

Washington State University, Pullman

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

868,600,000 US/Canadian \$

Total campus area:

1,675 Acres

IECC climate region:

Mixed-Dry

Locale:

Large town

Gross floor area of building space:

10,620,579 Gross Square Feet

Conditioned floor area:

6,890,170 Square Feet

Floor area of laboratory space:

1,162,517 Square Feet

Floor area of healthcare space:

118,984 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

1,464,386 Square Feet

Electricity use by source::

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

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

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

Energy used for heating buildings, by source::

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

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

11

Number of academic departments (or the equivalent):

60

Full-time equivalent enrollment:

26,577

Full-time equivalent of employees:

6,096.70

Full-time equivalent of distance education students:

1,580.70

Total number of undergraduate students:

23,867

Total number of graduate students:

4,819

Number of degree-seeking students:

28,173

Number of non-credit students:

0

Number of employees:

6,488

Number of residential students:

9,310

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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
Total number of courses offered by the institution	2,547	125
Number of sustainability courses offered	20	10
Number of courses offered that include sustainability	50	20

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

11

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

11

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):

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

- College of Agriculture, Human, and Natural Resource Sciences
- College of Business
- College of Communication
- College of Education
- College of Liberal Arts
- General Education
- Environmental courses

<http://sfs.wsu.edu/current-students/graduate-courses/>

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

<http://www.cereo.wsu.edu/>

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

Catalog and website review

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

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

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

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

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

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

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

Submission Note:

Copy of the sustainability course inventory.

<http://www.cereo.wsu.edu/courses.html>

"---" 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:

163

Total number of graduates from degree programs:

Campus Sustainability Data Collector | AASHE

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

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

College of Arts and Sciences
School of Earth and Environmental Sciences
Environmental Science and Regional Planning

<http://www.sees.wsu.edu/Academics/esrp.html>

College of Agricultural, Human, and Natural Resource Sciences
Agricultural and Food Systems Program
Organic Agriculture Systems

<http://afs.wsu.edu/majors/organic.htm>

College of Agricultural, Human, and Natural Resource Sciences
Department of Natural Resource Sciences

<http://nrs.wsu.edu/overview.html>

Degrees Included:

Deg_cip	Degree_description
01.0102	BS Agricultural & Food Systems
01.0301	BS Agricultural & Food Systems
01.0308	BS Agricultural & Food Systems
01.0401	BS Agricultural & Food Systems
40.0601	BS Earth & Environmental Sci
03.0104	BS Environmental Science
40.0601	BS Geology
01.1102	BS Integrated Plant Sciences
03.0101	BS Natural Resource Sciences
01.1102	Doctor of Philosophy
03.0101	Doctor of Philosophy
40.0601	Doctor of Philosophy
01.0308	Graduate Certificate

01.0000 Master of Science
01.1102 Master of Science
03.0101 Master of Science
03.0104 Master of Science
40.0601 Master of Science
01.0000 Organic Agriculture

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

Environmental science is the study of natural and modified environments and their interactions with biological (including human) systems. It emphasizes comprehensive understanding of the environmental/ecological context, assessment of beneficial and disruptive impacts, and methodologies to analyze, interrelate and resolve these complex systems. Students acquire the holistic and interdisciplinary perspective and ecological understanding necessary to prepare them for a variety of roles in the study, planning, and management of resources and the environment.

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

<http://www.cereo.wsu.edu/students.html>

Undergraduate Program

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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*.

"---" 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):

School of the Environment

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

■ Use critical and creative thinking to understand, formulate, or apply ethical responses to contemporary issues and challenges associated with global change and life on a dynamic Earth.

■ Use scientific methods, quantitative and symbolic reasoning, and decision-making processes as individuals or teams to explore complex environmental issues and analyze problems in the natural and social sciences.

■ Understand the foundations of contemporary science, including the scientific method, hypothesis formation and testing, objectivity, and peer review and evaluation.

■ Locate, interpret, synthesize, and apply relevant scientific information sources to address information needs for problem analysis and reporting.

■ Use technical media as needed and communicate clearly in verbal and written modes as appropriate for public or professional science audiences.

■ Expand awareness of self in a global society and effectively engage diverse perspectives, values, and cultures, ranging from local to global, in dealing with environmental and social issues.

■ Achieve entry-level expertise in a professional specialty or academic field in the natural sciences while retaining the ability to effectively engage in broader, cross-disciplinary and cross-cultural activities.

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

<http://soe.wsu.edu/>

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

Natural Resource Science

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

Issues and concerns surrounding natural resources are of extraordinary importance as society strives to sustain and balance the various ecological, socioeconomic, and aesthetic values provided by natural resources and ecosystems.

The natural resources major at WSU gives you a strong grounding in the science that underpins the management of natural landscapes and wildlife for conservation and sustainable, responsible use.

In the integrated curriculum of the Department of Natural Resource Sciences, you learn to understand and use the latest science and technology in managing land use and conservation. The combination of flexibility, in-depth knowledge, and broad understanding helps you fully understand the many factors that affect the use and management of land.

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

<http://academic.cahnrs.wsu.edu/majors/natural-resource.html>

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

Agricultural and Food Systems

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

Significantly different than conventional agriculture, organic food production is one of the fastest growing segments of agriculture, with retail sales increasing by 20 percent annually since 1991. In many ways, Washington State has been a leader in this burgeoning new industry. This revolutionary new major is the first of its kind to be offered in the United States. Students in this major take a diverse array of courses in the natural, environmental, economic and social sciences, as well as a number of courses focused on organic production practices.

Students wanting a hands-on degree experience thrive in the organic major. WSU has a four-acre certified organic teaching farm, which is currently in the process of expanding to become a 17 acre multi-disciplinary organic farming operation and community center. This farm is an invaluable tool where students learn to produce certified organic vegetables, fruit, herbs, and flowers that they distribute through local food banks, on-campus food service, a 100-member CSA (community supported agriculture), and a local farmers' market.

Students have the opportunity to tailor their program of study to specific areas of emphasis, such as:

- organic animal and dairy production
- economics and marketing

- crop production, food science
- pest management
- soil management

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

<http://afs.wsu.edu/majors/organic-ag-systems/>

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

Center for Environmental Research, Education and Outreach lists environmental programs at the following website with links to the individual websites

<http://www.cereo.wsu.edu/programs.html>

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):

Environmental Sciences

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

<http://environment.wsu.edu/>

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

<http://environment.wsu.edu/>

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

Natural Resource Science

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

<http://cahnrs.wsu.edu/>

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

<http://cahnrs.wsu.edu/>

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

Agriculture and Food systems

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

<http://afs.wsu.edu/>

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

<http://afs.wsu.edu/>

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

Graduate Program

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Science

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

The program is designed to enable graduates to analyze and understand natural ecosystems, predict environmental change, and participate in the management of environmental issues.

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

<http://soe.wsu.edu/GraduateStudies/index.html>

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

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

Campus Sustainability Data Collector | AASHE

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

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

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

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

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

Center for Environmental Research, Education and Outreach lists environmental programs at the following website with links to the individual websites

<http://www.cereo.wsu.edu/programs.html>

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

No

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

David Leisten
Program Coordinator
Institutional Research

Criteria

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

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

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

And/or

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

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

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

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

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

No

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

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

Sustainability Literacy Assessment

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

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

0

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

0

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

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

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

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

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

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

Incentives for Developing Courses

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

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

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

Yes

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

The Center for Environmental Research, Education and Outreach's (CEREO) premise is through building synergism and creative collaboration among faculty involved in environmentally oriented activities, WSU will be able to make its outstanding environmental programs more than just the sum of the parts. CEREO's bottom-up approach to institutional transformation has actively involved faculty, chairs, deans and central administration in the shaping of a center unique to the culture of WSU and the expertise of its members. As a result, CEREO has been able to identify areas where its efforts will complement rather than conflict with those of academics disciplines and existing programs.

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

See website for details regarding incentives in research, education, and outreach.

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

<http://www.cereo.wsu.edu/>

Campus as a Living Laboratory

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

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

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:

Graduate students in engineering and animal sciences are studying air quality associated with cattle. Sampling of the dairy and beef cattle center was part of their research.

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:

Environmental Sciences and Regional Planning 490/590 class helps put on a WSU Sustainability Fair biannually. One of the student groups presents building innovations and LEED features of WSU buildings at the fair which is open to the public and gets approximately 300 visitors.

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 can help harvest food at the organic farm and receive credit from some Crops and Soil Science class or earn community service hours. Food is sold at the local Farmer's Market to help support the organic farm. Some of the products are used at Dining Services.

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:

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 in Turf Management gain hands-on experience at the WSU Turf Research farm and the new 18-hole, championship golf course near campus. Internships place students at quality golf courses and sports fields across the country, giving them invaluable work experience prior to graduating.

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:

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:

Student groups along with help from ASWSU have helped determine locations and purchase green bike stations on the WSU campus. This has led to Green Bike infrastructure being part of new building design.

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 participated in Move Out/Pitch In.

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 in civil engineering worked on the feasibility of snow shelves to minimize erosion from runoff and use snow melt as a source for irrigation.

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:

ASWSU has worked with students and student groups to help coordinate efforts for the proposal of Cougar Student Green Fund and Student Sustainability Office. Also students have been active in attempting to create a policy to make WSU a tobacco free campus.

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:

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:

Student intern worked for EH&S assisting with drinking water sampling and food inspections for the Health Department.

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:

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:

Student groups work with city and state officials advocating higher education policies and funding. Coug Day at the Capitol provides an opportunity for students to meet with state legislatures.

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:

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

<http://www.sustainability.wsu.edu/>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

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

0

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

0

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

8

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

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

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

College of Agricultural, Human, and Natural Resource Sciences

College of Arts and Sciences

College of Business

College of Communications

College of Education

College of Engineering and Architecture

General Education

Interdisciplinary Environmental Courses

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

Based on wording in a search of grant awards.

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

BioEarth: Regional, biosphere-relevant Earth system model award \$3M for regional earth system modeling

A CEREO team led by Jennifer Adam and including co-Pis Michael Brady, Anantharaman Kalyanaraman, Brian Lamb, and Claudio Stockle has been awarded a \$3,053,000 grant for a project titled “Understanding Biogeochemical Cycling in the Context of Climate Variability Using a Regional Earth System Modeling Framework” The project aims to improve understanding of the interactions among carbon, nitrogen, and water at the regional scale in the context of global change and inform decision makers for the better, more effective strategies regarding natural and agricultural management.

National Ecological Observatory Network: \$433M Budget slot for NEON. NEON staff and colleagues celebrated a major achievement when the Obama Administration’s Fiscal Year (FY) 2011 budget request to Congress was unveiled. NEON has been included in the National Science Foundation’s Major Research Equipment and Facilities Construction budget for a full construction cost of \$433.72 M.

The website URL where information about sustainability research is available:

<http://www.cereo.wsu.edu/>

Support for Research

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

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

No

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

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

<http://research.wsu.edu/Public/feature.castle>

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

No

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

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

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

No

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

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

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

No

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

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

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

8

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

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

The website URL where information about open access to the institution's research is available:

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

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

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

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

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

No

Number of degree-seeking students enrolled at the institution:

27,642

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

None available

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

0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responsible Party

David Leisten

Program Coordinator

Institutional Research

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.

Submission Note:

While all three categories (social, economic, environmental) are not touched upon sustainability is brought up during orientation which 100% of students must attend.

New students are led by Orientation Counselors who receive specific training in campus sustainability topics and access to Green Bikes. Students also attend a workshop describing environmental programming, as well as the availability of Green Bikes and Zimrides as modes of transportation on campus. Sustainability issues are also addressed at the welcome picnic for new students.

"---" 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:

Environmental Outreach

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

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

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

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

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

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

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

Crop and Soil Science Club at WSU-The purpose of this organization is to provide WSU students interested in the crop or soil sciences an opportunity to learn about these professions through a variety of educational and social activities.

Emerging Green Builders of WSU; USGBC local student chapter. Our mission is to further the interest in Green Development and Sustainability in the Built Environment. We also prepare members with the necessary tools to take and pass the LEED exam.

Engineers Without Borders-USA supports community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects, while creating transformative experiences and responsible leaders.

The purpose of the Environmental Science Club shall be to contribute to the University's sustainability programs and offer aid in promoting environmentally conscious activities on and around the University's campus. Members of the club will strive to provide leadership and education through these activities.

The Geology Club provides the opportunity for students who are interested in geological sciences to learn local and regional geology, to interact among students, faculty, and industry leaders, and to involve relationship development among students, faculty and members of the community.

The Horticulture Club is a gardening organization seeking to blend education, social responsibility, and environmental stewardship with the art and science of horticulture.

Roots & Shoots, a program of the Jane Goodall Institute, is a powerful, youth-driven, global network of more than 8,000 groups in almost 100 countries. Together, youth of all ages are taking action to improve our world through service learning projects that promote care and concern for animals, the environment and the human community.

Student Chapter of the National Wildlife Society at Washington State University-Any student or staff member is allowed to join our club to become involved and aware of wildlife issues in and around the community.

The website URL where information about student groups is available:

http://www.cereo.wsu.edu/student_orgs.html

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:

The 3 acre Organic Farm is located inside the 50 acre WSU Tukey Horticultural Orchard and is 1.5 miles from the main Pullman campus. The Organic Farm operates through the Department of Crop and Soil Sciences while the orchard is run by the Department of Horticulture and Landscape Architecture. The Organic Farm was first certified in 2004 and remains certified by the State of Washington Department of Agriculture.

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

<http://www.css.wsu.edu/organicfarm/>

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

purposes:

N/A

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

A brief description of the sustainable investment or finance initiatives:

N/A

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

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

Sustainability Fair with students and staff having booths showing sustainability practices at WSU. Earth Week occurs at the end of April, near Earth day, and is an opportunity for all groups on campus to table in common campus spaces and share green initiatives. Other events include sustainability workshops (i.e. green living, eco crafting, buying local), guest speakers, environmental movies and more. Each year, the theme changes to focus on new educational material such as water issues, living simply, oil, etc. (

<http://wellbeing.wsu.edu/environmental/earth-day.aspx>

) Wellbeing Fair is an event centered around all aspects of wellbeing and has a space for 5-10 sustainability focused vendors to be together and uses reusable shopping bags and other sustainable incentive items to educate students. Approximately 700 students attend each year. (

<http://wellbeingfair.wsu.edu/>

) Move Out, Pitch In is a diversion campaign at the end of Spring Semester where collection bins are placed at residence halls, as well as off campus locations for students to donate used/reusable items to local charities. This reduces an average of 28,000 pounds of items each year. (

<http://wellbeing.wsu.edu/environmental/move-out-pitch-in.aspx>

)

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

<http://wellbeing.wsu.edu/environmental/>

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

Environmental Science Club and Environmental Sustainability Alliance bring in musicians and public speakers during Earth Week to promote sustainability. Common Reading Program selected Garbology for Fall 2014/Spring 2015. Many speakers and events coordinated around theme of waste minimization.

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

<http://commonreading.wsu.edu/>

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

The Outdoor Recreation Center, as part of University Recreation, incorporates the principles of Leave No Trace (LNT) in their outdoor trips and clinics and also offers the LNT trainer certification course. Also, WSU Eco Adventures are outdoor recreational programming opportunities that are joined with ecologically positive action. WSU Eco Adventures promotes sustainable use of the outdoors through modeling positive user relationships with the environment. This program is a collaboration between the Center for Civic Engagement and University Recreation.

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

<http://orc.wsu.edu/>

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

"Physics for Future Presidents" by Richard A. Muller poses the theory that scientifically literate members of society contribute more effectively to their lives, nation, and world, and that leaders must be knowledgeable about science topics in order to make sound decisions. Muller visited Pullman to meet with students, faculty, and staff, and delivered a lecture for the entire campus.

The website URL where information about the theme is available:

<http://universitycollege.wsu.edu/units/CommonReading/overview/history/index.html>

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

UREC puts on sustainability workshops (i.e. green living, eco crafting, buying local) and each year, the theme changes to focus on new educational material such as water issues, living simply, oil, etc. (

<http://wellbeing.wsu.edu/environmental/earth-day.aspx>

)

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

<http://wellbeing.wsu.edu/environmental/earth-day.aspx>

A brief description of sustainability-focused student employment opportunities:

N/A

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

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

N/A

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

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

N/A

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

Outreach Materials and Publications

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

The website provides links to the operational departments, academic departments and student information websites where sustainability projects, programs and other information can be found.

The website URL for the central sustainability website:

<http://sustainability.wsu.edu/>

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

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

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

The Center for Environmental Research, Education and Outreach has a website, holds seminars, and lists research opportunities for students interested or focused on sustainability.

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

<http://www.cereo.wsu.edu/students.html>

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

The Olympia Avenue Residential Hall, Compton Union Building and Student Recreation have signage describing sustainable design and construction features that were used in the construction or remodel of facility.

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

<http://cub.wsu.edu/>

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

Eatwell program has icons in many dining centers and vending machines to mark vegetarian, vegan and organic choices. Dining Services supports the University's sustainability initiative by using locally grown, minimally processed ingredients, selling Fair Trade coffee as well as recycling and composting our waste products.

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

<http://wellbeing.wsu.edu/physical/eat-well/category-guidelines.aspx>

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

WSU Parking and Transportation Services website provides alternative methods of transportation available for faculty, staff, and students.

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

<http://www.parking.wsu.edu/>

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

WSU Parking and Transportation Services is promoting and pedestrian and bike master plan. University Recreation provides seminars on bike maintenance and safety.

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

<http://www.parking.wsu.edu/>

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

This guide was created in collaboration with ESRP490 Environmental Management Systems and Sustainability course and the Wellbeing Program at Washington State University. It is intended to support the Washington State University community in making decisions and changing habits that will support the values of Be Crimson Go Green. This guide offers simple, easy, and effortless ways to change daily habits in order to reduce consumption of energy, water, and material goods. The guide covers local information about green spaces, businesses, and specifics about recycling in the Palouse. We hope the guide connects the campus community, residents, and alumni to the information and organizations needed to help facilitate successful change. This publication is only offered on-line in order to reduce the use of resources. Our hope is for the Green Living Guide to initiate or support your values regarding the environment and how to live sustainably.

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

[Campus Sustainability Data Collector | AASHE](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Move Out/Pitch In

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

Move Out, Pitch In is a diversion campaign at the end of Spring semester where collection bins are placed at residence halls, as well as off campus locations for students to donate used/reusable items to local charities. Employees donate time to help collect and process the materials.

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

This reduces an average of 28,000 pounds of items each year that normally would have been thrown away.

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

<http://wellbeing.wsu.edu/environmental/move-out-pitch-in.aspx>

The name of the campaign (2nd campaign):

Sustainability Fair

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

Sustainability Fair is an event put on by staff and students every two years that provides students, staff, faculty, and vendors an opportunity to showcase sustainable products, research, and projects.

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

Employees and students learn about sustainable products and goods sold on campus, operations using sustainable practices, and majors that have sustainability as part of the curriculum. Approximately 300 individuals attend.

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

<http://www.sustainability.wsu.edu/>

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

Earth Week occurs at the end of April, near Earth day, and is an opportunity for all groups on campus to table in common campus spaces and share green initiatives. Other events include sustainability workshops (i.e. green living, eco crafting, buying local), guest speakers, environmental movies and more. Each year, the theme changes to focus on new educational material such as water issues, living simply, oil, etc. (

<http://wellbeing.wsu.edu/environmental/earth-day.aspx>

).

Wellbeing Fair is an event centered around all aspects of wellbeing but has a space for 5-10 sustainability focused vendors to be together and uses reusable shopping bags and other sustainable incentive items to educate students. Approximately 700 students attend each year.

WSU Eco Adventures are outdoor recreational programming opportunities that are joined with ecologically positive action. WSU Eco Adventures promotes sustainable use of the outdoors through modeling positive user relationships with the environment. This program is

a collaboration between the Center For Civic Engagement and University Recreation. (

<http://orc.wsu.edu/classes-trips/eco-adventures.aspx>

)

Employee Educators Program

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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*.

"---" 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:

5,844

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

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

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

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

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

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

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

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

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

A brief description of the formal training that the employee educators receive (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):

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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:

WSU employees can register for New Employee Orientation which contains information on services and programs such as alternative transportation and general information on sustainability at WSU.

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

<http://hrs.wsu.edu/Employee%20Orientation%20Schedule>

Staff Professional Development

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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:

Public Engagement

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

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

Community Partnerships

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

"---" 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:

Organizations such as Palouse Clearwater Environmental Institute. Collaboration with the City of Pullman through Center of Civic Engineering.

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):

Association for Sustainability in Higher Education

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:

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

City of Pullman and University of Idaho (8 miles away. Recycling and shared biking projects.

The website URL where information about sustainability partnerships is available:

<http://sustainability.wsu.edu/>

Inter-Campus Collaboration

Responsible Party

Jason Sampson
Manager
Environmental Health and Safety

Criteria

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

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

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

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

Yes

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

<http://sustainability.wsu.edu/>

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:

University of Idaho, and City of Pullman

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

Cooperative shared bike program, collaborative recycling project

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

<http://sustainability.wsu.edu/>

Continuing Education

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

Does the institution offer continuing education courses that address sustainability?:

No

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

Graduate Certificate in Sustainable Agriculture. This provides interdisciplinary understanding of practices and current issues in sustainable agriculture.

Year the certificate program was created:

2,008

The website URL where information about sustainability in continuing education courses is available :

Community Service

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

Number of students engaged in community service:

7,562

Total number of students :

21,822

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:

72,277

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:

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:

Final days of service such as MLK Jr Day

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

<http://cce.wsu.edu/>

Community Stakeholder Engagement

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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*.

"---" 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:

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

List of identified community stakeholders:

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

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

Participation in Public Policy

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

"---" 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:

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

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

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

Trademark Licensing

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

Yes

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

Yes

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

Yes

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

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

No

Is the institution a member of the Healthier Hospitals Initiative?:

No

Is the institution a member of Practice Greenhealth?:

Yes

A brief description of the hospital's sustainability initiatives:

Introduction to sustainability

Evolution of environmental policy

Climate and global change

Biosphere

Physical resources: water, pollution and minerals

Environmental and Resources Economics

Modern environmental management

The website URL where information about the hospital's sustainability initiatives is available:

<http://nursing.wsu.edu/Research/EHES/Web-resources.html>

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

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

Part 2

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

Part 3

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

Performance for Part 3 of this credit is assessed using EUI-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:

<http://rs.acupcc.org/ghg/2327/>

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

Yes

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

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

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:

Use the State of Washington Department of Ecology Greenhouse Gas Calculator

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

No

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

N/A

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>60,850 Metric Tons of CO2 Equivalent</i>	<i>55,368 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>2,742 Metric Tons of CO2 Equivalent</i>	<i>2,730 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>70,818 Metric Tons of CO2 Equivalent</i>	<i>64,226 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	9,310	5,677
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,950	23,544
Full-time equivalent of employees	5,786	5,616
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	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

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

Gross floor area of building space, performance year:

10,957,039 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	1,188,631 <i>Square Feet</i>
Healthcare space	126,055 <i>Square Feet</i>
Other energy intensive space	0 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	10,758 <i>Metric Tons of CO2 Equivalent</i>
Commuting	9,975 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	761 <i>Metric Tons of CO2 Equivalent</i>

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

refrigerants

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/2327/>

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

<http://rs.acupcc.org/ghg/2327/>

shows WSU Climate Action Plan and GHG inventory report

Outdoor Air Quality

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

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

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

Part 2

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

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

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

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?:

Yes

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

Testing with a third party contractor in conjunction with the Air Operating Permit.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>9.40 Tons</i>
Sulfur oxides (SOx)	<i>0.60 Tons</i>
Carbon monoxide (CO)	<i>0.40 Tons</i>
Particulate matter (PM)	<i>10 Tons</i>
Ozone (O3)	---
Lead (Pb)	<i>0 Tons</i>
Hazardous air pollutants (HAPs)	<i>1.60 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0.50 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	---

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

The EH&S Outdoor Air Quality Program monitors WSU’s compliance with the laws and regulations as promulgated in the Federal Clean Air Act. EH&S works with the Washington State Department of Ecology (DOE) and Environmental Protection Agency to help ensure that all applicable federal, state and local regulations regarding stationary air emission sources are met on WSU property.

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

<http://ehs.wsu.edu/ph/airquality.html>

Buildings

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

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

Building Operations and Maintenance

Responsible Party

David Leisten
Program Coordinator
Institutional Research

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

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

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

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

10,957,039 *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::

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

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

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

The date the guidelines or policies were formally adopted:

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

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

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

WSU uses LEED rating system.

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

695,596 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	356,126 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

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	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

0 Square Feet

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

0 Square Feet

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 :

[Chapter 39.35d RCW_ HIGH-PERFORMANCE PUBLIC BUILDINGS.pdf](#)

The date the guidelines or policies were adopted:

Jan. 1, 2005

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

Athletics (Football Operations Building)

Dormitories (Duncan/Dunn Community Hall, Olympia Avenue Student Housing, Northside Residence Hall)

Laboratories (Paul G Allen Center for Global Animal Health, Clean Technology Laboratory Building)

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

WSU Capital Planning and Development now has thirteen professional staff members who are LEED Accredited Professionals. Periodic presentations are held by staff and are attended by industry representatives, academics, researchers and professionals to discuss available

products and services and sustainable practices. These professionals oversee all WSU construction and renovation projects.

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.cpd.wsu.edu/>

Indoor Air Quality

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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:

10,957,039 *Square Feet*

Gross floor area of building space:

10,957,039 *Square Feet*

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

Generally, Indoor Air Quality (IAQ) concerns and odors are caused by floor drains and sink traps that are dry; laboratory activities performed outside a fume hood; chemical spills, smoking, and construction activities (e.g., painting, sealing and welding). Occupational Health & Safety investigates IAQ concerns and odors.

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

<http://ehs.wsu.edu/ohs/IndoorAirQuality.html>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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:

18

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

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

Our percentage of sustainable food purchases are achieved through Food Service America in regards to their SNOR (Sustainable, Natural, Organic and Regional) Program, our partnership with Starbucks and Seattle Best Coffee in securing Fair Trade Coffees, Shepherd's Grain which supplies all of our Dining Services flour for baked goods, Risotto's which makes pizza dough with Shepard's Grain for our Stonewall Pizza Programs, the purchase of locally grown lentils and garbanzos, local fruits from Walla Walla, Eastern Oregon, St. Maries wild rice from St. Maries, Idaho, all of our potatoes from Walla Walla and the Tri-Cities here in Washington State, the majority of our beef from Angus Meats of Spokane, Draper Valley chicken and the purchase of some of our fruits and specialty catering produce from the WSU Orchards and Tukey Organic Farm on campus.

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:

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:

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

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

N/A

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

N/A

Total annual food and beverage expenditures:

6,000,000 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?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	Yes	No
Convenience stores	Yes	Yes
Vending services	Yes	Yes
Concessions	Yes	Yes

Has the institution achieved the following?:

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

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

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

[Campus Sustainability Data Collector | AASHE](#)

available:

<http://dining.wsu.edu/sustainability>

Low Impact Dining

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

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

50

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

Food Service of America tracks expenditures, but currently expenditures on animal products is not completed.

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?:

No

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”):

Dining Services is committed to labeling all of the Healthy Options, Vegan Options, and Vegetarian Options available to customers in the Dining Centers. The menu is limited, but one vegan option is available upon request by customer.

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

Evaluating the feasibility of purchasing cage free eggs and expanding amount of grass fed beef used.

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

<http://dining.wsu.edu/nutrition/>

Annual dining services expenditures on food:

6,000,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	1,642,645 <i>MMBtu</i>	1,515,507 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	579,331 <i>MMBtu</i>	532,658 <i>MMBtu</i>
District steam/hot water	973,616 <i>MMBtu</i>	902,389 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	10,638,211 <i>Gross Square Feet</i>	10,220,659 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,122,416 <i>Square Feet</i>
Healthcare space	125,813 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,214
Cooling degree days	296

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	1
District steam/hot water	1

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

State of Washington uses 2005 as the baseline year for all reporting.

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

95% of buildings use a Seimens Building Automation system to regulate temperature

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

LED lighting has been installed in some locations at the Student Recreation Center. 95% of the campus was retrofitted with efficient non-LED lighting in 2000-2003.

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

Ambient light sensors and infrared/ultrasonic occupancy sensors are installed in new buildings and major renovations. Also as maintenance is required upgrades are completed.

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

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

Olympia Avenue Dormitory uses an ethylene glycol based ground source heat pump.

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

The Grimes Way Steam Plant and College Avenue Steam Plant addition have been in operation since July of 2004 and serve the campus community providing steam for building heat and hot water as well as other vitally important campus processes such as sterilization in veterinary medical facilities and humidification of libraries and green houses. The new facilities continue to be a leader in the state of Washington in producing energy with ultra low emissions and we do so utilizing high tech - ultra low emission burners with precise electronic controlling systems. Our annual steam production exceeds 800,000,000 million pounds of steam generated utilizing natural gas as our primary fuel with ultra low sulfur diesel as a backup fuel. The facility generates steam for campus use year-round with summer time steam demands as low as 36,000lbs/hr with a single boiler in operation and winter steam peaks exceeding 250,000lbs/hr with all five boilers in operation.

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

The Energy Services Performance Contracting team has performed retro-commissioning projects on a number of facilities and continues to investigate additional opportunities.

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

Implement HVAC Load Sheds and Integral Volt-Var Control measures as part of the ESPC Phase 13.6 Smart Grid Demonstration Project to reduce annual energy use by 1,390,897 kWh of electricity and 7,041 therms of natural gas. The equipment and system is physically

installed and tested. Third party contractors, Battalle and Avista, and in the final programming stages and active the overall project by June, 2013.

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

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

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

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

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

<http://facops.wsu.edu/eso.aspx>

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

Submission Note:

The Grimes Way Steam Plant and College Avenue Steam Plant addition have been in operation since July of 2004 and serve the campus community providing steam for building heat and hot water as well as other vitally important campus processes such as sterilization in veterinary medical facilities and humidification of libraries and green houses. The new facilities continue to be a leader in the state of Washington in producing energy with ultra low emissions and we do so utilizing high tech - ultra low emission burners with precise electronic controlling systems. Our annual steam production exceeds 800,000,000 million pounds of steam generated utilizing natural gas as our primary fuel with ultra low sulfur diesel as a backup fuel. The facility generates steam for campus use year-round with summer time steam demands as low as 36,000lbs/hr with a single boiler in operation and winter steam peaks exceeding 250,000lbs/hr with all five boilers in operation.

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu

<p>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</p>	<p>0 <i>MMBtu</i></p>
<p>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</p>	<p>0 <i>MMBtu</i></p>

Total energy consumption, performance year:

1,642,645 *MMBtu*

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

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

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

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

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

<http://facops.wsu.edu/steampant.asp>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>677 Acres</i>
Footprint of the institution's buildings	<i>0 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>200 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>477 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

Facilities Operations Grounds maintains all General Campus in accordance to IPM practices. We use the least chemical product possible to manage pests within an acceptable level. Hand pulling/hoeing in planting beds is employed and mechanical procedures are used, such as flail mowing, in large native grassland areas. Insecticides are seldom applied although wasps are our most typical target. Managing weeds is a priority in our agricultural community.

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

WSU design and construction standards stipulate native plants be used on new landscape design and construction. Also the Campus Landscape Advisory Committee establishes a formal line of communication addressing campus landscape architecture design, installation and maintenance. They work with faculty, staff, students and alumni to enhance the beauty, safety, functionality and sustainability of exterior campus space.

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

WSU design and construction standards stipulate native plants be used on new landscape design and construction.

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

WSU operates a 10,000 ton per year composting facility. Grounds waste including tree and shrub pruning and leaves, grass trimmings and wood waste are composted. Grounds material is composted separately and used back on the campus grounds areas.

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

Unknown

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

Grounds material is composted separately and used back on the campus grounds areas.

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

Moisture sensors are installed on the sprinkler system at Palouse Ridge Golf Course to minimize water usage.

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

WSU currently buys the least harmful de-ice product available that will still offer sufficient ice melting capabilities and we only apply it when absolutely necessary. Snow berms are picked up as soon as possible after storms to remove them from our street drainage systems and pile snow in areas that have good natural infiltration capability. Streets and gutters are swept as soon as weather permits to remove all residue of our street sanding rock. Many sidewalks and stairs have glycol melting systems to eliminate use of chemical de-icer.

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

NA

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

No

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

[Campus Sustainability Data Collector | AASHE](#)

http://www.wsu.edu/manuals_forms/HTML/SPPM/6_Public_Health_and_Environmental_Quality/6.30_Pest_and_Animal_Control.htm

Responsible Party

David Leisten
Program Coordinator
Institutional Research

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.

"---" 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?:

No

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:

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

No

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:

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

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

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

Purchasing

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

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

Electronics Purchasing

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

"---" 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?:

No

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

The electronics purchasing policy, directive, or guidelines :

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

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

No

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

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

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

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

Cleaning Products Purchasing

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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?:

No

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

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

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

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

No

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

Total expenditures on cleaning and janitorial products:

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

No

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

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

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

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

Office Paper Purchasing

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

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

Yes

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

The paper purchasing policy, directive or guidelines:

http://public.wsu.edu/~forms/HTML/BPPM/70_Purchasing/70.37_Purchasing_Using_and_Recycling_Multi_purpose_Paper.htm

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

Departments are required to purchase 100% recycled content paper unless equipment or use requires other paper options.

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

Yes

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

	Expenditure Per Level
10-29 percent	5,654 <i>US/Canadian \$</i>
30-49 percent	36,033 <i>US/Canadian \$</i>
50-69 percent	164 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	23,548 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	193,495 <i>US/Canadian \$</i>

Total expenditures on office paper :

362,567 *US/Canadian \$*

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

http://public.wsu.edu/~forms/HTML/BPPM/70_Purchasing/70.37_Purchasing_Using_and_Recycling_Multi_purpose_Paper.htm

Inclusive and Local Purchasing

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

"---" 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:

The policy, guidelines or directive governing inclusive and local purchasing:

Not allowed by the State of Washington procurement statutes.

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:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

"---" 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)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

Some

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

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

All vary, but environmental language and minimum wage standards are written into contracts for construction, demolition, and remodels

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:

All construction, demolition, and remodel projects are assigned a WSU project manager who oversee contractors and ensure they are following the stipulations of the contract.

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

<http://purchasing.wsu.edu/File/FAR%20Terms%20and%20Conditions%20for%20Federal%20Grant%20Funded%20Purchases.pdf>

Transportation

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

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

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

Responsible Party

Jason Sampson
Manager
Environmental Health and Safety

Criteria

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

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

And/or

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

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

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

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

Total number of vehicles in the institution’s fleet :

328

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	25
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	3
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

WSU continues to expand the use of alternate fuel and power technology when replacing vehicles within the fleet.

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

http://facops.wsu.edu/RPBS_PS_mp.aspx

Student Commute Modal Split

Responsible Party

Jason Sampson
Manager
Environmental Health and Safety

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.

Submission Note:

WSU does not collect this information.

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

Total percentage of students that use more sustainable commuting options:

0

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)	0
Walk, bicycle, or use other non-motorized means	0
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

Modal survey completed by third party, but was focused on reasons why students do not use alternative forms of transportation. The top two reasons were the weather and terrain.

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

<http://www.parking.wsu.edu/>

Employee Commute Modal Split

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

Submission Note:

WSU does not collect this information.

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

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

50

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)	0
Walk, bicycle, or use other non-motorized means	0
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

Telecommute for 50 percent or more of their regular work hours

0

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

Modal survey completed by third party, but was focused on reasons why students do not use alternative forms of transportation. The top two reasons were the weather and terrain.

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

<http://www.parking.wsu.edu/>

Support for Sustainable Transportation

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

No

A brief description of the facilities for bicycle commuters:

58 out of 99 buildings have bike racks (59%).

725 bike rack spaces were available.

9 locations have covered bike parking.

Out of 21 residence halls, 6 have indoor storage and 8 have covered bike parking.

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:

58 out of 99 buildings have bike racks (59%).

725 bike rack spaces were available.

9 locations have covered bike parking.

Out of 21 residence halls, 6 have indoor storage and 8 have covered bike parking.

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

Yes

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

Washington State University has developed a Bicycle and Pedestrian Plan that fits into the University's Master Plan. The bikeway network of WSU and Pullman is largely made up of a network of multi use paths and some on street bike lanes.

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:

The WSU Green Bike program is a bike share system in place to decrease traffic congestion, limit carbon emissions and encourage health and physical exercise. Currently, the WSU Green Bike program has 120 bikes in its fleet. 80 BIXI Green Bikes are available for one day

checkouts and can be checked out at the CUB, SRC, Valley Road Playfields, and Grimes Playfields. Our 40 Trek Mt. Bikes are available to rent from the Outdoor Recreation Center (ORC) for up to seven days at a time. Since the system launched, Green Bikes have been checked out 40,000+ times and more than 10,000 unique users have used the bikes.

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):

Funded in part by a student-initiated transit fee, Pullman Transit offers Express Routes, transit access to and from the Student Recreation Center, and other on-campus destinations. WSU faculty, staff and students ride free by showing their CougarCard. Pullman Transit gives over 1.4 million rides per year.

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:

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 Commute Trip Reduction Law was passed in the state of Washington. Although Pullman is not regulated under this law WSU has decided to voluntarily participate in the law's goals.

WSU Motor Pool coordinates vanpools from Colfax, Colton, Uniontown, and the Lewiston/Clarkston Valley. Whitman County Public Transportation, Asotin County Public Transportation, and Spokane Transit also provide assistance for arranging vanpools for WSU faculty and staff.

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

Yes

A brief description of the car sharing program:

Zimride is WSU's private social network for ridesharing that helps you offer or request rides for commutes, road trips, and popular events.

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:

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

Yes

A brief description of the telecommuting program:

An approved telework agreement allows an employee to regularly work from home or an alternative work site. Washington State University recognizes telework as a work option that may meet a variety of needs, including, but not limited to:

- Enhancing employee productivity and satisfaction,
- Reducing commute trips, and
- Addressing space restrictions.

A telework arrangement may be assigned or established through mutual agreement between a department head and an employee.

Alternative work sites or teleworking may be required for some positions. Work location is determined by WSU. Telework arrangements must meet the following requirements:

- Be for a prescribed time;
- Be revocable at the discretion of the responsible dean, vice president, or appointing authority; and
- Be subject to prior approval by the responsible dean, vice president, or other appointing authority.

An employee may rescind an agreement to a voluntary telework arrangement by providing notice consistent with the terms of the agreement.

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

Yes

A brief description of the condensed work week program:

Flexible scheduling continues to be an option for employees and managers to consider. When making determinations on flexible schedules, managers need to assure essential operations and deadlines are met, and that main administrative offices remain open during WSU's statutorily required business hours.

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

No

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

Does the institution 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:

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

<http://www.sustainability.wsu.edu/>

Waste

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

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

Waste Minimization

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,764 Tons	1,969 Tons
Materials composted	10,470 Tons	10,797 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	3,093 Tons	2,017 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	6,386	5,677
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	27,679	23,544
Full-time equivalent of employees	5,681	5,616
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	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

State of Washington uses 2005 as their baseline for reporting.

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

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

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

Washington State University Surplus Stores supports the university and individual departments by maximizing the utilization of assets through programs promoting reutilization of university, state and federal surplus property and the repair, reuse, and disposal of university property at fair market prices.

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

Course schedules and course catalogs are found online through WSU's ZZUSIS computer system. Staff, faculty and student directories are located on WSU's homepage.

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

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

WSU Recycling increases number of employees and frequency of collections at residence halls to ensure recycling containers are available and accessible. WSU also promotes a Move-In campaign which encourages volunteers to assist incoming students and provide knowledge about options for recycling moving waste. Move out & Pitch in is a charitable program that uses volunteer help to run collection sites for students wishing to donate reusable goods during the end of the year move out. Donations received through this program go in most cases directly to those in need of a helping hand. Nothing is left behind. Any items that do not get put to use in someone's home will still have the chance to help by being sold in rummage sales, raising funds to aid other programs.

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

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

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

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

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):

Each time a reusable mug is used to purchase a beverage from Dining Services the customer receives a discount.

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):

Dining Services also moves beyond food and practices sustainability by using compostable tableware at our facilities. Our "green" cups are made with corn products and are utilized in every single Dining Services facility from Carlita's, to Hillside, to our Espresso Bars. The straws and lids for these cups are also compostable. The flatware that we use at Carlita's and our Dining Centers and Espresso Bars is made from potato products and composts in just a matter of weeks. Our used oil is picked up frequently and reused for bio fuel by Baker Commodities from Spokane, WA. Finally, our dishware is made of paper which is compostable and recyclable.

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:

Each time a reusable mug is used to purchase a beverage from Dining Services the customer receives a discount.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution's waste minimization initiatives is available:

<http://www.sustainability.wsu.edu/>

Waste Diversion

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

In the state of Washington batteries, light bulbs, cooking oil, and motor oil are all Universal Waste and counted in a different section.

Data is for 2014 fiscal year. Have not compiled the 2014 calendar numbers yet.

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

Materials diverted from the solid waste landfill or incinerator:

13,524.22 Tons

Materials disposed in a solid waste landfill or incinerator :

3,177.34 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:

Washington State University has implemented a co-mingled recycling collection process campus wide to simplify the recycling process which will result in more recyclable materials being diverted from the waste stream while significantly reducing operating expenses. With co-mingled recycling, sorting materials is not needed; people are able to throw many widely accepted materials into one bin. Because the single largest waste stream at a university is paper; we still offer separate containers in most locations for mixed paper.

Paper is allowed in comingled recycling but we would prefer to collect all paper (except brown papers) as mixed paper wherever possible. This is a slight variation on a pure comingled collection process that fits our particular waste stream.

Materials are collected at all campus buildings, transported to the recycle facility on campus and made into large compact bales. Bales then get shipped to larger facilities that have the equipment and technology to sort through the bales and separate materials as needed. Washington State University Surplus Stores supports the university and individual departments by maximizing the reutilization and

proper disposal of all university owned property through sales to WSU departments, priority organizations and the general public at fair market values.

A brief description of any food donation programs employed by the institution:

Food donations not allowed by state law.

A brief description of any pre-consumer food waste composting program employed by the institution:

The WSU Compost Facility supports Washington State University's missions by managing the Universities organic waste stream in an efficient, effective and safe manner.

The Compost Facility began operations in October 1994. The facility was the first university based compost facility to process all campus generated organic waste. Approximately 25,000 cubic yards are composted annually on 4 acres of asphalt surface. Research has been conducted at the facility to determine how feed stocks affect quality and effectiveness of inoculants and additives. The site is extensively toured by WSU compost classes, local K-12 schools and other universities.

A brief description of any post-consumer food waste composting program employed by the institution:

The WSU Compost Facility supports Washington State University's missions by managing the Universities organic waste stream in an efficient, effective and safe manner.

The Compost Facility began operations in October 1994. The facility was the first university based compost facility to process all campus generated organic waste. Approximately 25,000 cubic yards are composted annually on 4 acres of asphalt surface. Research has been conducted at the facility to determine how feed stocks affect quality and effectiveness of inoculants and additives. The site is extensively toured by WSU compost classes, local K-12 schools and other universities.

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	No
Food for animals	No
Food composting	Yes
Cooking oil	No

Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	No
Light bulbs	No
Toner/ink-jet cartridges	No
White goods (i.e. appliances)	No
Laboratory equipment	No
Furniture	No
Residence hall move-in/move-out waste	Yes
Scrap metal	No
Pallets	Yes
Motor oil	No
Tires	No

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

639 Tons

Construction and demolition materials landfilled or incinerated :

1,460 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:

Prior to construction and demolition projects recyclable items are identified by WSU personnel. WSU project managers work with contractors and employees to segregate identified waste streams. WSU Waste Removal manages the removal of recyclable and non-recyclable materials.

Hazardous Waste Management

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Environmental Health and Safety provides consultation services in the evaluation and recommendation of alternative products and procedures that reduce the quantity and toxicity of chemicals used and waste generated.

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

WSU Environmental Health and Safety assists generators of surplus and waste chemicals through established recycling, collection, treatment, and disposal programs. Environmental Health and Safety provides training in the identification, handling, and disposal of chemical waste.

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

There have been no significant incidents in the previous three years.

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

Environmental Health and Safety (EH&S) analyzes all chemical containers and materials to determine if they can be recycled. Acceptable materials are made available to WSU personnel free of charge on a website controlled by EH&S.

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):

WSU owned electronic equipment and components are recycled rather than thrown away. Materials and Resource Management (MRM) collects electronics components at no charge from university departments (including computer monitors, hard drives, printers, televisions). Electronic equipment and components are recycled to recover the heavy metals and other hazardous components. Electronic equipment and components can be recycled by going to the MRM web page, and fill out Request a Pickup from the pull down menu. After it is filled out and submitted, MRM will come and pick up your items. MRM will inspect items to determine value. MRM will attempt to sell components as individual working merchandise or palletize like components for scrap. If no one purchases the items, they are shipped off for recycling through a state approved recycling contractor.

State of Washington has an E-Cycle program which provides free recycling to the public. WSU University Recreation has established an E-Cycle dropoff location at their Outdoor recreation center.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

WSU personnel are on the technical advisory committee for the State of Washington Spent Light and Electronics Recycling Contract. The technical advisory committee reviews handling procedures and end facilities to ensure best management practices are in place and being implemented.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://ehs.wsu.edu/es/>

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	461,503,996 Gallons	515,000,000 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	461,503,996 Gallons	515,000,000 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	6,386	5,677
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	27,642	23,544
Full-time equivalent of employees	5,844	5,616
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	10,957,039 <i>Square Feet</i>	10,220,659 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	477 <i>Acres</i>	477 <i>Acres</i>

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

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:

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

We have 57 water meters installed on buildings and irrigation systems. We are actively pursuing installation of new meters and will have meters on all buildings by 2017.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

The Energy Services Performance Contracting team has performed retro-commissioning projects on a number of facilities and continues to investigate additional opportunities.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

WSU design and construction standards stipulate native plants be used on new landscape design and construction. Also the Campus Landscape Advisory Committee establishes a formal line of communication addressing campus landscape architecture design, installation and maintenance. They work with faculty, staff, students and alumni to enhance the beauty, safety, functionality and sustainability of exterior campus space.

A brief description of any weather-informed irrigation technologies employed by the institution:

Moisture sensors are installed on the sprinkler system at Palouse Ridge Golf Course to minimize water usage.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

<http://ehs.wsu.edu/ph/WaterPolluteWetlands.html>

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

LID features are designed into all new construction and major renovation projects including but not limited to rain gardens, bioswales, permeable concrete, and retention ponds.

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 University is responsible for planning, operating, monitoring, maintaining, and protecting the stormwater system at the Pullman campus. The goal of the University's stormwater management program is to ensure that stormwater generated on University property does not adversely impact surface and ground water.

A brief description of any rainwater harvesting employed by the institution:

No rainwater harvesting.

Rainwater harvested directly and stored/used by the institution, performance year:

0 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Oil water separators are used at the steam plant to ensure no petroleum products are discharged from facility.

A brief description of any living or vegetated roofs on campus:

WSU has two vegetated roofs. The vegetated garden, at Terrell Library, encompasses 60% of the building roof area. A second vegetated roof is a part of the Lewis Alumni Center which represents approximately 20% of the roof area.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Pervious concrete and asphalt has been installed in sidewalks and parking locations to evaluate potential wide spread use in an effort to reduce stormwater runoff and to improve water quality through reduction of deicing chemicals.

A brief description of any downspout disconnection employed by the institution:

WSU does not have any.

A brief description of any rain gardens on campus:

Several rain gardens have been built on campus. Native vegetation has been planted in gardens to assure rainwater will be sufficient enough to ensure viability of garden.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

WSU has two large retention ponds that collect local ground water. Total area is approximately ¼ acre. There are also large retention areas built into the landscape of the golf course and is used as part of the irrigation. WSU employs an active composting facility for reduction of wastes. All water used in this process comes from collected surface water which is retained and reapplied to the composting activities. This facility has zero discharge.

A brief description of any bioswales on campus (vegetated, compost or stone):

Vegetated bioswales have been built into new construction to minimize runoff from parking lots, sidewalks, and new buildings.

A brief description of any other rainwater management technologies or strategies employed by the institution:

No other strategies.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

<http://ehs.wsu.edu/ph/StormwaterManagement.html>

Wastewater Management

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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*.

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

Total wastewater discharged:

461,503,996 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution's wastewater:

All water is discharged to the City of Pullman POTW.

The website URL where information about the institution's wastewater management practices is available:

<http://ehs.wsu.edu/ph/WaterPolluteWetlands.html>

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Established a Student Cougar Green Fund for student proposed projects and manage the projects.

Updated the university's Climate Action Plan.

Reviewed and contribute to Environmental Management System annual reports and audits.

Coordinate student, faculty, and staff sustainability efforts.

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:

To realize the maximum potential to Washington State University, administrators, faculty, staff, students, and other stakeholders will form a collaborative team to develop the sustainability programs. The President has appointed a Sustainability/and Environment Committee (SEC). The SEC will provide the leadership and guidance in the planning, development, organization, and implementation of the programs supporting the Washington State University Sustainability Initiative.

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

Dwight Hagihara, Environmental Health and Safety and Risk Management

Jason Sampson, Environmental Health and Safety and Risk Management

Shawn Deeds, Athletics

Gabby Rodriguez, Transportation and Parking Services

Jeff Lannigan, Capital Planning

Julie Padowski, CEREO

Lesli Sena, College of Education

Francene Watson, College of Education

faculty, currently vacant

Taylor Harrison, Chair Environmental Sustainability Alliance - ASWSU

Melanie Thornton, Graduate and Professional Students Association

Dan Maher, Student Advisor

Brian Shuffield, Student Involvement

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

<http://sustainability.wsu.edu/>

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:

Environmental Health and Safety (EH&S) is a non-academic service department dedicated to promoting and supporting the university's efforts to protect human health, safety and the environment. EH&S, with the administration, faculty, staff, and students, develops and implements WSU's safety policies and procedures to establish and maintain a safe and healthy university community. EH&S provides consultation and services in the areas of public health, air and water quality, worker health and safety, biohazards, and chemical waste disposal and cleanup.

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

3

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

<http://www.ehs.wsu.edu/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dwight Hagihara- Executive Director Environmental Health and Safety and Risk Management

A brief description of each sustainability officer position:

Administrator of Sustainability and the Environment Committee. Manage personnel who implement Environmental Management System and other sustainability efforts.

Environmental Health and Safety contribute to Environmental Management System and other sustainability programs as part of their job duties.

Other departments on campus have personnel who lead or contribute to sustainability efforts including but not limited to University Recreation, Facilities Services, and Parking and Transportation Services.

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

<http://www.ehs.wsu.edu/>

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	No	No
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	Yes	No
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

CEREO is a robust network of more than 200 researchers, instructors, outreach specialists, industry leaders and graduate students. Its mission is to catalyze and facilitate system-wide, interdisciplinary activities to transform environmental research, education and outreach at WSU, in the Pacific Northwest, nationally and globally. CEREO places particular emphasis upon the integrative study of natural and managed ecosystems, and the social and human dimensions of environmental change.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

Stephanie Hampton, WSU Director of CEREO

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

CEREO is a robust network of more than 200 researchers, instructors, outreach specialists, industry leaders and graduate students. Its mission is to catalyze and facilitate system-wide, interdisciplinary activities to transform environmental research, education and outreach at WSU, in the Pacific Northwest, nationally and globally. CEREO places particular emphasis upon the integrative study of natural and managed ecosystems, and the social and human dimensions of environmental change.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

Stephanie Hampton, WSU Director of CEREO

A brief description of the plan(s) to advance Campus Engagement around sustainability:

In coordination with the Common Reading Program ("Garbology") host events focused around waste management and minimization including guest speakers, garbology studies, art projects, stream cleanup projects, and many other events.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Track the number of students and classes that participate in the Common Reading Program events

Accountable parties, offices or departments for the Campus Engagement plan(s):

Karen Weathermon, Director of WSU Learning Communities, Freshman Focus, and Common Reading Program

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Center for Civic Engagement offers WSU students, faculty, campus departments, and community partners opportunities to share knowledge, skills, and resources for the benefit of student learning and the wellbeing of our communities. One of CCE's core values is "Sustainability: Understand and contribute to the interdependent systems that support just and healthy communities and ecosystems."

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

CCE tracks the number of volunteers and hours donated to community events.

Accountable parties, offices or departments for the Public Engagement plan(s):

Melanie Brown, Director of Center for Civic Engagement

A brief description of the plan(s) to advance sustainability in Air and Climate:

The three dates that have been set are for institutions to achieve their goals being overseen by ecology. 2005 is the baseline year. By 2020 want to be at 15% below 2005 emissions. By 2035 want to be at 36.7% below 2005 emissions. By 2050, 58% below 2005 emissions.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

State of Washington Department of Ecology Greenhouse Gas Calculator can be used to determine emissions.

Accountable parties, offices or departments for the Air and Climate plan(s):

Marty O'Malley, WSU Environmental Health and Safety

A brief description of the plan(s) to advance sustainability in Buildings:

WSU will continue to support green/sustainable facility design, construction, and maintenance activities on campus. While not all of our facilities get the LEED certification they are constructed to at least the LEED Silver standards.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Increase percentage of square footage of building space that is built to LEED standards.

Accountable parties, offices or departments for the Buildings plan(s):

Jeff Lannigan, WSU Capital Planning and Development

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Continue to create stronger partnerships with local farmers and businesses for food supply in a corporative effort with our primary food vendor Food Services of America. Increase nutritional and social wellbeing of food choices in the Dining Centers.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Currently 18% of food purchased by Dining Services is considered locally grown. Food Service of America tracks this information. Dining Services is continuing to look at options that will increase this percentage.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Gary Coyle, Director of WSU Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

Continue to identify and implement energy use avoidance projects. WSU is currently working on HVAC load sheds and integral Volt-Var Control measures as part of the Smart Grid Demonstration Project in corporation with Avista and Battelle.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Once the smart grid is fully operation the goal is to reduce annual energy use by 1,390,897 kWh of electricity and 7,041 therms of natural gas.

Accountable parties, offices or departments for the Energy plan(s):

Terry Ryan, WSU Facilities Services Energy Director of Energy Services Operations

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

Continue to promote green purchasing practices by identifying other suppliers to engage in promoting sustainable products to departments. Specifically looking at ink and toner and evaluating the use of printer networks.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Complete the evaluating of the implementation of printer networks by the end of 2014.

Accountable parties, offices or departments for the Purchasing plan(s):

Paul Papiese, WSU Purchasing Services

A brief description of the plan(s) to advance sustainability in Transportation:

Transportation Services continues to promote alternate forms of transportation for students and employees. A Bike and Pedestrian plan was completed in 2013 and the goal is to begin implementation in 2014.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Transportation Services through outreach and marketing increase ride share use by 5%. This will be tracked through Zipcar and Zimride statistics. Also begin developing a Comprehensive Transportation Plan, the goal being 75% complete by end of 2014.

Accountable parties, offices or departments for the Transportation plan(s):

Damen Rodriguez, Supervisor of WSU Transportation Services

A brief description of the plan(s) to advance sustainability in Waste:

Expand outreach and coordination to campus in an effort to expand an already successful recycling program.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Initiated signage program to ensure uniform signage for recycling, composting, and waste to landfill is present throughout campus including interior of buildings. Using diversion rates to determine effectiveness of signage.

Accountable parties, offices or departments for the Waste plan(s):

Rick Finch, WSU Waste Management

A brief description of the plan(s) to advance sustainability in Water:

Improve storm water management on campus and reduce water usage. In an effort to improve storm water management LID is being designed into new facilities and improvements are being made to existing catchment basins. Water use is being accomplished through equipment improvements.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Water meters are being installed at each building on campus by 2017 giving WSU the opportunity to evaluate facilities and find improvement opportunities. Water sampling shows water quality at several locations on campus.

Accountable parties, offices or departments for the Water plan(s):

Gene Patterson, WSU Environmental Health and Safety

A brief description of the plan(s) to advance Diversity and Affordability:

Equity and Diversity is an important aspect of everyday life at WSU. The Office of Equity and Diversity provides institutional leadership in recruiting, retaining, and rewarding diverse faculty and staff, educating the campus and beyond about issues of diversity, and offers unique facilities that help students, faculty and staff honor and celebrate the many cultures represented in the community.

The WSU Student Support Services program recently received a \$500,000 allocation to help low income students. The funding provided by the Washington TRiO Expansion Program, will enable the program to serve an additional 250 students.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

WSU Office of Equity and Diversity

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

WSU Environmental Health and Safety provides free safety training and ergonomic assessments in an effort to reduce work place injuries. WSU also offers an employee assistance program and wellness program to employees. The program is free and confidential available to all employees providing counseling, education, and consultation services to improve job performance, worker health, and well-being.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

EH&S tracks the number of training participants and ergonomic assessments. OSHA 300 logs provide an overview of the program success.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Russ Schaff, WSU Environmental Health and Safety

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Washington State University is committed to improve its performance in sustainability in all areas of operations to meet the needs of current generations without impairing the ability to meet the needs of future generations. Washington State University will develop appropriate systems for managing environmental, social, and economic sustainability programs with specific goals, objectives, priorities, and processes. In addition, Washington State University will continue to support the present Environmental Management System and its principles to manage environmental challenges on the Pullman Campus and extend them to other WSU campuses and locations. This policy will help Washington State University meet its responsibility to prepare students, staff, and faculty to proactively deal with the environmental, social, and economic challenges facing humanity.

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:

The environmental dimension for sustainability is embedded within the 2014-2019 Strategic Plan under WSU’s values for Diversity and Global Citizenship states “we embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability”. This commitment is clearly stated in Executive Policy 24.

The website URL where information about the institution’s sustainability planning is available:

<http://www.sustainability.wsu.edu/>

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

"---" 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:

The Associated Students of Washington State University (ASWSU) is the representative body of undergraduate students at Washington State University. ASWSU initiates and coordinates student activities, represents student interests, needs, and welfare, and acts as liaison between students and University faculty, staff, and administration.

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:

Washington State incorporates an Executive Staff, Senate, and many committees of student body, and has an electoral process.

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

Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The Associated Students of Washington State University serves as the current student government on the WSU Pullman, Vancouver, Tri-Cities, Spokane, and Distance Degree campuses. ASWSU as a whole represents nearly 25,000 WSU students across the state, nation and world. ASWSU can trace its beginnings to over one hundred years ago when the student government at Washington State College began to form. Over the years, ASWSU has drifted from student councils to a board of control. In the 1960s and 70s, students dissatisfied with the Board of Control, voted to establish the current model that ASWSU operates under today.

Student advocacy needs have also changed over the years. ASWSU currently has fifteen committees but at one point had over fifty. Many important powerful groups on campus such as the Residence Hall Association, Student Publications, the Interfraternity and Panhellenic Councils and the Student Entertainment Board were all created by or reported to ASWSU.

ASWSU has expanded and contracted to meet different student needs. In the 1980s, the ASWSU President and Senate issued protest resolution against the South African government's apartheid policy. In recent years, ASWSU has helped to build the Student Recreation Center, saved Pullman Transit, helped renovate the Compton Union Building, and worked on a WSU safety initiative. ASWSU is consistently ranked as one of the strongest student governments in the nation and participates at many different levels in the university administration.

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:

The mission of the Faculty Senate is to exercise the legislative powers delegated to it, and to make recommendations to the president and appropriate administrative officials of the University and through the President to the Board of Regents on matters affecting the general welfare of Washington State University and its educational, research, and service activities.

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?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

No, but the Chair of the Faculty Senate, the Chair of the Administrative Professional Advisory Council, the President of the Graduate and Professional Student Association, the President of the Associated Students of Washington State University, the President of the Alumni Association, and the Chair of the WSU Foundation Board of Governors shall report, as a representative of their respective organizations, to the Board of Regents at its public meetings.

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	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The ASWSU Committees are the lifeblood of The Association. They are groups that are open to any student and program for all students. Their main purpose is to create educational, entertaining and cultural programming for the students and community in Pullman. The groups are often active in each other's events and invite anyone to join!

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:

Academic Faculty (The Academic faculty consists of ranked faculty assigned to degree granting units and includes those individuals with graduate faculty status.), Extension Faculty (Administrative officers and ranked faculty assigned to Extension, Continuing Education or Public Service.), and Library Faculty (The Dean of Libraries and professional personnel of the library.) Adjunct faculty are considered non-voting members of the faculty.

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?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	No
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	No
Existing or prospective physical resources	No
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:

The website URL where information about the institution’s governance structure is available:

<http://studentinvolvement.orgsync.com/org/aswsu/History>

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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:

Association for Diversity (AFD). One of its initial goals is to dispel myths surrounding the recruitment and retention of diverse faculty and staff members

The full-time equivalent of people employed in the diversity and equity office:

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://diversity.wsu.edu/>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Washington State University Extension "Navigating Difference: Cultural Competency Training" is designed to assist outreach professionals expand their skills in working with diverse audiences. The overarching goals for the training are to assist participants to:

Become more aware of their own personal and organizational cultures;

Examine how our personal and organizational cultures affect our ability to work across difference, in both negative and positive ways;
and

Build skills to increase competencies as we work with others who are different from us.

The website URL where information about the cultural competence trainings is available:

<http://ext.wsu.edu/diversity/training/index.html>

Assessing Diversity and Equity

Responsible Party

David Leisten
Program Coordinator
Institutional Research

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) :

Equity and Diversity is an important aspect of everyday life at Washington State University. The Office of Equity and Diversity provides institutional leadership in recruiting, retaining, and rewarding diverse faculty and staff; educating the campus and beyond about issues of diversity; and offering unique facilities that help students, faculty, and staff honor and celebrate the many cultures represented in the community.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Developed by a faculty committee and endorsed by the Provost's office, WSU's Strategic Plan to Diversify the Faculty calls for new programs, policies and procedures to improve the recruitment, retention and advancement of a diverse faculty.

Has the institution assessed employee diversity and employment equity?:

No

A brief description of the employee diversity and employment equity assessment(s):

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):

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

<http://diversity.wsu.edu/>

Support for Underrepresented Groups

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

"---" 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:

The Multicultural Student Mentor Program (MSMP) is designed to assist multicultural students in adjusting academically and socially to the WSU environment. This program promotes and facilitates student interaction and provides opportunities for students (mentors and mentees) to connect and form strong academic relationships, share knowledge, and work together to succeed in college. Student mentors provide assigned students (mentees) with personalized and sensitive support for academic, personal, and social development while enhancing their leadership, team building and communication skills. Student mentors maintain weekly contacts with mentees and model cross-cultural communication, cooperation, understanding and interaction.

The website URL where more information about the support programs for underrepresented groups is available:

<http://mss.wsu.edu/services/mentoring-programs/multicultural-student-mentor-program/>

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:

The Office for Equal Opportunity seeks to integrate principles of equal employment opportunity, affirmative action, fairness and equality into all academic and employment activities and practices throughout Washington State University (WSU). To meet that objective, our department:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://chr.wsu.edu/>

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?:

Yes

Support for Future Faculty Diversity

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

The Association for Diversity is currently engaged in developing three comprehensive plans to promote diversity at WSU in a variety of ways. These will regard faculty issues, staff (both classified and AP), and student concerns

The website URL where more information about the faculty diversity program(s) is available :

<http://afd.wsu.edu/afd-general-meeting-minutes/>

Affordability and Access

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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:

Student Support Services (SSS) is a federally-funded TRiO program. It provides opportunities for academic development, assists students in meeting basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

TRIO- Our nation has asserted a commitment to providing educational opportunity for all Americans regardless of race, ethnic background, or economic circumstance. In support of this commitment, Congress established a series of programs to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

These Programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO Programs (initially just three programs). While student financial aid programs help students overcome financial barriers to higher education, TRIO programs help students overcome class, social and cultural barriers to higher education.

A brief description of the institution's scholarships for low-income students:

The College Success Foundation awards scholarships to high-potential students from low-income families to help ensure they have the opportunity to earn a baccalaureate degree. Achievers Scholars, Governor's Scholars, and Leadership 1000 Scholars receive scholarship awards through the College Success Foundation.

A brief description of any programs to guide parents of low-income students through the higher education experience:

The College Success Foundation awards scholarships to high-potential students from low-income families to help ensure they have the opportunity to earn a baccalaureate degree. Achievers Scholars, Governor's Scholars, and Leadership 1000 Scholars receive scholarship awards through the College Success Foundation.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

<https://sssp.wsu.edu/>

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

<https://sssp.wsu.edu/>

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

<https://sssp.wsu.edu/>

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

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:

Financial aid is available for part-time students, including loans and grants, however grants are prorated. Some scholarships require full-time enrollment, and students should research the requirements of any scholarships they are receiving prior to enrolling part-time.

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:

Washington State University Children's Center provides care for the children of WSU students, staff, and faculty. We serve children from the age of 6 weeks through 12 years (5th grade).

A brief description of other policies and programs to support non-traditional students:

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:

The website URL where information about the institution's affordability and access programs is available:

<https://sssp.wsu.edu/>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

Number of employees:

9,400

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

9,400

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:

50

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

50

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

WSU's hourly and undergraduate hourly employees cannot receive less than the state mandate minimum wage. The pay for Civil Service employees is determined by the State.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

9.04 US/Canadian \$

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:

Assessing Employee Satisfaction

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

2,012

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

WSU offers an employee assistance program and wellness programs to employees. The Employee Assistance Program (EAP) is a free and confidential service available to WSU employees which provides counseling, education, and consultation services to improve job performance, worker health, and the well-being of the employee. EAP also provides a monthly tip sheet to the university community. The mission of the Wellbeing program is to promote opportunities, engage individuals and inspire choices for personal and community wellbeing. The wellbeing program takes a holistic approach focusing on the eight dimensions of wellbeing.

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

<http://www.wellbeing.wsu.edu/>

Workplace Health and Safety

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" 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	193	172
Full-time equivalent of employees	11,525	10,889

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the workplace health and safety baseline was adopted:

Arbitrarily selected to match baseline years of all other reporting requirements.

A brief description of the institution's workplace health and safety initiatives:

The overall program consists of the Safety Policies and Procedures Manual, Occupational Health & Safety administered programs, and department level safety and health programs. The goal of these programs is controlling exposures to chemical, physical and biological hazards to prevent occupational injuries and illnesses.

Departments' Role

Each department's role in the University's overall safety and health program involves developing and implementing an Accident Prevention Program. Additionally, Work Specific Safety and Health Programs, a Laboratory Safety Program and a Student Safety Program might be needed based on the activities performed by the department.

Safety Committees' Role

Safety Committees play a vital role as part of the University's overall program by promoting and supporting their department's safety and health programs and providing an employee forum for safety.

Environmental Health & Safety's Role

EH&S's Occupational Health & Safety (OH&S) program promotes and supports the University's overall safety and health program. OH&S primary role is to assist departments, employees and safety committees in implementing policies, programs and procedures by providing a number of Safety and Health Services and Resources.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://ehs.wsu.edu/ohs/import_index.html

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions (CDFI)** or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

33,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	5,000,000 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above:

Multi stage venture capital firm which investments are slanted toward revenue producing deals with primary area of investment being Cleantech

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

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:

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:

A brief description of how managers are adhering to proxy voting guidelines:

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:

The website URL where information about the institution's sustainable investment efforts is available:

Investment Disclosure

Responsible Party

Jason Sampson

Manager

Environmental Health and Safety

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://www.business.wsu.edu/academics/finance/cougfund>

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

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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