to our working farm for well over a century,” said Farm Manager Chase Hubbard, a 1995 Warren Wilson graduate.

The 275-acre WWC Farm is sustainably managed by two staff managers with the help of a large student work crew – one of more than 100 student work crews on the Warren Wilson campus. In addition to providing much of the food for the Warren Wilson dining hall, WWC’s mixed-crop and livestock farm sells beef, pork, chicken and lamb to the surrounding community twice each year. Corn, wheat, barley and oats are grown in rich bottomland soils in rotation with an alfalfa-based hay mix. No pesticides or herbicides are used in the farm’s crop production.

“The level of complexity of our farming operations is well beyond that of a typical college farm,” Hubbard said, “and the commitment our students show to mastering these complex tasks is inspiring.

“Spanning 365 days each year – in all weather and all times of day and night – Warren Wilson students are doing the things that make our farm a leader in higher education.”

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**

- Intensive rotational grazing
- Pasture-farrowing of swine herd
- Grass-finishing beef to produce omega-3 fatty acids and CLAs (cancer-fighting fats)
- Growing crops from non-GMO seed in four- or five-year rotation
- Fencing cattle out of waterways
- Raising pastured poultry
- Operating a weather data station with solar panel and wireless transmission

85% of annual meat served in the WWC cafeteria comes from the farm.

**A letter of affirmation from an individual with relevant expertise:**

[Doc3.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	Yes
Energy	---
Grounds	No
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Land Management, Food Systems, Farm Operations

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

<http://inside.warren-wilson.edu/~farm/index.php>

### Responsible Party

**Stan Cross**

Education Director

ELC

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### 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.

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**Title or keywords related to the innovative policy, practice, program, or outcome:**

Nurturing a living memory of African-American history in Western North Carolina and promoting awareness about it

**A brief description of the innovative policy, practice, program, or outcome:**

The idea behind the website (

[southashevillescemetery.net](http://southashevillescemetery.net)

) is to “nurture a living memory of African-American history in this region and promote awareness about it,” says global studies professor Jeff Keith, who led the project. “It’s a place of great spiritual and historical value. My goal is to celebrate that. I’m hoping the website can make it a place that people can access, even if they don’t come to Dalton Street. My hope is that this will result in it being maintained forever.”

Keith’s student team built on the work done by archaeology professor David Moore and his students. Throughout the late ’90s and early 2000s, they probed the ground to discover and catalog the graves, all but 93 of which lacked tombstones. Because the bodies were often buried in pine coffins and wicker baskets, however, they decomposed quickly, leaving measurable cavities in the earth.

The archaeology team pinpointed where the bodies had been placed. But their blueprint remained largely inaccessible to the public until the new website harnessed GIS and Google Earth technology to readily display the map to anyone with computer access. Users can now explore the cemetery digitally, zooming in on each grave and clicking it to see what information archaeologists were able to unearth.

That data, however, is limited: The digital record indicates whether there’s a carved tombstone, a simple unmarked fieldstone or any other noticeable marking. Any information on the headstones is recorded. Some give names as well as birth and death dates; others bear only simple carved hints, such as “mother” or “our darling.” It isn’t known how many of the deceased were slaves.

“I find it fantastic to use the tools of the 21st century to tell stories of the 19th century. It’s also a huge challenge,” says Keith. “This is a unique effort in Western North Carolina. I don’t know of another African-American cemetery that’s being investigated this way.” Although much of that history has been “lost to time,” notes Keith, “The cemetery offers some clues to what African-Americans have done for Buncombe County.”

A dozen or so stones, for example, are marked with masonic symbols suggesting, he says, “that there were builders there who probably contributed to some of the iconic buildings of downtown Asheville.” And the sheer scale of the burial ground, continues Keith, also goes a long way toward countering the claim that slavery barely existed here. Because WNC lacked the large-scale plantations that popular culture often associates with the institution of bondage, he says, he often encounters people who believe there was no slavery in the mountains.

“I think Appalachia, as a place, is often racialized to be white by media representations. ... Sometimes people move here and they don’t have a clear awareness of the tremendous contributions that African-Americans made to this place,” says Keith. “We have segregated imaginations: We think about the past in ways that are limited by our assumptions. But when you really engage with the past, you find all kinds of exciting stories that defy those assumptions.” The cemetery, he adds, “prompts people to ask questions about the past that they might not otherwise consider.”

**A brief description of any positive measurable outcomes associated with the innovation (if not reported above):**



A .KML file was created that allows people to see the grave soundings on Google Earth, while the map also fuses information about what--if any--gravestones marked the site at the time of the initial mapping.

A website resulted from the work of thirteen students and three faculty members at Warren Wilson College who embarked on an experimental interdisciplinary program called the Appalachian Semester. The course instructors--David Ellum, Jeff Keith, and Catherine Reid--taught a set of four interrelated courses about Appalachian landscapes that all thirteen students took during the spring semester of 2014. This meant, among other things, that the students were able to participate in numerous field trips throughout the semester. One class, entitled "Engaging Appalachia," made a sustained commitment to working at the South Asheville Cemetery. Aside from participating in clearing efforts on a bi-weekly basis, the students started a fencing project around the cemetery's perimeter, and they contributed to the creation of this website through research and organizational efforts.

**A letter of affirmation from an individual with relevant expertise:**

[Doc4.pdf](#)

**Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):**

	Yes or No
<b>Curriculum</b>	Yes
<b>Research</b>	---
<b>Campus Engagement</b>	---
<b>Public Engagement</b>	Yes
<b>Air &amp; Climate</b>	---
<b>Buildings</b>	---
<b>Dining Services</b>	---
<b>Energy</b>	---
<b>Grounds</b>	---
<b>Purchasing</b>	---
<b>Transportation</b>	---
<b>Waste</b>	---

<b>Water</b>	---
<b>Coordination, Planning &amp; Governance</b>	---
<b>Diversity &amp; Affordability</b>	---
<b>Health, Wellbeing &amp; Work</b>	---
<b>Investment</b>	---

**Other topic(s) that the innovation relates to that are not listed above:**

Social/Cultural Sustainability

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

<http://www.southashevillecemetery.net/>