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.
Co-Curricular Education

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.

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### Student Sustainability Educators Program

**Responsible Party**

Scott Morgan  
Director of Sustainability  
President's Office

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**Criteria**

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

**Total number of degree-seeking students enrolled at the institution:**  
4,398

**Program name (1st program):**  
Resident Assistants

**Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):**  
777

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

The 21 RA's receive a two-week training prior to move-in that includes sustainability-related practices such as recycling, composting, energy and water conservation, and social justice. This training also includes outreach and training guidelines for their resident interactions. The RA's also participate in and lead workshops throughout the year on topics such as green cleaning practices, gardening, and resource exchanges.

The RA's also lead waste reduction education and practices during both move-in and move-out. The move-out POD's project has successfully diverted over 8,000 cubic feet of reusable goods from the landfill to local charities.
A brief description of how the student educators are selected (1st program):

RA's are selected through an open, competitive application process in the spring for the following academic year. Sustainability values and knowledge are criteria in the selection process.

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

RA's go through a two-hour training workshop that includes hands-on practice, guest speakers, and presentations. Feedback and continuing education is integrated into the RA's weekly meetings.

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

Five full-time staff and a dedicated budget support the RA program.

The website URL for 1st Program:
---

Program name (2nd program):
RAD Sustainability Program

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
777

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

The Residence and Dining Facilities crew employs 4 student interns dedicated to sustainability projects and education within on-campus housing. The RAD Facilities crew is very dedicated to sustainability practices, but these interns are given the opportunity to recommend sustainability-related projects to the grounds and facilities crews, such as alternative energy, green building practices, gardening, and innovative grounds practices. They also lead project work and outreach activities to student residents, academic programs, and campus operations.

Past projects led by these interns have included a forest garden, community gardens around the residence halls, solar hot water heating for one residential building, an aquaponics greenhouse, experimental compost heat recovery system, LED lighting, and high efficiency renovations on existing residential buildings.

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

Through an open, competitive application process. They must have a demonstrated commitment to sustainability.

A brief description of the formal training that the student educators receive (2nd program):
The interns get to work closely with the Assistant Director of Residential Facilities and the Director of Sustainability. They are also given the freedom to define specific areas of interest they choose to pursue during their time in the position.

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

The internships are part-time, paid positions and have the authority to request project funds from the RAD Facilities and Grounds operational budget.

The website URL for 2nd program:
http://blogs.evergreen.edu/radtimes/about-us/

Program name (3rd program):
Residence Hall Student Association (The Greener Organization) Officers

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):
777

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

Two Officers on the Greener Organization are dedicated to outreach and leadership around Sustainability and Social Justice. These student positions have a leadership role within the Residence Halls dedicated to engaging residents with Sustainability and Social Justice.

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

An open, competitive application search in the spring for the following academic year.

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

Greener Organization Officers are training in conjunction with the Resident Assistants, a two-week training prior to move-in that includes sustainability-related practices such as recycling, composting, energy and water conservation, and social justice. This training also includes outreach and training guidelines for their resident interactions. They also participate in and lead workshops throughout the year on residential community issues and interactions.

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

The Greener Organization has a dedicated operational budget and full-time staff adviser.

The website URL for 3rd program:
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Program name (All other programs):
Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

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

The website URL for all other programs:
Student Sustainability Outreach Campaign

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability in New Student Orientation

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Criteria
Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability. Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:
Yes

A brief description of how sustainability is included prominently in new student orientation:
The Evergreen State College features sustainability both explicitly and implicitly during new student orientation. Sustainability, sustainable agriculture, and service learning are each prominent agenda items.

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

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

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

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

https://www.evergreen.edu/studentservices/orientation-fall2014.htm
Sustainability Outreach and Publications

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Criteria

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:
Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

Evergreen's Office of Sustainability website provides institution-wide information and resources concerning sustainability goals, projects, and accomplishments on campus.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

http://www.evergreen.edu/sustainability/home.htm
Does the institution have a sustainability newsletter?:
No

A brief description of the sustainability newsletter:
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The website URL for the sustainability newsletter:
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Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:
Student work is shared through program announcements and divisional newsletters, such as the Master of Environmental Studies program newsletter, the RAD Times, and the college magazine.

The website URL for the vehicle to publish and disseminate student research on sustainability:
https://www.evergreen.edu/magazine/2013fall/home

Does the institution have building signage that highlights green building features?:
Yes

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

The website URL for building signage that highlights green building features:
http://www.evergreen.edu/sustainability/docs/SEM-II-postcards.pdf

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
Food service signage provides information on compostable food ware, trayless dining, and local food sources. The student run cafe (The Flaming Eggplant) also posts information on seasonal food choices.
An Evergreen graduate student prepared a local food guide and informational brochure (available on-line at http://www.evergreen.edu/rad/docs/foodguide.pdf) for the campus.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
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Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:
Yes

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:
Evergreen has a number of different gardens located around campus, including rooftop, medicinal, forest, and basketry gardens, to name a few. Each has a sign describing the garden area, its purpose, and care.

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
---

Does the institution have a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:
Tours focused on sustainability, or discrete aspects such as energy, are available on-demand and often provided to visitors and classes, as well as during orientations.

The website URL of the sustainability walking map or tour:
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Does the institution have a guide for commuters about how to use alternative methods of transportation?:
Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
Our commute trip program maintains a web site on alternative commuting options, as does our Office of Sustainability. We also have a large kiosk display with details for long-distance commuting throughout the Puget Sound region available at the college's primary bus stop.

The website URL for the guide for commuters about how to use alternative methods of transportation:
Does the institution have a guide for green living and incorporating sustainability into the residential experience?: Yes

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

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

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

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?: No

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:

Evergreen's newspaper, The Cooper Point Journal, regularly covers issues that the student journalists find interesting or important. That interest sometimes includes sustainability related work around campus.

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:
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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:

Office of Sustainability Facebook page

The website URL for this material:
http://www.facebook.com/pages/Sustainability-at-The-Evergreen-State-College

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (4th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (5th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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The website URL for this material:

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Student Group

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Submission Note:

http://evergreenbikeshop.blogspot.com/

https://www.facebook.com/evergreencfc

http://www.evergreen.edu/committee/cleanenergy/home.htm

https://www.facebook.com/ecogardens?ref=ts&fref=ts

https://www.facebook.com/evergreenstatepermaculture

https://www.facebook.com/shellfishclub


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

Does the institution have an active student group focused on sustainability?:

Yes

The name and a brief description of each student group:

The Bike Shop - The Evergreen Bike Shop is a valuable resource for students and community members interested in bicycles. Our mission is to provide cyclists with the proper equipment, information, and a reliable, friendly environment to work on their bikes. We support the integration of bicycles as viable and functional forms of transportation as well as for recreational purposes. We have tools, parts (used and new), greases, supplies, resource materials, classes, workshops and volunteers to help people work on their bikes.

The Campus Food Coalition - The Campus Food Coalition exists to provide a space for Evergreen Students, faculty, and community members to discuss and raise awareness of food issues on campus. We will implement plans of action to work toward accurately
reflecting Evergreen’s sustainability goals and community ethics via our campus food system.

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

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

DEAP -DEAP is a student organization intended to promote sustainability issues, ideas and projects through the practice of permaculture. By creating education opportunities with quest speakers, workshops, and internship facilitation, we nourish an ecology of sustainability. We use and maintain Demerters Garden, a student run permaculture demonstration site, located in the organic farm. We support student projects relation to DEAP in order to increase access to activities and opportunities relating to permaculture and sustainability.

The Evergreen Aquaponics Think Tank - The Evergreen Aquaponics Think-Tank is committed to the support of students wanting to participate and gain hands on experience in the multiple and growing Aquaponics projects in Evergreen and beyond. The group will provide learning and internship assistance, be responsible for demonstration and documentation of data and produce, and volunteer coordination of the aquaponics systems on campus.

The Evergreen Campus Stewards - The Evergreen Campus Stewards will strive to increase the beauty, productivity and sustainability of the campus and its students. It is our goal to involve the student body in upkeeping its campus, leading projects that will enhance the sense of community and generate a feeling of accountability throughout.

The Evergreen Conservation Corps - The Evergreen Conservation Corps is a community of students. We are dedicated to education, awareness, discussion, and action for the environment near and far.

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

Evergreen Students for Sustainable Animal Agriculture - The mission of ESSAA is to create and encourage opportunities for experimental and practical learning in animal agriculture to Evergreen students.

W.O.L.F. (Wild Order for Living Free)
By learning, sharing and teaching wilderness survival skills we, the Wild Order for Living Free, will help to create more self-reliant, empowered and environmentally aware individuals and communities. We believe that the gifts of the natural world should be used with respect and reciprocity, in order to preserve the vitality of the wilderness and conserve its resources. Through the basics of wilderness survival, people can better learn to live within the ecological boundaries of our only home, Planet Earth.

List up to 4 notable recent activities or accomplishments of student group(s):

The student coordinators for DEAP were invited to speak at the national Permaculture Voices conference in March, 2014.

The Clean Energy Committee dispenses several thousand dollars worth of grant funding each year to support student-originated projects and research centered on campus sustainability and resource conservation.
The Evergreen Aquaponics Think Tank has constructed a passive solar designed Aquaponics greenhouse (fish and plants raised in a symbiotic relationship) for the residential halls, which will be run by the residential facilities crew's sustainability interns as a demonstration project for on-campus residents.

List other student groups that address sustainability:

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The website URL where information about student group(s) is available:
http://www.evergreen.edu/sustainability/sustactivities.htm
Organic Garden

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:

Evergreen has an organic farm and multiple organic community gardens on campus. Students may work on the farm while studying sustainable agriculture, join a larger teaching garden such as Demeter's garden (managed by the student group Developing Ecologically Aware Practices), or request a small garden plot to manage by themselves, either near the farm or among the residence halls.

The website URL where information about the garden is available:

http://www.evergreen.edu/organicfarm/
Model Room in a Residence Hall

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

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply?:

Yes

A brief description of the themed housing, including name(s) and descriptions of theme(s):

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

Resident Expectations
Attend the Sustainability Community retreat during fall quarter, and the winter renewal at the beginning of winter quarter.
Residents will be in charge of planning, planting, and maintaining a garden.
Host quarterly open house events (the costs of open houses will be covered by RAD Services).
Provide tours of your living space to campus and community guests during open houses. Participate in requests for formal feedback (i.e., surveys, evaluations, focus groups, etc.).
Respond to questions from RAD Services staff (student and full-time) about the conditions of your space and provide constructive feedback on ways the space can be improved. Seek out RAD Services staff when you have ideas, thoughts, and comments.

The website URL where information about the themed housing is available:

https://www.evergreen.edu/housing/themes/sustainability.htm

The total number of residents in themed housing:

12
Sustainable Enterprise

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:
Yes

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

The Clean Energy Committee also hosts an annual Clean Energy Fair to showcase the grant-funded projects they support each year.

The website URL where information about the event(s) are available:
http://www.evergreen.edu/sustainability/sustainabilityevents.htm
Outdoors Program

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

Evergreen's TOP program provides a variety of outdoors fitness, mountain climbing, snowshoeing, paddling, sailing, surfing, rock climbing, camping and hiking activities for students at Evergreen, as well as students from our local community college.

The website URL where information about the program is available:

http://www.evergreen.edu/recreation/outdoorprogram/home.htm
Themed Semester or Year

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Institution does not have themed semesters, years, or first-year experiences.
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.

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Sustainability Course Identification

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- **Sustainability-focused courses** concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- **Sustainability-related courses** incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:

Evergreen's inter-disciplinary pedagogy does not predetermine majors or required courses of study. Sustainability has not been defined as a 'curricular' standard. However, for purposes of curricular assessment sustainability is defined as including one or more of the following:
- Living within the limits (for example, reducing consumption)
- Understanding the interconnections among economy, society, and environment
- Equitable distribution of resources and opportunities

**Has the institution identified its sustainability-focused and sustainability-related course offerings?:**
Yes

**A brief description of the methodology the institution followed to complete the inventory:**
Courses are identified in a searchable, on-line catalog by key themes and subject matter, as identified by the faculty. Social and/or environmental sustainability are common key themes. Sustainability themed courses are also identified and counted through the college's end of program review, a year-end survey of the faculty which includes the question - Did your program include sustainability?

Sustainability is defined as (may include):
- Living within the limits (for example, reducing consumption)
- Understanding the interconnections among economy, society, and environment
- Equitable distribution of resources and opportunities

**Does the institution make its sustainability course inventory publicly available online?:**
Yes

**The website URL where the sustainability course inventory is posted:**
http://www.evergreen.edu/catalog/2013-14/index
Sustainability-Focused Courses

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

The data provided was sourced directly from the End of Program Review 2012-2013: Sustainability in Programs report published by Evergreen's Office of Institutional Research and Assessment. The data was collected through an annual survey distributed to all faculty teaching in the undergraduate program at the end of each academic year. The 2012-2013 survey data only relates to Programs, fully immersive, 12 or 16-credit, interdisciplinary classes. Regular courses, summer courses, or courses offered in graduate programs are not included in this data, some of which also focus on sustainability. Instead of taking several classes at once, Evergreen offers academic programs in which students explore a central idea or theme. Faculty members from different subject areas teach programs in teams, each drawing on several disciplines. Programs include lectures, labs, readings, seminars, field study and/or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

Of the 198 undergraduate programs offered in 2012-2013, 137 participated in the annual survey review. The report allows faculty to rate the extent to which their programs focused on sustainability, choosing from: Extensively, Moderately, or A Little. 10.2 % of the 137 programs included were reported as focusing Extensively on sustainability, and were included in this credit. Courses identified as focusing Moderately or A Little on sustainability have been included in the ER Credit 7: Sustainability-Related Courses.

Total programs responded: 137
Total programs addressing sustainability: 80 (58.4 %)
Extensively - 14 (10.2 %)
Moderately - 33 (24.1 %)
A Little - 33 (24.1 %)

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

The number of sustainability-focused courses offered:
14

The total number of courses offered:
198
Number of years covered by the data:
One

A list of sustainability-focused courses offered:

Tribal: Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Nisqually
Tribal: Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Peninsula
Practice of Sustainable Agriculture: Fall
Local Knowledge: Creating Just and Sustainable Communities
Landscape Ecology and Ecosystem Management
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest
Environmental Analysis
Climate Solutions
Movements and Migrations: Sustainable Communities in a Transnational World
Global Meltdowns: Finance, Energy and Climate Change
Green Nature, Human Nature
Entrepreneurship with a Purpose: Human, Community, and Economic Development for Sustainability
Food, Health and Sustainability
Chanoyu: Traditional Japanese Culture and the Way of Tea

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
http://www.evergreen.edu/institutionalresearch/eprassessment.htm

A copy of the sustainability course inventory:
sustainability_all_programs.pdf
Sustainability-Related Courses

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

The data provided was sourced directly from the End of Program Review 2012-2013: Sustainability in Programs report published by Evergreen's Office of Institutional Research and Assessment. The data was collected through an annual survey distributed to all faculty teaching in the undergraduate program at the end of each academic year. The 2012-2013 survey data only relates to Programs, fully immersive, 12 or 16-credit, interdisciplinary classes. Regular courses, summer courses, or courses offered in graduate programs are not included in this data, some of which also focus on sustainability. Instead of taking several classes at once, Evergreen offers academic programs in which students explore a central idea or theme. Faculty members from different subject areas teach programs in teams, each drawing on several disciplines. Programs include lectures, labs, readings, seminars, field study and/or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

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Total programs responded: 137
Total programs addressing sustainability: 80 (58.4%)
Extensively - 14 (10.2%)
Moderately - 33 (24.1%)
A Little - 33 (24.1%)

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

The number of sustainability-related courses offered:
66

The total number of courses offered:
198
Number of years covered by the data:
One

A list of sustainability-related courses offered:

Awakening the Dreamer, Pursuing the Dream
CounterACTION: Exploring Racial and Cultural Inequalities in Education
Evolution of Human Language
Writing Nature, Writing "Race"
Business, Personal Finance and Statistics

Earth and Life
Music, Math and Cybernetics: Things + Relations = Systems
Turning Eastward: Explorations in East-West Psychology
Dead People and their Stuff: Introduction to Archaeology
A History of "Race" in the U.S.: From Colonial Era to 2013
As Poetry Recycles Neurons: Flocks of Words, Tracks of Letters
Biology Through Darwin's Lens
Boom or Bust: Social Struggles of the 1930s
Botany: Plants and People
Business and Culture Along the Silk Roads

Drawing from the Sea
Entrepreneurship and Economic Development
Entrepreneurship and Power
Gender and Power in Cross-Cultural Context

General Chemistry
Introduction to Natural Science: Navigating Observation and Theory
Justice at Work: Labor, Civil Rights, Immigration and the Law

Landscapes of Change: Writing & Mapping the Future
Mind-Body Medicine
Mount Rainier: The Place and its People
Nature Writing: Classic and Contemporary
Orissi Dance and Music of India

Ornithology
Picturing Plants
Playing Politics

Popular Uprisings: 1968, 2011 and the Road Forward
Religion, Society and Change
Russia and Eurasia: Empires and Enduring Legacies
Science Seminar: The Universe and Beyond
The Biological and Sociological Foundations of Health

Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema
Trajectories in Electromagnetism and Calculus

Work and the Human Condition
The Nisqually River: From Mountain Goats to Geoducks

Adaptation: Evolutionary Patterns in Biological Space-Time
American Indian Sovereignty: Competing Contexts
Computing Practice and Theory
Equality and the Constitution
Fiber Arts
Gothic Constructions: Architecture and Literature
Local Knowledge: Community Projects
Making Effective Change: Social Movement Organizing and Activism
Methods of Mathematical Physics
Physics and Calculus: Finding Order in the Physical World
Political Economy and Social Movements: Race, Class, and Gender
The Arts and Crafts Movement
The Diversity of Life: Explorations in Biology
Undergraduate Research in Scientific Inquiry with P. Schofield
Undergraduate Research in Scientific Inquiry with C. Dirks
Advanced Research of Arid Ecosystems
Afrofuturism
Biodiversity Studies in Argentina
Integrative Evolution (...Evolution is for the Birds)
Political Ecology of Land: Planning, Property Rights and Land Stewardship
Tacoma: Power Play(ers): Actions and Their Consequences
Rites of Passage: Ceramics and Fine Metalwork
Student-Originated Studies: Projects in Photography and Two Dimensional Art
The Fungal Kingdom
The Making of Global Capitalism, 1500-1914
Vertebrate Evolution
Washington State Legislative Internships
When to Follow - When to Lead

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:


A copy of the sustainability course inventory:
sustainability_all_programs.pdf
Sustainability Courses by Department

Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Learning Outcomes

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

Institution does not have degree-granting programs.
Undergraduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Institution does not have undergraduate majors, academic programs, or the equivalent.
Graduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Immersive Experience

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:
Yes

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

Rather than take several classes at once, Evergreen students may select an inter-disciplinary academic Program in which they explore a central idea or theme. Faculty members from different subject areas teach programs in teams, each drawing on several disciplines to help develop critical tools to navigate the real-world issues that we face today. Programs are 12 or 16 credits and include lectures, labs, readings, seminars, field study and/or research projects, and may last one, two or even three quarters, building on themes developed in previous quarters.

Fourteen different immersive Programs (12 & 16 credit) with sustainability themes were offered in 2012-13.

The website URL where information about the immersive experience is available:
http://www.evergreen.edu/academics/programs.htm
Sustainability Literacy Assessment

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

Submission Note:

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

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

Has the institution conducted a sustainability literacy assessment?:

No

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:

No

A copy of the questions included in the sustainability literacy assessment:

---

A copy of the questions included in the sustainability literacy assessment:

---

A brief description of how the assessment was developed:

N/A
A brief description of how the assessment was administered:

N/A

A brief summary of results from the assessment:

N/A

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

---
Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

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<td>Sustainability Research Identification</td>
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</tbody>
</table>
Sustainability Research Identification

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

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

Research is not considered during faculty tenure and promotion decisions.
Faculty Engaged in Sustainability Research

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

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

*Research is not considered during faculty tenure and promotion decisions.*
Departments Engaged in Sustainability Research

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

*Research is not considered during faculty tenure and promotion decisions.*
Sustainability Research Incentives

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

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

Research is not considered during faculty tenure and promotion decisions.
Interdisciplinary Research in Tenure and Promotion

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

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.

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</table>
Building Operations and Maintenance

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Total building space that meets "Eligible Buildings Criteria":
1,475,817 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
1,215,629 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://www.evergreen.edu/policies/planningdocuments/master_plan_volume2.pdf

An electronic copy of the guidelines or policies:
master_plan_volume2.pdf

The date(s) the policies or guidelines were adopted:
2005

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

Policy 7 - To provide a safe and healthy campus environment. The college campus should be a safe and healthy environment for all segments of the Evergreen community.

Policy 8 - To minimize negative environmental impacts in the development, maintenance, and operation of the campus. Environmental degradation associated with operation of the college should be recognized and minimized. The college should strive to have an overall positive effect on the campus and surrounding landscapes.

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

Building Design and Construction

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

New building space that meets "Eligible Buildings Criteria":
121,513 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:
121,513 Square Feet

New building space that is LEED Certified :
0 Square Feet

New building space that is LEED Silver certified:
0 Square Feet

New building space that is LEED Gold certified :
0 Square Feet
New building space that is LEED Platinum certified:
0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:

An electronic copy of the guidelines or policies:
---

The date(s) the policies or guidelines were adopted:
2005 and 2009

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

Evergreen is subject to Washington State policy defined in the Governor’s Executive Order 05-01. This order calls for construction of publicly funded buildings over 25,000 gross square feet to be “built and certified to the U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) Silver Standard, or certified by the Department of General Administration (GA) to an equivalent standard”.

The Washington State Department of Enterprise Services assists the college with ensuring that these goals are met.

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

Seminar Two (2004)
Lab 1, First floor (2009)
College Activities Building (2012)

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:

Science Lab Annex
Sustainable Agriculture Lab
Communications Building
Indoor Air Quality

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:
1,475,817 Square Feet

Total occupied building space:
1,515,316 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

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

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

The website URL where information about the institution's indoor air quality initiatives is available:
http://www.evergreen.edu/policies/policy/airquality
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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<td>Air Travel Emissions</td>
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</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:
http://www.evergreen.edu/sustainability/home.htm

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

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

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005:
13,968 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:
0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:
0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:
920

Non-residential/commuter full-time students, faculty, and staff members, 2005:
3,398

Non-residential/commuter part-time students, faculty, and staff members, 2005:
811

Scope 1 and 2 gross GHG emissions, performance year:
5,992 Metric Tons of CO2 Equivalent

**Off-site, institution-catalyzed offsets generated, performance year:**
0 Metric Tons of CO2 Equivalent

**Carbon offsets purchased, performance year:**
0 Metric Tons of CO2 Equivalent

**List the start and end dates of the GHG emissions performance year:**
July 1, 2012 - June 30, 2013

**On-campus residents, performance year:**
820

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**
3,677

**Non-residential/commuter part-time students, faculty, and staff members, performance year:**
781

**Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):**
July, 2012 to June, 2013
Air Travel Emissions

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:
No

A brief description of the policies and/or programs:
N/A

The website URL where information about the policies and/or programs is available:
---
Local Offsets Program

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Submission Note:

Evergreen has consciously chosen to pursue all avenues of real operational change and GHG reductions prior to exploring the development or purchase of offset programs. We continue to pursue our mitigation options and work towards direct reductions in GHG emissions.

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community?:

No

A brief description of the program:

N/A

The website URL where information about the program is available:

---
Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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

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<tr>
<td>Reusable Container Discounts</td>
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<tr>
<td>Reusable To-Go Containers</td>
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</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

28.70

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

Evergreen's food service contract specifies our preference for local and organic food sources. One such source is our own campus organic farm. We are also actively involved with a strong local food movement and sustainable agriculture movement.

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

Trayless Dining

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

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Submission Note:
PETA selected Evergreen as one of their Favorite Vegan-friendly colleges in 2014 (http://features.peta2.com/vegan-colleges-2014/Default.aspx#).

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:
Campus Dining Services offers vegan options at every meal in the cafeteria. Many of our food items can also be made vegan by on-site chefs at the customer’s request.

The website URL where information about the program, policy, or practice is available:
Trans-Fats

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Pre-Consumer Food Waste Composting

Responsible Party

Scott Morgan  
Director of Sustainability  
President's Office

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

Does the institution have a pre-consumer food waste composting program?:  
Yes

A brief description of the pre-consumer food waste composting program:

All food waste is collected in the food service areas on campus for delivery to a regional composting facility. Pre-consumer food waste is specifically sorted and collected in the back kitchens.

The overall percentage of meals for which pre-consumer scraps are composted:  
100

The percentage of meal plan meals for which pre-consumer scraps are composted:  
100

The percentage of retail facility meals for which pre-consumer scraps are composted:  
100

The percentage of conference meals for which pre-consumer scraps are composted:  
100

The website URL where information about the composting program is available:

PostConsumer Food Waste Composting

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have a postconsumer food waste composting program?:
Yes

A brief description of the postconsumer food waste composting program:
Bins for collection of food scraps are built in or present at all campus food service locations on campus. Residential students also collect food scraps for composting in the residential halls and apartments.

The percentage of overall meals for which postconsumer composting is available:
100

The percentage of meal plan meals for which postconsumer composting is available:
100

The percentage of retail facilities for which postconsumer composting is available:
75

The percentage of conference meals for which postconsumer composting is available:
0

The website URL where information about the composting program is available:
http://www.evergreen.edu/dining/sustainability.htm
Food Donation

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

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Reusable To-Go Containers

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

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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</table>
Building Energy Consumption

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu
1 MWh = 3.412 MMBtu
1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
161,805 MMBtu

Building space, 2005:
1,145,166 Gross Square Feet

Total building energy consumption, performance year:
147,113 MMBtu

Building space, performance year:
1,282,000 Gross Square Feet

List the start and end dates of the energy consumption performance year:
July 1, 2012 - June 30, 2013
**Clean and Renewable Energy**

**Responsible Party**

Scott Morgan  
Director of Sustainability  
President's Office

**Criteria**

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

\[ 1 \text{ kWh} = 0.003412 \text{ MMBtu} \]

\[ 1 \text{ MWh} = 3.412 \text{ MMBtu} \]

\[ 1 \text{ therm} = 0.1 \text{ MMBtu} \]
Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:
30.35 MMBtu

Option 2: Non-electric renewable energy generated:
0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes:
0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
50,840.80 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources:
0 MMBtu

Total energy consumed during the performance year:
50,840.80 MMBtu

A brief description of on-site renewable electricity generating devices:
Solar photo-voltaic, 9 KW array.

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

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:
---
A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

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

A brief description of cogeneration technologies deployed:

---

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

http://www.evergreen.edu/sustainability/energysystems.htm
Timers for Temperature Control

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:

Yes

A brief description of the technology used:

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

The percentage of building space with lighting sensors:

---

The website URL where information about the institution's use of the technology is available:

---
LED Lighting

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit:
Yes

A brief description of the technology used:
About 95% of the parking lot and external lighting is LED, including street lights and walkway lighting locations.

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

The percentage of building space with LED lighting:
1

The percentage of parking deck space with LED lighting:
95

The percentage of outdoor space that uses LED lighting:
95

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):
95

The website URL where information about the institution's use of the technology is available:
http://www.evergreen.edu/sustainability/energysystems.htm
Vending Machine Sensors

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

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:

Yes

A brief description of the management system:

Evergreen uses a Lonworks protocol Direct Digital Control system.

The percentage of building space monitored with a centralized energy management system:

60

A description of what systems are shut down during unoccupied periods:

Main HVAC systems and main lighting systems. Evergreen sits in a very temperate climate, so district steam and cooling systems are adjusted to low flow or shut down seasonally.

The website URL where information about the institution's use of the technology is available:

---
Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

Evergreen meters and tracks electricity, natural gas, and chilled water (where appropriate) for all main campus buildings.

The percentage of building space with energy metering:

95

The website URL where information about the metering system is available:

---
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.

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<td>Snow and Ice Removal</td>
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<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Submission Note:

Evergreen’s campus is surrounded by 700 acres of forest, and campus grounds are landscaped and managed to smooth the transition from campus to forest.

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

Does the institution prioritize the use of native plant species in landscaping?:

Yes

A brief description of the native plant program, policy, or practice:

Evergreen Campus Master Plan, Volume 22, page 37:

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

The website URL where information about the program, policy, or practice is available:

http://www.evergreen.edu/policies/planningdocuments/master_plan_volume2.pdf
Wildlife Habitat

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Submission Note:

Roughly 70 % of Evergreen's 1,000 acres campus remains forested or near undisturbed condition, providing a natural laboratory for our environmental and sustainability curriculum. Inhabited areas of the main campus also include agricultural efforts like our salmon safe organic farm and teaching gardens.

The Campus forest provides habitat for wildlife, and many species of animals feed on the ground herbs and shrubs of the forest floor, the trees themselves, and dead vegetation debris. Most of these species perform vital functions in the maintenance of the forest ecosystem.

Mammalian species found in the campus woodlands include mice, shrews, squirrels, moles, Mountain Beavers, weasels, Black-tailed Deer, and Black Bear. The Northern Flying Squirrel and the Short-tailed Weasel have also been sighted on campus. A wide variety of birds inhabit the campus forests, including sparrows, wrens, warblers, jays, crows, and owls. Most bird populations are rather sensitive to changes in their environment. For example, the Pileated Woodpecker is vulnerable to disruption of its habitat because it has specific needs for nesting sites in snags (standing dead trees) (McAllister, interview, 1981). Known amphibian and reptiles on campus are Longtoed, Northwestern, and Western Red-backed salamanders, Ensatina, Pacific and Northern Red-legged frogs (the latter is designated a “species of concern” by the Washington Natural Heritage Information System, 2005), Rough-skinned Newt, Northwestern and Common garter snakes, and Northern Alligator Lizard. There has been recent work on terrestrial mollusks (slugs and snails) and millipedes on campus, with several new species discovered and named, or in the process of being named, in the last few years.

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:

Yes

A brief description of the wildlife habitat program, policy, or practice:

THE EVERGREEN STATE COLLEGE
Campus Master Plan
VOLUME II - Goals and Policies for Land Use
(pg. 39 - 40)

Policy 6

To protect and efficiently manage campus environmental resources. The natural features of Evergreen’s campus are valuable as an academic resource in their own right. These features also contribute to the quality of life on campus in many ways and create a buffer between the college and the surrounding area.
Procedures
1. Ecological environments necessary to fulfill the academic mission of the college shall be provided.
2. Sizable portions of the campus land area shall be preserved as undeveloped land areas with minimum habitat destruction for the purposes of academic study, minimization of resource expenditures, and the protection of ecological functions. (Also applies to Policy 7.)
3. Environmental impacts shall be evaluated when planning construction, modification and management of campus facilities and minimized to meet criteria at least as stringent as those provided by law. This same approach will be employed during the actual construction or management of campus facilities. (Also applies to Policy 7.)
4. Tree clearing shall be undertaken only when specific plans for the site to be cleared have been completed, and when that clearing is shown to be necessary.
5. Critical areas (including wetlands, critical wildlife habitat, steep slopes, geologically hazardous areas), the shoreline, and other environmentally sensitive areas shall be identified, designated and protected from the impacts of construction, modification, and management activities. The college shall adopt and utilize criteria for the protection of critical areas at least as stringent as that provided by local law.

Ecological Preserves
6. Certain areas of prime growth, significant wildlife or environmentally sensitive habitat, or other unique sites on campus shall be identified and formally designated as Ecological Preserves, in which no significant alteration of the environment may take place. The primary concern in these areas shall be to completely maintain the native quality of the site.
7. Access to Ecological Preserves shall be limited for the purposes of environmental protection.
8. The college should administer protective maintenance in the Ecological Preserve areas only when necessary to maintain the integrity of the area and approved by the Campus Land Use Committee.
9. Proposals for ecological studies or other academic uses that involve manipulation or alteration of ecosystems shall be submitted to the Campus Land Use Committee for review and shall not occur in areas designated as Ecological Preserves.
10. Non-manipulative, minimally disruptive academic uses of the Reserve areas that do not conflict with other campus activities may be conducted anywhere on campus. Off-trail travel should be limited as much as possible.
11. Efforts to restore native plant populations in the Reserve areas shall be encouraged where invasive exotics currently dominate.
12. Any plantings occurring in Reserve areas, i.e. for erosion control or restoration, shall be species native to the site. Ideally, propagules should be collected from the site or at a minimum from the south Puget Sound to maintain genetic integrity.
13. The ecological environments on the campus shall be made available to the campus community for social and recreational purposes within the limits stated above.
14. The college shall establish and maintain a resource and land use inventory to guide land use decision making.

The website URL where information about the program, policy, or practice is available:
http://www.evergreen.edu/policies/planningdocuments/master_plan_volume2.pdf
Tree Campus USA

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
No

A brief description of the institution's Tree Campus USA program:

The Evergreen State College is a natural Tree Campus.

Evergreen maintains roughly 700 acres (about 70% of contiguous campus grounds) as undeveloped forest. This land is mostly unmanaged and protected as educational reserves by the College. The forested areas of campus are vegetated with species representative of the Western Hemlock zones of Washington and Oregon. The entire campus was logged at one time along with much of the surrounding area. Today, there are regions of second growth Douglas Fir found in the eastern and southeastern Reserves between the campus Core and the Organic Farm, as well as in the northern ravine areas of the campus.

The Reserve also contains a mix of other conifers such as Western Red Cedar and hardwood species such as Big Leaf Maple and Red Alder. Wetland areas are located in all quadrants of the Reserve with extensive areas in the southeastern parts of the campus, along streams on the property, north of the meadow area next to Driftwood Road and along Evergreen Parkway. The eastern half of the Reserve is considered by many to be the least disturbed and most pristine on campus. This consists of contiguous patches of Douglas Fir and other conifers. Beach areas in the northern half of the Reserve are dominated by tidal marine plants.

TESC Campus Master Plan, Volume 1, page 34

The website URL where information about the program, policy, or practice is available:
http://www.evergreen.edu/policies/planningdocuments/master_plan_volume2.pdf
Snow and Ice Removal

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Landscape Waste Composting

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

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

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</tbody>
</table>
Computer Purchasing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

Submission Note:

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

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

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

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

Evergreen has campus standard models of computers & monitors. All standard models are EPEAT Silver or Gold. All purchases are reviewed by the Computing & Communications division prior to the purchase.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors:

379,550 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:

0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:

379,980 US/Canadian $
Cleaning Products Purchasing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

http://www.evergreen.edu/rad/sustainability/greencleaning.htm

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

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

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

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products:

Total expenditures on cleaning products:

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

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:
Yes

The URL where the recycled paper policy, directive, or guidelines are posted:
http://www.evergreen.edu/policies/policy/paperpurchasing

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
100% recycled content paper is the default option for copy paper purchases. The college has also centralized general paper purchases, though specialty papers continue to be purchased by area.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:
No

Expenditures on 10-29 percent recycled-content office paper:
---

Expenditures on 30-49 percent recycled-content office paper:
Expenditures on 50-69 percent recycled-content office paper:

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):

Expenditures on 90-100 percent recycled-content office paper:

Total expenditures on office paper:
Vendor Code of Conduct

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Historically Underutilized Businesses

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

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

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<td>Car Sharing</td>
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</table>
Campus Fleet

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
1

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet:
0

Plug-in hybrid vehicles in the institution’s fleet:
0

100 percent electric vehicles in the institution’s fleet:
8

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
69
Student Commute Modal Split

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

The percentage (0-100) of institution’s students who use more sustainable commuting options:
68.60

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
31.40

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
28.10

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
9

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
31

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
0.50

The website URL where information about alternative transportation is available:
Employee Commute Modal Split

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

Criteria
Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options: 32

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation: 68

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents: 12

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation: 8

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation: 7

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation: 1

The website URL where information about alternative transportation is available:
http://www.evergreen.edu/sustainability/transportation.htm
Bicycle Sharing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

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

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):

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

The website URL where information about the program, policy, or practice is available:
http://www.evergreen.edu/commute/home.htm
Facilities for Bicyclists

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:
Yes

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

The website URL where information about the program, policy, or practice is available:
http://www.evergreen.edu/commute/bike.htm
Bicycle and Pedestrian Plan

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:

Bicycle commuting is inherent to Evergreen’s infrastructure and lifestyle, and has been identified as a transportation priority in our Campus Master Plan. The Evergreen parkway, which provides all access to and through campus, has a separate bike and pedestrian lane on each side. Crossings are marked, paved forest trails connect one side of campus with the surrounding neighborhoods, and the on-campus infrastructure provides racks and commuter lockers. Evergreen also participates in local and state level bicycle commuting practices and planning.

The College also participates in county-wide alternative commuting activities such as the Thurston Here to There website.

The website URL where information about the plan is available:
http://thurstonheretothere.org/
Mass Transit Programs

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

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

Yes

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

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

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

The website URL where information about the program is available:

http://www.evergreen.edu/commute/bus.htm
Condensed Work Week

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit.: Yes

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

The website URL where information about the program is available:
http://www.evergreen.edu/commute/alternativehours.htm
Telecommuting

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution offer a telecommute program for employees?:
Yes

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

The website URL where information about the program is available:
http://www.evergreen.edu/commute/telecommute.htm
Carpool/Vanpool Matching

**Responsible Party**

Scott Morgan  
Director of Sustainability  
President's Office

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

**Does the institution participate in a carpool/vanpool matching program?:**
Yes

**A brief description of the program:**

Evergreen utilizes RideShare to help commuters match rides or form carpools. Other tools are also available, including the Thurston Here to There website (http://thurstonheretothere.org/).

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

http://www.evergreen.edu/commute/carpool.htm
Cash-out of Parking

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?:
No

A brief description of the program:

Evergreen offers a parking 'Passport' to staff and faculty who seldom drive to campus. The Passport provides for 36 free parking days during the academic year.

The college also offers free charging (Levels 1 and 2) for electric vehicles.

The website URL where information about the program is available:
http://www.evergreen.edu/commute/employeebenefits.htm
Carpool Discount

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution offer reduced parking fees for car and van poolers?:
No

A brief description of the program:
Car/van pools receive preferential, reserved parking spaces nearer to campus. The College also remains dedicated to maintaining affordable parking fees, which range from $2.00 per day for occasional use, to $0.46 per day for an annual pass.

The website URL where information about the program is available:
http://www.evergreen.edu/commute/carpool.htm
Local Housing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs:
N/A

The website URL where information about the incentives or programs is available:
---
Prohibiting Idling

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Has the institution adopted a policy prohibiting idling?:
No

A brief description of the policy:
N/A

The website URL where information about the policy is available:
---
Car Sharing

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar?:

No

A brief description of the program:

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

The website URL where information about the program, policy, or practice is available:

---
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.

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<td>Move-Out Waste Reduction</td>
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Waste Reduction

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year:
236 Tons

Weight of materials composted, 2005 baseline year:
0 Tons

Weight of materials disposed as garbage, 2005 baseline year:
318 Tons

Weight of materials recycled, performance year:
107 Tons

Weight of materials composted, performance year:
160 Tons

Weight of materials disposed as garbage, performance year:
240 Tons

List the start and end dates of the waste reduction performance year:
Jan - Dec, 2013

On-campus residents, 2005:
Campus Sustainability Data Collector | AASHE
Non-residential/commuter full-time students, faculty, and staff members, 2005: 3,398

Non-residential/commuter part-time students, faculty, and staff members, 2005: 811

On-campus residents, performance year: 792

Non-residential/commuter full-time students, faculty, and staff members, performance year: 3,786

Non-residential/commuter part-time students, faculty, and staff members, performance year: 588

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): Jan - Dec, 2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste: Yes

A brief description of the plan of action to achieve waste reduction goals:

Evergreen is actively pursuing multilevel strategies to:

1. Minimize the use or acquisition of materials that could or would enter the waste stream
2. Maximize the ease and efficacy of reuse, re-purpose, or recycle
3. Minimize the stream of waste sent to landfill (without allowing disposal by combustion)

The website URL where information about the institution’s waste reduction initiatives is available:

http://www.evergreen.edu/sustainability/zerowaste.htm
### Waste Diversion

**Responsible Party**

Scott Morgan  
Director of Sustainability  
President's Office

---

### Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

**Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:**

267 Tons

**Materials disposed in a solid waste landfill or incinerator:**

240 Tons

**A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:**

Evergreen provides for post-consumer separation of recyclable paper, plastic, metals, and glass across the campus. We also sort recyclable metals, paper, and cardboard back of house. Compostable organic materials are sorted both in the back kitchen and post-consumer waste stations in our food service and residential areas.
Construction and Demolition Waste Diversion

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Electronic Waste Recycling Program

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers’ basic safety is protected, and environmental standards are met:

The majority of the electronics are disassembled for recycling here in Washington. Some electronics go out-of-state for processing and some materials are exported for recycling at approved facilities. However, obsolete electronics are NOT exported to third-world countries. Metals, plastics and glass are separated and sold as commodities to be reused as raw materials in the manufacturing of new products. On average only 2% of the total volume goes to a landfill - mostly particle board from cabinet TVs. Toxic materials such as batteries, leaded glass, circuit boards and fluorescent tubes must be managed properly by approved recyclers. The Washington State Department of Ecology also requires recyclers to meet standards designed to protect worker safety and health as well as the environment.

A brief description of the electronic waste recycling program for institution-generated materials:
Institutional electronics are surplused through the state system, or donated, where applicable. Non-functional electronics are disposed through the state's E-Cycle program.

Washington state's FREE, convenient and environmentally responsible electronics recycling program has been operational since January 1, 2009. Products accepted at E-Cycle Washington drop-off sites are: computers, monitors, laptops, tablet computers, televisions and e-readers.

A brief description of the electronic waste recycling program for student-generated materials:

Washington state's FREE, convenient and environmentally responsible electronics recycling program has been operational since January 1, 2009. Products accepted at E-Cycle Washington drop-off sites are: computers, monitors, laptops, tablet computers, televisions and e-readers.

The website URL where information about the e-waste recycling program is available:

http://www.ecy.wa.gov/programs/swfa/eProductRecycle/
Hazardous Waste Management

Criteria

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.

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

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

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Move-In Waste Reduction

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:
Students are advised on what they should and should not bring to campus with them. Waste bins are attended by student staff during move-in to divert recyclable, reusable, and compostable waste from the landfill bins.

The website URL where information about the program is available:
http://www.evergreen.edu/housing/whattobring.htm
Move-Out Waste Reduction

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

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

The website URL where information about the program is available:
http://www.evergreen.edu/housing/checkout.htm
This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

**Credit**

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Water Consumption

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year:
53,450,479 Gallons

Water consumption, performance year:
37,647,094 Gallons

List the start and end dates of the water consumption performance year:
July 1, 2012 - June 30, 2013

On-campus residents, 2005:
920

Non-residential/commuter full-time students, faculty, and staff members, 2005:
3,398

Non-residential/commuter part-time students, faculty, and staff members, 2005:
811

On-campus residents, performance year:
792

Non-residential/commuter full-time students, faculty, and staff members, performance year:
3,786

Non-residential/commuter part-time students, faculty, and staff members, performance year:
Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
July 1, 2012 - June 30, 2013

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:
Low flow faucets and toilets have been installed, and continue to be installed across campus with every renovation or repair.

The website URL where information about the institution’s water conservation initiatives is available:
---
Stormwater Management

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :

Yes
A brief description of the institution's stormwater management initiatives:

The Evergreen State College is located on the Cooper Point Peninsula, with extensive waterfront on Eld Inlet. The college minimizes its impact on the inlet by maintaining a largely undeveloped, heavily forested campus. The undeveloped portion has been set aside as reserves—Ecoforest/Ecoagriculture area, Old Forest Area, Geoduck Beach and Grass Lake wetland area—which are key to the health of the campus watershed.

The campus core is the location of the highest number of impervious surfaces on The Evergreen State College property. Green strips, small gardens, green roofs on the Library and Seminar II buildings, pervious paving, bioswales and native trees mitigate the effects of impervious surfaces. Similarly, storm water detention tanks at Seminar II and the College Activities Building mitigate the high runoff from significant storms.

Other impervious surfaces include campus parking lots. Joint oil-water separators release storm water into a Red Alder grove before entering Eld Inlet. Another oil-water separator releases into a drainage ditch that runs into Snyder Creek.

Snyder Creek receives a large volume of campus storm water runoff, as does the Red Alder grove, but illicit discharge to that system is reduced through the use of pervious pavement, oil-water separators, bio-swales and dense vegetation. These measures serve to filter many of the potential pollutants out before they reach the Eld Inlet, and in this way Evergreen works constantly to preserve water quality in the Puget Sound.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

http://www.evergreen.edu/facilities/environmentalhealth/stormwater.htm

Does the institution have a living or vegetated roof?:

Yes

A brief description of the institution's living or vegetated roof:

Two, primary campus buildings - the Library building and Seminar II - have green roofs.

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

Porous paving was installed during a parking lot expansion (required by local code during the construction of the new Seminar II building) in 2004.

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:
Though wetland areas exist on campus, there are no natural ponds or lakes, the campus sits on and drains into Puget Sound. Evergreen uses stormwater retention tanks rather than retention ponds.

**Does the institution have stone swales?:**

Yes

**A brief description of the institution's stone swales:**

The Seminar II building has stone swales in the central court and around the building wings to mitigate rainwater runoff.

**Does the institution have vegetated swales?:**

Yes

**A brief description of the institution's vegetated swales:**

Vegetated swales have been installed around the residence halls and the newly renovated College Activities Building to mitigate storm water runoff.

**Does the institution employ any other technologies or strategies for stormwater management?:**

Yes

**A brief description of other technologies or strategies for stormwater management employed:**

Evergreen has two stormwater retention tanks/cisterns with metered release. The Seminar II building tank is 18,000 cubic feet (135,000 gallons) and another has a 35,000 gallon capacity under the College Activities Building.
Waterless Urinals

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Water Metering

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
All main campus buildings have individual domestic water meters. Some of the residence halls and peripheral buildings are only metered in clusters. Individual meters were installed in 2010 on 14 apartment style residential buildings and consumption rates are shared with the student residents.

The percentage of building space with water metering:
100

The website URL where information about the practice is available:
http://www.evergreen.edu/rad/sustainability/waterefficiency.htm
Non-Potable Water Usage

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:

No

A brief description of the source of non-potable water and how it is used:

N/A

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:

0

The percentage of building space using water from recovered, reclaimed or untreated sources:

0

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:

0

The website URL where information about the program, policy, or practice is available:

---
Xeriscaping

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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<td>Climate Action Plan</td>
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</table>
Sustainability Coordination

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

As a reflection of The Evergreen State College’s commitment to a sustainable future, Evergreen’s vice presidents re-charged the college’s Sustainability Council in 2008 to coordinate, facilitate, and provide necessary support to the Evergreen community as the college strives to:

1) Meet the goals and targets specified in Evergreen’s institutional commitments to sustainability, especially the goals of carbon neutrality and zero waste, and

2) Achieve the college’s vision for a sustainable future.

The council’s work includes fostering connections between academic programs and college operations to enhance student learning and experience through whole systems thinking and interdisciplinary understanding of sustainability principles. The council recognizes the diversity and organic nature of our interdisciplinary institution, and strives to convene and empower groups already working on sustainability, as well as to bring new collaborative efforts into focus as needed. Throughout its work, the council embraces the principles of equity and justice as a lens for decision-making and implementation.

Members of the committee, including affiliations:

Council membership, as appointed by the vice presidents, includes representatives from the student body, faculty, each of the four divisions of the college and the President’s Office. The 2013-14 Sustainability Council Members are:
The council also welcomes and encourages wider participation from students, faculty and staff beyond the core members.

The website URL where information about the sustainability committee is available:
http://www.evergreen.edu/sustainability/sustainabilitycouncil.htm

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
Evergreen's Office of Sustainability was formed on the President's staff in 2008. Office staff includes the Director of Sustainability and student interns selected to assist with specific campus projects.

The Office of Sustainability coordinates and/or supports:
Work on the college's carbon neutrality and zero waste goals
Sustainability work in college operations and academics
Institutional assessments and reporting (such as AASHE STARS)
Collaborative community engagement and events

Evergreen's Director of Sustainability chairs the Sustainability Council and advises the Clean Energy Committee.

The number of people employed in the sustainability office:
0.50

The website URL where information about the sustainability office is available:
http://www.evergreen.edu/sustainability/home.htm

Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Scott Morgan

Sustainability coordinator's position title:
Director of Sustainability

A brief description of the sustainability coordinator’s position:

A member of the President's Staff, Evergreen's Director of Sustainability leads, coordinates, guides, and supports sustainability work throughout the college's operations, including academic work.

The website URL where information about the sustainability coordinator is available:

http://www.evergreen.edu/president/staff.htm
Strategic Plan

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,007

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Evergreen’s current strategic plan update lists ‘Environmental stewardship and sustainability’ as one of the principles that guide the development of all college programs and services.

“We will connect student learning to operational practices that reflect our profound commitment to a sustainable future for all species.”

“Indicators of Evergreen’s land endowment will be managed for increased biodiversity and maximum educational opportunities related to sustainable practices.”

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:
“Our practices and purchases will originate from socially just, environmentally healthy, and fiscally responsible sources.”

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:
Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

Third Overarching Goal:

“Financial Goal - Evergreen faces decreasing state support, prompting tuition increases yet remains committed to serving under-represented students. Evergreen must, in order to sustain its mission and principles (small classes, an interdisciplinary team-taught curriculum, high degree of student-faculty interaction), augment and diversify revenue streams, improve net tuition revenue, control operating expenditures to sustainable levels, and make prudent use of existing resources.”

The website URL where information about the strategic plan is available:

http://www.evergreen.edu/president/docs/strategicplanup07.pdf
Physical Campus Plan

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

A Sustainability Task force composed of faculty, staff, and student representatives was formed in 2005 and charged to “consult broadly with the campus community as it develops a deeper understanding of Evergreen's current situation and as it formulates strategies and action plans to advance sustainability at Evergreen in the coming years.”

In 2006-07, the task force was primarily charged with establishing the Sustainability Section for the new five-year strategic plan. The core of their work was to consult with members of our community in developing a draft vision and related strategies. The task force met with over 380 colleagues including:

• 229 staff,
• 126 students,
• several faculty members, and
• several senior administrators.

A brief description of the plan’s measurable goals:

Become carbon neutral by 2020;
Become a zero waste college by 2020;
Increase our locally produced food purchases to 40% by 2010;
Reduce our energy consumption by 30%, on a per full time equivalent basis, by 2010;
Reduce our paper consumption to 50% by 2010;
Reduce the number of computers per capita by 15% by 2010;
Reduce the number of individual desktop printers by 50% and photocopiers by 10% by 2010.

A brief description of how progress in meeting the plan’s goals is measured:

The carbon neutrality goal has been addressed with the college’s climate action plan and annual carbon inventory. A plan for attaining the zero waste goal remains in development. The local food goal has been incorporated into the institutional contract with our food services vendor and is measured annually. Energy consumption and conservation measures are now regular initiatives and are measured and reported within our facilities department. Our Information Technology department has internalized the computer and printer reduction goals.

The website URL where more information about the sustainability plan is available:

---

The year the plan was developed or last updated:

2,008
Climate Action Plan

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:
Yes

A brief summary of the climate plan’s long-term goals:
Carbon Neutrality by 2020

A brief summary of the climate plan’s short-term goals:
Reduction and mitigation of carbon emissions across all aspects of campus operations.

Year the climate plan was formally adopted or approved:
2009

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:
Scopes 1, 2, and 3

The reduction level (percentage) institution has committed to:
The baseline year the institution used in its GHG emissions commitment:
June 30, 2005

The baseline emissions level institution used in its GHG emissions commitment:
19395

The target year the institution specified in its GHG emissions commitment:
June 30, 2020

The website URL where information about the climate plan is available:
http://www.evergreen.edu/sustainability/docs/CAP%20Final%2082809.pdf
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental 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
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities
Diversity and Equity Coordination

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Measuring Campus Diversity Culture

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Support Programs for Underrepresented Groups

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Support Programs for Future Faculty

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 to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Gender Neutral Housing

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Training Opportunities

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student Training Opportunities

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

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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<td>Employee Wellness Program</td>
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<tr>
<td>Socially Responsible Retirement Plan</td>
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Sustainable Compensation

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Satisfaction Evaluation

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Staff Professional Development in Sustainability

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

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

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

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

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

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Committee on Investor Responsibility

** Responsible Party **

Scott Morgan  
Director of Sustainability  
President's Office

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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 committee on investor responsibility or similar body that meets the criteria for this credit? **
Yes

** 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:**

Evergreen has an Investment Committee made up of staff. Every three years we expand the committee as stated below.

“Since the definition of socially responsible investing changes rapidly, the college’s set of socially responsible criteria shall be reviewed and updated every three years by an expanded committee with membership including at least two faculty and two students in addition to the membership of the standing committee. In the process of reviewing and updating the statement, public input will be considered from all campus constituents.”

** Members of the CIR, including affiliations:**

The Vice President for Finance and Administration  
The Vice President for College Advancement  
The Executive Director of Operational Planning and Budget
The Director of Business Services
The Accounting Manager
Member of the Faculty (2)
Enrolled Student (2)

Recent examples (within the past 3 years) of CIR actions:

---

The website URL where information about the committee is available:

http://www.evergreen.edu/policies/policy/collegeinvestment
Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

Submission Note:

Evergreen’s endowment funds are included within the University of Washington’s combined endowment fund (CEF) for Washington State Colleges. Though distinct in purpose or restriction, for investment purposes, endowed funds are commingled in the CEF and tracked with unit accounting much like a mutual fund. Endowed gifts are exchanged for units that represent a claim on a portion of the entire CEF. As a result of this arrangement, and given that Evergreen’s portion is roughly 1/10 of 1 percent of the total CEF the information requested is unavailable.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

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

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:
Yes

A brief description of the sustainable investment policy:

THE EVERGREEN STATE COLLEGE CRITERIA FOR SOCIALLY RESPONSIBLE INVESTMENT

The following is a list of criteria for socially responsible investments based on the Investment Policy Committee meetings.

- Community and Society
  - human rights
  - treatment of local populations
- Advocate for:
  - diversity and women in the workforce
  - environmental issues
  - labor rights
  - workplace practices
  - product safety
  - indigenous peoples’ rights
- Exclusions
  - Tobacco
  - Weapons
  - Alcohol
  - nuclear
- Governance and Ethics (sustainability reporting, business ethics)

http://www.evergreen.edu/policies/docs/investmentcriteria.pdf

The website URL where information about the policy is available:
http://www.evergreen.edu/policies/policy/collegeinvestment
Investment Disclosure

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution’s investment disclosure practices:

Evergreen’s endowment funds are included within the University of Washington’s combined endowment fund (CEF) for Washington State Colleges. Though distinct in purpose or restriction, for investment purposes, endowed funds are commingled in the CEF and tracked with unit accounting much like a mutual fund. Endowed gifts are exchanged for units that represent a claim on a portion of the entire CEF. As a result of this arrangement, and given that Evergreen’s portion is roughly 1/10 of 1 percent of the total CEF, regular snapshots at the requested level of detail are unavailable. However, the University of Washington does provide details on the total CEF investments upon request.

The website URL where information about investment disclosure available:

http://f2.washington.edu/treasury/CEF/reports
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Criteria

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

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Inter-Campus Collaboration on Sustainability

Responsible Party
Scott Morgan
Director of Sustainability
President's Office

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

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

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

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

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

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

Evergreen's Office of Sustainability was an early member of the planning group for Washington's first Higher Education Sustainability Conference in February, 2014. That founding group is continuing as an organized network of students, faculty, and staff - the Washington Higher Education Sustainability Coalition - dedicated to pursuing collaborative sustainability goals in regional higher education. We also collaborate with a similar group in Oregon.

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

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

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

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

http://bioregion.evergreen.edu/
Sustainability in Continuing Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Community Service Participation

Criteria

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Community Service Hours

Criteria

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Sustainability Policy Advocacy

Criteria

Institution advocates for federal, state, 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 was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Farmers' Market

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

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Innovation 1

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

Submission Note:

This student-planned, renovated, and utilized housing option has allowed intensive student engagement and experimentation with low-cost, green built practices for the Pacific North West.

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

A brief description of the innovative policy, practice, program, or outcome:
Two older duplex apartment-style residences have been renovated and turned into sustainability-themed housing. Students were included in the renovation planning and the majority of the renovation work was performed by student workers. The student residents now provide open-houses, community education, and feedback to the Residence and Dining Facilities crew on the performance and livability of these experimental living quarters. Innovations include in-floor radiant heating, a comparative solar hot water (flat panel vs. evacuated tube) system, gardens, LED lighting, no VOC paint, passive solar lighting, low flow water fixtures, high efficiency appliances, and re-purposed materials that were used for the renovations.

A letter of affirmation from an individual with relevant expertise:

letter of support for theme halls for Sierra 2013.docx

The website URL where information about the innovation is available:

http://www.evergreen.edu/rad/sustainability/Sustainability%20Housing%20Community/sustainability house%20application.htm
Innovation 2

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

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9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

Chemical-Free Cleaning

Evergreen's food service vendor, Aramark, uses an exclusive "Blue Cleaning" system at all dining locations on campus. Over the past 2 years, we have reduced our cleaning chemical usage by 38%.
Ionized water is used to clean rather than harsh chemicals.
Temperature sanitization instead of chemicals, has reduced the amount of chemical usage at Evergreen.
The College provides dishwashers that recycle 70% of the water utilized in the cleaning process.
Aramark is also using a microfiber system for all floor cleaning that reduces waste, chemical consumption and water usage.

A letter of affirmation from an individual with relevant expertise:
---

The website URL where information about the innovation is available:
Innovation 3

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

Segway transportation for campus police.

Evergreen’s central campus is a compact, open space within the forest slightly too large to traverse quickly by foot, yet small enough that police cruisers are excessive. Evergreen’s police department recently acquired two electric Segway scooters for patrols and movement around the campus core. The Segways allow officers to carry materials that were not easily carried on bicycle patrols, and will also fit into most classroom and office buildings.
This change in transportation has allowed the department to discontinue use of their full-sized cars for work within the campus core.

A letter of affirmation from an individual with relevant expertise:

---

The website URL where information about the innovation is available:

http://www.evergreen.edu/policeservices/services.htm
Innovation 4

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

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10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Criteria

Institution provides details of the dishware it provides at its dining services locations.

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

Criteria

Institution provides details about its energy initiatives.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Energy Use by Type

Responsible Party

Scott Morgan
Director of Sustainability
President's Office

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.: 0

The percentage of total electricity use from wind.: 100

The percentage of total electricity use from biomass.: 0

The percentage of total electricity use from natural gas.: 0

The percentage of total electricity use from solar PV.: 0

The percentage of total electricity use from geothermal.: 0

The percentage of total electricity use from nuclear.: 0

The percentage of total electricity use from hydro.: 0

The percentage of total electricity use from other.: 0
Provide a brief description:
Evergreen purchases regional Renewable Energy Credits for 100% of our purchased electricity. In the Pacific NW, those RECs come only from wind (over 99%) and methane capture at landfills and dairy digesters (less than 1%).

The percentage of total energy used for heating buildings from coal:
0

The percentage of total energy used for heating buildings from biomass:
0

The percentage of total energy used for heating buildings from electricity:
0

The percentage of total energy used for heating buildings from natural gas:
100

The percentage of total energy used for heating buildings from geothermal:
0

The percentage of total energy used for heating buildings from fuel oil:
0

The percentage of total energy used for heating buildings from other:
0

Provide a brief description:
Evergreen's district steam heating system is powered by a central natural gas boiler.

If cogeneration, please explain:
---
Procurement

Criteria

Institution provides details about its procurement efforts.

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

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

Criteria

Institution provides details about its water initiatives.

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

Criteria

Institution provides details about its endowment.

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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