Warren Wilson College

The following information was submitted through the STARS Reporting Tool.

Date Submitted:  May 29, 2014
STARS Version:  1.2
# Table of Contents

**Education & Research**
- Co-Curricular Education  
- Curriculum  
- Research  

**Operations**
- Buildings  
- Climate  
- Dining Services  
- Energy  
- Grounds  
- Purchasing  
- Transportation  
- Waste  
- Water  

**Planning, Administration & Engagement**
- Coordination and Planning  
- Diversity and Affordability  
- Human Resources  
- Investment  
- Public Engagement  

**Innovation**
- Innovation  

**Supplemental**
- Supplemental Data  

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Sustainability Educators Program</td>
</tr>
<tr>
<td>Student Sustainability Outreach Campaign</td>
</tr>
<tr>
<td>Sustainability in New Student Orientation</td>
</tr>
<tr>
<td>Sustainability Outreach and Publications</td>
</tr>
<tr>
<td>Student Group</td>
</tr>
<tr>
<td>Organic Garden</td>
</tr>
<tr>
<td>Model Room in a Residence Hall</td>
</tr>
<tr>
<td>Themed Housing</td>
</tr>
<tr>
<td>Sustainable Enterprise</td>
</tr>
<tr>
<td>Sustainability Events</td>
</tr>
<tr>
<td>Outdoors Program</td>
</tr>
<tr>
<td>Themed Semester or Year</td>
</tr>
</tbody>
</table>
Student Sustainability Educators Program

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

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

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

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

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

Total number of degree-seeking students enrolled at the institution:

833
Program name (1st program):
Environmental Leadership Center

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):
33

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):
The Environmental Leadership Center is in the process of being re-purposed to help the College determine what innovative sustainability action is right for the institution to embark upon. Since 1996, the mission of the Environmental Leadership Center is to raise awareness of local, national and global environmental realities and to inspire caring citizens - especially our youth - to reflect, to communicate, and to act as responsible caretakers of the earth. To achieve this mission and support WWC's commitment to sustainability, the ELC has offered in the past 3 years 5 programs that engaged students in meaningful sustainability outreach and education - EcoTeam, Campus Greening, Insulate, Swannanoa Journal and the ELC Internship Program.

Campus Sustainability Crew continues to place students in leadership positions from which they research, monitor, evaluate, and educate the campus community about a wide range of sustainability issues from climate action to product procurement to wellness. This included authoring the annual campus greenhouse gas emissions inventory, producing the student-centered Green Living Guide, and conducting awareness raising programming around issues such as purchasing choices, mountain top removal mining, water use, local food, etc.

Students primary responsibility was the educate the campus community and close the gap between community values and actions. They work across campus on issues such as the fossil fuel divestment campaign, Sierra Club's Beyond Coal campaign and more. Through the summer of 2013, the ELC Internship Program placed students in the field through meaningful summer internship experiences with committed partners. The Internship Program began in 1997 and has engaged 342 students to date. The program was competitive and rigorous. Partner organizations included the Smithsonian Environmental Research Center, National Audubon Seabird Restoration Project, North Carolina Coastal Federation, City of Asheville Sustainability Office, CooperRiis Healing Farm Community, National Climatic Data Center, The Wilderness Society and many more. Students returned from their internship experience and fulfilled program requirements by educating the campus community about the work they performed, the organization they served and research conducted.

A brief description of how the student educators are selected (1st program):
Campus Sustainability Crew-
Students with a desire to engage in campus sustainability problem solving interview with the ELC Education Director. They are selected based on experience, research and communication skills, as well as recommendations from previous teachers and work supervisors.

ELC Internship Program-
Students interested in a summer internship with one the the ELC partner organizations goes through a rigorous application process that includes submitting a professional cover letter, resume and three letters of recommendation, and engaging in a panel interview. Students are selected based on application material, interview, and classroom and work success. This program will be managed by the Career Development Center beginning summer 2014.

A brief description of the formal training that the student educators receive (1st program):
Students receive training necessary to do the work. Staff and faculty go over expectations, learning outcomes, goals and outcomes. Students are shown best practice artifacts from previous students. Students are mentored through the learning process by dedicated staff and faculty. Students reflect on their experience through structured written exercises.

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

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

The website URL for 1st Program:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/Main.php

Program name (2nd program):
Service Program

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):
833

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

The mission of the Warren Wilson College Service Program is to prepare students for effective community engagement. The mission is fulfilled by:
· Providing opportunities for students to gain relevant knowledge, skills, and experiences.
· Supporting students in the development of civic responsibility.
· Engaging in mutually beneficial community partnerships.
The mission of Warren Wilson College includes preparing students for service, leadership, and meaningful lifelong work and learning. As part of this Triad educational program, completion of a Community Engagement Commitment is one of the requirements for graduation. Students meet the Commitment by progressing through four different Points of Engagement and Growth (PEGs):
Self-knowledge
Understanding of complex issues
Capacity for leadership
Commitment to community engagement
By graduation, students demonstrate a measurable level of learning in all four Points of Engagement and Growth. Each student's progress is reviewed in the second semester of the sophomore year and the first semester of the senior year.

Example #1
The Warren Wilson Bonner program is supported in part through the Corella and Bertram F. Bonner Foundation, which provides funding, training and technical assistance to community service and service-learning scholarship and leadership programs at colleges and universities across the eastern United States. 15-20 Warren Wilson students participate on the crew, and their efforts are centralized through the College's Service Program. As a crew in the Warren Wilson College Work Program, students dedicate 15 hours per week to the establishment and leadership of community engagement activities such as co-curricular and service-learning projects, alternative break trips and issue education workshops.

Example #2
The Service Program Office offers regular service opportunities, educational programming and policy connections in five different issue areas:
Environment
Food Security
Housing & Homelessness
Race & Immigration
Youth & Education

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

Example #3:
Service-learning is:

- a credit-bearing, educational, experience
- students participate in organized service activities that meet identified community needs
- reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Past Service Learning Course-
FRS 127 - Power, Privilege, and Community
Emma Family Resource Center - Motherread Program; INSULATE!
What is power, who has access to it, and how is it enacted? What does it mean to be white, middle-class/wealthy, heterosexual or otherwise privileged in the context of the United States? In this course, we will: examine the construction of identity categories based on race, class, gender, sex, sexuality, disability, and citizenship; confront assumptions and what we have been taught by wrestling with social construction theory, critical race theory, and radical theories; critically analyze the system of privilege & oppression; and develop ideas & approaches for challenging domination that move beyond guilt in order to create just, sustainable communities. We will apply what we’ve learned when engaging with service organizations every other Thursday to: insulate homes for low-income families, participate in community gardens, package food at the local food bank, work at a traveling shelter for women who are homeless, and organize book mailings to folks who are incarcerated, among other activities. This course requires students to be open, to listen & learn from each other, to make mistakes, to thoughtfully engage, and to take risks!

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

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

We typically choose Bonners based on the following:

- Student's overall motivation, experience, and commitment to community engagement
- Strong interest in learning how to work, learn, plan, and play well as a cooperative contributing member of a team
- Commitment to working on the crew for 2 years

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

The professional staff of the Servie Program provides formal training for all student educators that includes:
- Participating in a dynamic two-year leadership program
- Engaging with the community outside of WWC up to 10 hours each week
- Gaining professional skills
- Opportunities to receive a summer internship stipend with a national or international non-profit organization
- Attending state and national service-learning conferences
A brief description of the staff and/or other financial support the institution provides to the program (2nd program):

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

The website URL for 2nd program:

http://www.warren-wilson.edu/~service/index.php

Program name (3rd program):

Work Program

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

833

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

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

1. Providing a work force that operates the college in a way that benefits students both educationally and financially while serving the community.

2. Fostering a positive work ethic, respect for the dignity of labor, and the importance of serving others.

3. Strengthening the students' sense of community through common endeavor and giving students the opportunity to participate in all aspects of operating the college.

4. Offering experiential learning that helps to fulfill and enhance the educational mission of the college.

5. Providing students with an evaluation of their work, opportunities for reflection on the meaning of their work, and career guidance that encourages all students to make informed choices in planning their life and work.

6. Providing opportunities and resources that enhance supervisors' roles as mentors and teachers.

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

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

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

Farm Crew- students organically operate the 300 acre farm that produces pasture-raised, grass-fed beef, pork and poultry that is served in
the cafeteria and sold to the local community
Recycling Crew- students work to divert 50% of the campus waste stream from the landfill
Landscaping Crew- students work to maintain core campus' native plant, grass and wildflower landscape
Computing Services Crew- students work to maintain computer labs while reducing electronic waste and paper usage, and conserving energy
Environmental Leadership Center Crew- students work to produce the campus' annual GHG Inventory, monitor Climate Action Plan Progress, and raise awareness about campus energy use.
For a full list of work crews go to
http://www.warren-wilson.edu/~wpo//crews.php

A brief description of how the student educators are selected (3rd program):
Student educators (aka Crew Leaders) are selected by crew supervisors on the basis of competency, tenure and ability to lead others.

A brief description of the formal training that the student educators receive (3rd program):
Each Crew has their own particular way of training student educators. Every-other Wednesday at 4:00, campus functions stop for 1-1.5 hours of crew training focused on team-building, leadership development and safety. Each Crew has Learning and Performance Goals that lay out the outcomes that students need to be trained to achieve. Every Crew's goals across campus includes SUSTAINABILITY. Here is an example from the Environmental Leadership Crew Learning and Performance Goals: Environmental Leadership Center

Workplace Value #1: Leadership
- Exceeds: Provides leadership to WWC’s commitment to environmental responsibility by identifying environmental issues and solutions above and beyond assigned work duties.
- Meets: Provides leadership to WWC’s commitment to environmental responsibility by identifying environmental issues and solutions through assigned work duties.
- Below: Does not provide leadership to WWC’s commitment to environmental responsibility.

Workplace Value #2: Community
- Exceeds: Engages meaningfully in the WWC community by participating in community-building events and working to strengthen the community.
- Meets: Engages in the WWC community by participating in community-building events.
- Below: Does not participate in community-building events.

Workplace Value #3: Self Discovery
- Exceeds: Discovers and is able to articulate personal values related to the complex interconnections between the environment and society.
- Meets: Demonstrates effort toward discovering and articulating personal values related to the complex interconnections between the environment and society.
- Below: Does not demonstrate effort toward discovering and articulating personal values related to the complex interconnections between the environment and society.

Workplace Value #4: Respect and Tolerance
- Exceeds: Takes responsibility to create and role-model a culture of respect and tolerance for all people including ELC crew, staff, and partners.
- Meets: Demonstrates respect and tolerance for all people including ELC crew, staff, and partners.
- Below: Does not demonstrate respect and tolerance for all people.

Competency #1: Dependability
- Exceeds: Shows up for work on time every shift, takes full responsibility for completing all tasks, and holds all crew members accountable to do the same.
- Meets: Shows up for work on time every shift and takes full responsibility for completing all tasks.
- Below: Fails to show up for work on time every shift and/or take full responsibility for completing all tasks.

Competency #2: Integrity
- Exceeds: Is honest, takes responsibility for all mistakes, strives to continually improve and holds all crew members accountable to do the same.
- Meets: Is honest, takes responsibility for all mistakes and strives to continually improve.
- Below: Is honest, but does not take responsibility for mistakes or strive to continually improve.

Competency #3: Initiative
- Exceeds: Takes responsibility for all work-related responsibilities and needs without having to be asked, asks for help whenever it is needed, and holds all crew members accountable to do the same.
- Meets: Takes responsibility for all work-related responsibilities and needs without having to be asked, and asks for help whenever it is needed.
- Below: Does not take responsibility for work-related responsibilities and/or fails asks for help when it is needed.

Competency #4: Analytical Thinking
- Exceeds: Identifies problems, researches the complexity of issues, evaluates viable solutions, determines a courses of action, and implements when appropriate.
- Meets: Identifies problems, researches the complexity of issues, and evaluates viable solutions.
- Below: Does not effectively identify problems, research issues, and/or evaluate viable solutions.

Competency #5: Communication
- Exceeds: Demonstrates the ability and willingness to effectively communicate to diverse stakeholders in both written and oral formats, and works to continually improve communication skills.
- Meets: Demonstrates the ability and willingness to effectively communicate to diverse stakeholders in either written or oral formats.
- Below: Does not demonstrate the ability and/or willingness to effectively communicate to diverse stakeholders in either written or oral formats.

Competency #6: Collaboration
- Exceeds: Takes a leadership roll in creating a culture of collaboration among all ELC crew members, and collaborates effectively with WWC and general community partners.
- Meets: Collaborates effectively with crew members, as well as WWC and general community partners.
- Below: Does not collaborate effectively with crew members and/or the WWC and/or general community partners.

Competency #7: Quality of Work
- Exceeds: Consistently delivers final products that demonstrate thorough and thoughtful work that adheres to the goals and expectations of the project, and holds all crew members accountable to do the same.
- Meets: Consistently delivers final products that demonstrate thorough and thoughtful work that adheres to the goals and expectations of the project.
- Below: Does not consistently deliver final products that demonstrate thorough and thoughtful work that adheres to the goals and expectations of the project.

Tool or Resource #1: Community Partners
- Exceeds: Consistently and effectively works with WWC and general community partners to advance the mission of the ELC and the work of the crew, assumes a leadership role in creating and coordinating community partnerships.
- Meets: Learns how to effectively work with WWC and general community partners to advance the mission of the ELC and the work of the crew.
- Below: Does not effectively work with WWC or general community partners to advance the mission of the ELC and the work of the crew.
crew.

Tool or Resource #2: ELC Office
- Exceeds: Works to improve appropriate technological skills and understanding, gives leadership to maintaining office cleanliness and organization, and holds all crew members accountable to do the same.
- Meets: Works to improve appropriate technological skills and understanding, and maintains office cleanliness and organization.
- Below: Does not work to improve appropriate technological skills and understanding, or maintain office cleanliness and organization.

Work Safety #1: Responsible and legal use of the ELC car
- Exceeds: Uses the ELC car responsibly and legally, and holds all crew members accountable to do the same.
- Meets: Uses ELC car responsibly and legally.
- Below: Does not use ELC car responsibly or legally.

Sustainability #1: Model & Advance best practices
- Exceeds: Gives leadership to campus sustainability efforts by consistently modeling and advancing best practices at work and in the community, and works to understand and articulate the complex problems that exist in the interconnections between environment and society..
- Meets: Models and advances best practices at work and in the community.
- Below: Does not adequately model best practices at work or in the community.

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

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

The website URL for 3rd program:
http://www.warren-wilson.edu/~wpo/

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

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

Submission Note:

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

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

Give a Hoot: Climate Action at WWC
A brief description of the campaign(s):

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

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

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

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

The website URL where information about the sustainability outreach campaign(s) is available:

http://www.warren-wilson.edu/environmental/greenliving/climate.php
Sustainability in New Student Orientation

Responsible Party

Stan Cross
Education Director
ELC

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:

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

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

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

The website URL where information about sustainability in new student orientation is available:
Sustainability Outreach and Publications

Responsibility Party

Stan Cross
Education Director
ELC

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:

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

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


Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

The College's e-Newsletter features stories including those focused on sustainability.

The website URL for the sustainability newsletter:

http://www.warren-wilson.edu/info/news/e-newsletter/

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:

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

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

http://wwcnscape.org/

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

Yes

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

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

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

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/WWGW_Ecodorm_sign_sm_4-9-07.pdf

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

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/WWGW_Garden_sign_sm_4-9-07.pdf

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

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/WWGW_Landscaping_sign_sm_4-9-07.pdf

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

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

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

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

The website URL of the sustainability walking map or tour:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/Green_Walkabout.php

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

The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.warren-wilson.edu/environmental/greenliving/initiatives.php#transportation

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

The website URL for the guide for green living and incorporating sustainability into the residential experience:
http://www.warren-wilson.edu/environmental/greenliving/index.php

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)?:
Yes

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
The Echo, the WWC student newspaper, highlights sustainability-related issues in each bi-weekly printing. Example linked below:

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:
Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:
Owl and Spade is the College's annual magazine and always features stories that highlight the College's mission-centered commitments to environmental responsibility and social justice.

The website URL for this material:
http://issuu.com/warrenwilsoncollege/docs/o_s_spring_2013/1?e=2079843/4326723

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):
No

A brief description of this material:
---

The website URL for this material:
---

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):
No

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---
The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
---

The website URL for this material:
---

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

A brief description of this material:
The website URL for this material:
Student Group

Responsible Party

Stan Cross
Education Director
ELC

Submission Note:

Crews at WWC are comprised of students under the mentor-ship of professional staff. These crews run all functions of campus operations through our Work Program. All students are evaluated on their sustainability performance related to the tasks they perform on their work crew.

"---" 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:

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

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

Environmental Action Crew:
Educate students on how to be safe and effective activists.

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

Spiritual Life Crew:
Promotes a broad and inclusive spirituality dialog on campus.

Local Food Crew:
The Local Food Crew works with the campus Dining Service on a variety of local food issues. The crew helps build and cultivate relationships between local growers (including our own farm and garden) and Dining Services. We also help educate the campus community about the many benefits of purchasing local and help identify local ingredients at meals.
Water and Energy Efficiency Crew:
Our crew’s mandate is to promote the efficient use of energy and water. This is done in two ways. First, we physically measure energy and water usage at campus facilities, analyze the resulting data, and make recommendations to improve efficiency. Second, we publicize our procedures and conclusions, making them available to the community, with the intention of inspiring others to increase their awareness of energy and water usage.

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

1. The Recycling Crew completed the Cob Composting Shed: the campus' first earthen building demonstration.
2. Environmental Leadership Crew taught 1,300 local third-graders EcoTeam: an 8 one-hour lessons curriculum focused on the awe and wonder of the local French Broad River Basin including lessons on how to be an environmental citizen.
3. The Campus Tree Crew conducted a carbon inventory of all core campus trees (60 acres worth) and used GIS technology to map the trees based on carbon storage and sequestration. This data will be used to develop a new climate change-based landscape management plan.
4. Students from the Wellness Crew, Environmental Leadership Center Crew, Spiritual Life Crew, Recycling Crew, Environmental Action Crew and others collaborated on Earth Week programming focusing on the connection between personal and planetary health. Events include an art show focused on the human cost of fracking, the screening of the documentary Bidder 70, a garbology exhibition, demonstrations of various wellness programs and much more.

List other student groups that address sustainability:

Garden Crew, Farm Crew, Landscaping Crew, Plumbing Arts Crew, Rentals and Renovations Crew

The website URL where information about student group(s) is available:
http://www.warren-wilson.edu/~recycle/
Organic Garden

Responsible Party

Stan Cross
Education Director
ELC

Submission Note:

Additional links to campus gardening/farming:

http://www.warren-wilson.edu/~farm/

http://www.warren-wilson.edu/~landscaping/ecodorm.php

"---" 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:

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

The website URL where information about the garden is available:

http://www.warren-wilson.edu/~garden/garden.php
Model Room in a Residence Hall

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:

Yes

A brief description of the model room:

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

The website URL where information about the model room in the residence hall is available:

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/ecodorm.php
Themed Housing

Responsible Party

Stan Cross
Education Director
ELC

"---" 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):
The Eco Dorm is an entire dorm themed for sustainable housing. They run on solar power, use collected rain water, have a composting toilet, and maintain a permaculture garden. Additionally, all suites in our Shaffer Dorms are themed housing, some of which focus on environmental and/or social justice issues.

The website URL where information about the themed housing is available:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/The_EcoDorm_Manual_final_without_cover.pdf

The total number of residents in themed housing: 126
Sustainable Enterprise

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

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

The website URL where information about the sustainable enterprise is available:

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

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

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

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

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

http://www.warren-wilson.edu/inauguration/index.php#speakers
Outdoors Program

Responsible Party

Stan Cross
Education Director
ELC

Submission Note:

Outdoor Leadership is WWC's forth most popular major.

"---" 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:

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

The website URL where information about the program is available:

http://www.warren-wilson.edu/~outdoors/
Themed Semester or Year

Responsible Party

Stan Cross
Education Director
ELC

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years?:

No

A brief description of the themed semester, year, or first-year experience:

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

The sustainability-related book that was chosen, if applicable:

---

The website URL where information about the theme is available:

---
Curriculum

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

Credit

| Sustainability Course Identification |
| Sustainability-Focused Courses |
| Sustainability-Related Courses |
| Sustainability Courses by Department |
| Sustainability Learning Outcomes |
| Undergraduate Program in Sustainability |
| Graduate Program in Sustainability |
| Sustainability Immersive Experience |
| Sustainability Literacy Assessment |
| Incentives for Developing Sustainability Courses |
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.

Submission Note:

The above definition was written by a 27 member committee comprised of 1/3 faculty, 1/3 staff and 1/3 students.

"---" 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?:

We acknowledge that a complex web of economic, social, cultural, spiritual and environmental factors determine the well-being of our community.

We recognize our power as individuals, and in community, to influence these complex, interdependent relationships.

We strive to make responsible decisions that take into account the multiple dimensions of sustainability in order to ensure quality of life now and for generations to come.

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:

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

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

No

The website URL where the sustainability course inventory is posted:

---
Sustainability-Focused Courses

Responsible Party

Stan Cross
Education Director
ELC

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:

Warren Wilson College has not developed a mechanism for monitoring or assessing the sustainability learning outcomes of these sustainability focused courses. Each course is evaluated across on standard college metrics that do not include sustainability learning indicators. We do have concentrations in environmental studies (Sustainable Agriculture, Sustainable Forestry, Environmental Education, Environmental Policy), courses in Global Studies, Sociology, Psychology, Social Work, Philosophy, Peace and Justice Studies, Creative Writing, Economics, Religion, Political Science, and International Programs that engage in sustainability education.

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

The number of sustainability-focused courses offered :

18

The total number of courses offered :

626

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

GBL 117: Introduction to Global Studies
GBL 125: Introduction to Appalachian Studies
GBL 298: Engaging Appalachia
GBL 305: Thinking Globally -- Contemporary Globalization in Context
GBL 117: Introduction to Global Studies
ENS 248: Community Organizing for Sustainable Living
ENS 116: Intro to Env Studies
ENS 249: Intro to Sust Ag
ENS 341: Agroecology  
ENS 440: Sust. Farm Management  
PHI 252: Environmental Ethics  
PSC 245: Environmental Politics Global Perspective  
ENS 310: Conservation and Wildlife Biology  
ENS 494: Advanced Con Bio Seminar  
ENS 472: Climate Change/Biodiversity  
ENS 470: Conservation Bio/Human Health

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

---

A copy of the sustainability course inventory:

---
Sustainability-Related Courses

Responsible Party

Stan Cross
Education Director
ELC

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:

We did an internal analysis of syllabi to determine sustainability related courses back in 2009 as part of the STARS pilot. At that time we determined that upwards of 60% of courses were sustainability related. For this current survey, faculty were asked to self report via email based on AASHE criteria. There are likely more courses that are sustainability related, but were not identified by faculty likely because they failed to respond to the survey, do not feel their courses meet criteria though one my think so by looking at the syllabus, or they do not feel the criteria is adequate.

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

The number of sustainability-related courses offered:

21

The total number of courses offered:

626

Number of years covered by the data:

One

A list of sustainability-related courses offered:

GBL 297 Landscapes of Power
GBL 225: Introduction to Geographic Information Systems
ENS 126: Intro to Environmental Education
ENS 426: Methods and Materials in Environmental Education
ENS 245: Environmental Politics and Political Theory
ENS 421: Environmental Policy
ENS 116: Introduction to Environmental Studies
SWK 201: Intro to Social Work
SWK 210: History of Social Welfare and Social Work
SWK 306: Human Behavior and the Social Environment II: Social Contexts
SOC 321: Social Problems
HIS 205: Environmental History of the US
PSY 416: Ecopsychology
SOC 100: Introduction to Sociology
SOC 3XX: Media and Social Inequality
BIO 378: Costa Rica: Tropical Ecology and Conservation
PSC 320 Chinese Government and Politics
PSC 330, Politics of Developing State
HIS 111, East Asian Civilization

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 Courses by Department

Responsible Party

Stan Cross  
Education Director  
ELC

Criteria

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

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

The number of departments that offer at least one sustainability-related or -focused course:

13

The total number of departments that offer courses:

24

A list of departments that offer sustainability courses:

Environmental Studies:  
Sustainable Agriculture  
Sustainable Forestry  
Environmental Education  
Environmental Policy  

Biology  

Business  

Economics  

Sociology and Anthropology  

Psychology  

History  

Political Science  

Social Work  

Peace and Justice Studies
Creative Writing

Philosophy

Global Studies

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

---

A copy of the sustainability course inventory:

---
Sustainability Learning Outcomes

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

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

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

The number of graduates covered by the sustainability learning outcomes:

45

Total number of graduates:

191

A list of degree programs that have sustainability learning outcomes:

Environmental Studies, Specifically Sustainable Agriculture, Sustainable Forestry, Environmental Policy, Environmental Education

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available:

http://www.warren-wilson.edu/academics/catalog/catalog2.php?name=environmental_program#concentrations

A copy of the sustainability course inventory:
A list or sample of the sustainability learning outcomes associated with the degree programs:

---
Undergraduate Program in Sustainability

Responsibility Party

Stan Cross
Education Director
ELC

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.

Submission Note:

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

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Environmental Studies

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

http://www.warren-wilson.edu/~ens/

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

---

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

---

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

---
The website URL for the program (3rd program):
---

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

*Institution offers fewer than 25 distinct graduate programs.*
Sustainability Immersive Experience

Responsible Party

Stan Cross
Education Director
ELC

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:

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

Intersections of Agricultural and Social Welfare Systems in Cuba: Paradigms and Paradoxes  
SWK 37X, 2 credits  
Pre-requisite: Spanish II or permission of instructors  
This course examines the ways in which Cuba develops policies, programs and practices to create a social safety net. Focus points of the course include cross-cultural comparisons of agricultural practices and social services delivery. Students will explore social welfare and agricultural systems in Cuba through participation in individual and group activities and assignments, as well as direct contact with agencies, communities, farms, families, and individuals.

Natural and Cultural Histories of Alaska  
ENS 37X, 4 credits  
Pre-requisite: ENS 116 Introduction to Environmental Studies  
Students will learn about Alaska’s natural and cultural history as it relates to environmental issues, focusing on the region’s major natural
resources and geological features and meeting with Native American communities, commercial fishermen and others in the region who rely on these resources for employment, cultural heritage or recreation. Participants will also gain an understanding of Alaska’s unique geology and participate in gathering traditional foods of the region. Good physical condition, primitive camping experience, and flexible diet are required. Students must also be comfortable around water, boats and cool, wet weather. Travel will take place in August.

Change, Continuity, and Environmental Issues in China
PSC 37X, 4 credits
China is both an ancient culture and one of the most important players on the modern world stage. This course explores change and continuity in modern China, with a particular emphasis on environmental issues. Focusing on both urban and rural areas, students will be exposed to China’s broad, complex history through Mao’s revolution and post-Mao developments, including recent environmental practices and concerns. Travel plans include several days in Beijing and homestays and a service

Ecology at the Crossroads: Conservation, Development and Globalization in Panama
GBL 37X, 2 credits
Panama is the intersection of two of the world’s biodiversity hotspots. Students will use the tension between globalization and conservation as the lens for viewing the basis of current environmental problems in Panama, combining the analytical tools of environmental history, political ecology and geographic information science. Travel plans include service-learning and research at the Cocobolo Nature Reserve and a visit to the autonomous region of Kuna Yala, home to the indigenous Kuna people. GIS training and knowledge of Spanish are helpful, but not required. Participants must be in good physical condition.

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

Costa Rica - BIO 37X: Tropical Ecology and Education
Tropical forests are incredibly rich centers of biodiversity and are also a focus of major environmental concern due to their current rate of destruction. This upper-level biology course introduces students to tropical ecology and conservation issues, focusing on the diverse systems of Costa Rica. After an on-campus semester of studying ecosystems, species interactions, biodiversity, and environmental and cultural issues, the group will spend 2-3 weeks in Costa Rica. Exploring different ecosystems, students will become more familiar with the ecology and natural history of each area, the cultural systems that impact them, and current conservation efforts. Service projects are planned that will enable the group to become directly involved with local conservation efforts.

The website URL where information about the immersive experience is available:
http://www.warren-wilson.edu/~studyabroad/1213courses.php
Sustainability Literacy Assessment

Responsible Party

Stan Cross
Education Director
ELC

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:

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

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

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?:

---

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
Campus Sustainability Data Collector | AASHE
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

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution have a program that meets the criteria outlined above?:

No

A brief description of the program(s):

NA

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

NA

The website URL where information about the program is available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Research Identification</td>
</tr>
<tr>
<td>Faculty Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Departments Engaged in Sustainability Research</td>
</tr>
<tr>
<td>Sustainability Research Incentives</td>
</tr>
<tr>
<td>Interdisciplinary Research in Tenure and Promotion</td>
</tr>
</tbody>
</table>
Sustainability Research Identification

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

Though we have not developed sustainability research identifiers, we do have a great deal of student sustainability research happening through our Natural Science Undergraduate Research Sequence. All ENS graduates (the largest major on campus) are required to conduct and present NSURS research to graduate. A full list of research projects can be found at http://wwcnscapstone.org/.

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

Has the institution developed a definition of sustainability research?:
No

A copy of the institution's definition of sustainability research:

---

Has the institution identified its sustainability research activities and initiatives?:
No

A brief description of the methodology the institution followed to complete the inventory:
Does the institution make its sustainability research inventory publicly available online?:
No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):

---
Faculty Engaged in Sustainability Research

Responsible Party

Stan Cross
Education Director
ELC

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.

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

The number of faculty members engaged in sustainability research:

10

The total number of faculty members engaged in research:

28

Names and department affiliations of faculty engaged in sustainability research:

Siti Kusujiarti, Sociology
Susan Kask, Economics
Kathryn Burleson, Psychology
David Abernathy, Global Studies
John Brock, Chemistry and Environmental Studies
Dave Ellum, Environmental Studies
Laura Lengnick, Environmental Studies
Mallory McDuff, Environmental Studies and Outdoor Leadership
Jessa Madowsky, Biology
John Barry, Business

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

---

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research:
Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

Lengnick helps write “Climate Change and U.S. Agriculture” report

Ever wonder just how much a professor’s sabbatical can contribute to a discipline’s body of knowledge, or for that matter to society as a whole?

Consider the sabbatical of sustainable agriculture and environmental studies professor Laura Lengnick, who spent the 2011-12 academic year as a visiting scientist on the National Program staff of the U.S. Department of Agriculture.

Lengnick’s work is a major part of the report “Climate Change and U.S. Agriculture: Effects and Adaptation,” the first USDA publication to address agricultural adaptation to climate change. One of the report’s five lead authors, Lengnick herself is the lead author on the adaptation chapter in the report, which was mandated by Congress as technical input to the 3rd National Climate Assessment. See this recent article in The Atlantic.

The USDA report is expected to inform public policy development, research and technical development programs, technical advice and education programs on agricultural adaptation to climate change for at least the next five years.

On Feb. 8, Lengnick was the keynote speaker at a major conference in Pittsboro, N.C. The day before, she appeared on N.C. Public Radio’s “The State of Things.” More recently, she was interviewed by David Hurand on WCQS-FM.

In mid February, Lengnick headed north for two events in Maryland. On Feb. 15, she gave a research seminar at the Sustainable Agriculture Speaker Series of the USDA-ARS Beltsville Agriculture Research Center. The talk was given to research scientists at the USDA’s largest research station. The next day, Lengnick spoke at the winter meeting of the Maryland Organic Food and Farming Association. In addition, she and her work have been featured in the Asheville Citizen-Times.

The website URL where information about sustainability research is available:
Departments Engaged in Sustainability Research

Responsible Party

Stan Cross
Education Director
ELC

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.

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

The total number of academic departments that conduct research:

26

The number of academic departments in which at least one faculty member engages in sustainability research:

9

A list of academic departments in which at least one faculty member engages in sustainability research:

Biology
Chemistry
Environmental Science
Global Studies
Psychology
Sociology/Anthropology
Social Work
Business
Economics

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

---
Sustainability Research Incentives

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

Faculty at Warren Wilson College are hired to teach. This credit is skewed towards research-oriented programs. WWC has incentive faculty through grant support to team teach courses on sustainability issues across multiple disciplines.

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

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

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

Natural Science Undergraduate Research Sequence: The undergraduate research project is a major part of a science student's career at Warren Wilson College. All students majoring in Biology, Chemistry, Environmental Studies, and Mathematics undertake a major research project their junior/senior year. Mentorship is provided.

The website URL where information about the student research program is available:
http://wwcnscapstone.org/

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:
No
A brief description of the institution’s program(s) to encourage faculty research in sustainability:

---

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

---
Interdisciplinary Research in Tenure and Promotion

Responsible Party

Stan Cross
Education Director
ELC

Criteria

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

Submission Note:

We do not offer faculty promotion or tenure. We do offer extended contracts for which quality of teaching is more important than research.

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

Research is not considered during faculty tenure and promotion decisions.
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Operations and Maintenance</td>
</tr>
<tr>
<td>Building Design and Construction</td>
</tr>
<tr>
<td>Indoor Air Quality</td>
</tr>
</tbody>
</table>
Building Operations and Maintenance

Responsible Party

Stan Cross
Education Director
ELC

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":
653,522 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:
573,420 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified :
40,051 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 :
30,905 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified :
9,146 Square Feet

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:
http://www.warren-wilson.edu/~elc/sustainability/built_environment.php

An electronic copy of the guidelines or policies:

---

The date(s) the policies or guidelines were adopted:
2003

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

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

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

EcoDorm-Platinum
Laursen-Gold
Jensen-Gold

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

All buildings on campus are operated and maintained with sustainable operations and maintenance guidelines. The names of the buildings on campus are:
Preston House
ANTC
Ballfield A
Ballfield B
Ballfield C
Bannerman Technology Center
Bryson Gymnasium
Carson
Chapel
Devries Gymnasium & Natatorium
Dodge
Dorland
Ecodorm
Fellowship Hall
Fletcher Art Studio
FMCTS
Garden Cabin
Gladfelter
Health Center
Holden Ceramics/ Sculpture Studio
Holden Visual Arts Center
Jensen
Kittredge Theatre and Music Wing
Laursen
Library
Log Cabin
Morse
Ogg
Orr
Ransom
Recycling Complex
Sage
Schafer A
Schafer B
Schafer C
Shepard
Spidel
St. Clair Guest House
Stephenson
Sunderland
Sutton
Village A
Village B
Vining A
Vining B
Vining C
Witherspoon
Building Design and Construction

Responsible Party

Stan Cross
Education Director
ELC

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

Submission Note:

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

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

Institution does not have “Eligible Building Space (Design and Construction),” as defined in this credit.
Indoor Air Quality

Responsible Party

Stan Cross
Education Director
ELC

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.

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

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:

653,522 Square Feet

Total occupied building space:

653,522 Square Feet

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

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

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

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse Gas Emissions Inventory</td>
</tr>
<tr>
<td>Greenhouse Gas Emissions Reduction</td>
</tr>
<tr>
<td>Air Travel Emissions</td>
</tr>
<tr>
<td>Local Offsets Program</td>
</tr>
</tbody>
</table>
Greenhouse Gas Emissions Inventory

Responsible Party

Stan Cross
Education Director
ELC

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.warren-wilson.edu/~ELC/New_ELC_Website_/ClimateActionPlan.php

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?:
Yes

If yes, please specify:
Commuting

Does the inventory include a second Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Solid Waste Disposal

Does the inventory include a third Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Air Travel

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

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

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

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

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

Scope 1 and 2 gross GHG emissions, 2005:

4,823.40 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:

669

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

174
Non-residential/commuter part-time students, faculty, and staff members, 2005:
46

Scope 1 and 2 gross GHG emissions, performance year:
5,550.50 Metric Tons of CO2 Equivalent

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

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

List the start and end dates of the GHG emissions performance year:
07/01/12-06/30/13

On-campus residents, performance year:
831

Non-residential/commuter full-time students, faculty, and staff members, performance year:
213

Non-residential/commuter part-time students, faculty, and staff members, performance year:
37

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
07/01/12-06/30/13
Air Travel Emissions

Responsible Party

Stan Cross
Education Director
ELC

"---" 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?:
Yes

A brief description of the policies and/or programs:
The International Programs Office does not have a specific budget line for purchasing carbon off-sets, but they do make an effort every year to set aside funds from student travel budget to pay for off-sets. It is part of the office's regular budget planning. Carbon offsets are purchased through Sterling Planet.

In addition to purchasing carbon offsets, the International Programs Office makes efforts in education to reduce student's emissions. By providing pre- and post-study abroad educational material on carbon emissions associated with air travel and transportation while abroad, the International Programs Office urges students to consider how their lifestyles at home and abroad affect their environment.

The website URL where information about the policies and/or programs is available:
http://www.warren-wilson.edu/~studyabroad/travel_resources.php
Local Offsets Program

Responsible Party
Stan Cross
Education Director
ELC

"---” 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?:
Yes

A brief description of the program:
The INSULATE Program (now run by the college's Service Program Office) engages WWC students who focus their community service on weatherizing low income homes. To date the program has weatherized 67 homes, reducing regional GHG emissions 134 tons annually.

The website URL where information about the program is available:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/insulate.php
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

<table>
<thead>
<tr>
<th>Food and Beverage Purchasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trayless Dining</td>
</tr>
<tr>
<td>Vegan Dining</td>
</tr>
<tr>
<td>Trans-Fats</td>
</tr>
<tr>
<td>Guidelines for Franchisees</td>
</tr>
<tr>
<td>Pre-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Post-Consumer Food Waste Composting</td>
</tr>
<tr>
<td>Food Donation</td>
</tr>
<tr>
<td>Recycled Content Napkins</td>
</tr>
<tr>
<td>Reusable Container Discounts</td>
</tr>
<tr>
<td>Reusable To-Go Containers</td>
</tr>
</tbody>
</table>
Food and Beverage Purchasing

Responsible Party

Stan Cross
Education Director
ELC

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):

53

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

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

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

http://www.warren-wilson.edu/~localfoods/taskforce.php
Trayless Dining

Responsible Party
Stan Cross
Education Director
ELC

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:
Cafeteria trays were removed from all dining halls on campus in 2009. They are available only upon request.

List the year the program was started:
May 30, 2009

The overall percentage of meals served on campus that are trayless:
100

The percentage of meal plan meals served on campus that are trayless:
100

The percentage of retail facility meals served on campus that are trayless:
100

The percentage of conference meals served on campus that are trayless:
100

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party

Stan Cross
Education Director
ELC

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

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

The website URL where information about the program, policy, or practice is available:
http://www.warren-wilson.edu/~localfoods/home.php
Trans-Fats

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

Sodexo’s new Mindful program discourages trans-fats.

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

https://warrenwilson.sodexomyway.com/home.xhtml
Guidelines for Franchisees

Responsible Party

Stan Cross
Education Director
ELC

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus?:
Yes

A brief description of the guidelines for franchisees:
We have very comprehensive food purchasing guidelines as part of a partnership between the school and Sodexo. We are committed to 50% sustainably sourced food by 2020 through internal contracts. We have also signed on to the national Real Food Challenge which commits our school to 40% sustainable food by 2020

The website URL where information about the guidelines is available:
https://warrenwilson.sodexomyway.com/home.xhtml
Pre-Consumer Food Waste Composting

Responsible Party

Stan Cross
Education Director
ELC

"---" 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:
100% of pre-consumer food waste is composted by the Recycling Crew and used as soil amendments in the College Garden and landscape.

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:
http://www.warren-wilson.edu/~recycle/compost.php
PostConsumer Food Waste Composting

Responsible Party

Stan Cross
Education Director
ELC

"---” 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:
All dining locations have compost containers at dish return areas to capture 100% of post-consumer food waste that is composted by the Recycling Crew and used as soil amendment in the Campus Garden and on the landscape.

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:
100

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

The website URL where information about the composting program is available:
http://www.warren-wilson.edu/~recycle/compost.php
Food Donation

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

We try to keep overproduction to an absolute minimum; however, any excess food, especially during times we close for breaks, is donated to MANNA FoodBank:
MANNA FoodBank is a private, not-for-profit service organization, founded in 1982, that links the food industry with over 200 partner agencies in 16 counties of western North Carolina.

The website URL where information about the food donation program is available:
https://warrenwilson.sodexomyway.com/home.xhtml
Recycled Content Napkins

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:
Our school has been purchasing undyed, recycled content napkins for at least 10 years.

The website URL where information about the purchasing is available:
https://warrenwilson.sodexomyway.com/home.xhtml
Reusable Container Discounts

Responsible Party

Stan Cross
Education Director
ELC

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

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:
Yes

A brief description of the reusable mug program:
We charge consumers 50 cents if they need a non-reusable cup to encourage the use of reusable mugs.

Amount of the discount offered for using reusable mugs:
0.50

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):
We also have a reusable food container program for to-go meals. Meals may only be taken out of the cafeteria in the reusable food container provided.

The website URL where information about the reusable mug discount program is available:
https://warrenwilson.sodexomyway.com/home.xhtml
Reusable To-Go Containers

Responsible Party

Stan Cross
Education Director
ELC

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:
Yes

A brief description of the reusable to-go container program:

A durable reusable container can be purchased for to-go meals. These containers must be used for any meals taken out of the cafeteria.

The website URL where information about the reusable to-go container program is available:

https://warrenwilson.sodexomyway.com/home.xhtml
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Energy Consumption</td>
</tr>
<tr>
<td>Clean and Renewable Energy</td>
</tr>
<tr>
<td>Timers for Temperature Control</td>
</tr>
<tr>
<td>Lighting Sensors</td>
</tr>
<tr>
<td>LED Lighting</td>
</tr>
<tr>
<td>Vending Machine Sensors</td>
</tr>
<tr>
<td>Energy Management System</td>
</tr>
<tr>
<td>Energy Metering</td>
</tr>
</tbody>
</table>
Building Energy Consumption

Responsible Party

Stan Cross
Education Director
ELC

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:
37,591 MMBtu

Building space, 2005:
571,571 Gross Square Feet

Total building energy consumption, performance year:
37,497 MMBtu

Building space, performance year:
653,522 Gross Square Feet

List the start and end dates of the energy consumption performance year:
07/01/2011-06/30/2012
Clean and Renewable Energy

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 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

**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:**
70.20 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:**
0 MMBtu

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

**Total energy consumed during the performance year:**
37,497 MMBtu

**A brief description of on-site renewable electricity generating devices:**
Renewable electricity is generated on campus by a 13 kW and a 2 kW solar panel array. The 2 kW array produces electricity which is used in one of the dorms on campus. The 13 kW array produces electricity which is sold back to the grid.

**A brief description of on-site renewable non-electric energy devices:**
One of the dorms on campus has a solar thermal heating system; however, the amount of energy produced by this system is not known. Three buildings use geothermal heat-pump systems as well.

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

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

A brief description of cogeneration technologies deployed:

---

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

http://www.warren-wilson.edu/~elc/sustainability/energy.php
Timers for Temperature Control

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

A brief description of the technology used:

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

The percentage of building space (square footage) with timers for temperature control:
7

The website URL where information about the practice is available:
---
Lighting Sensors

Responsible Party

Stan Cross
Education Director
ELC

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

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:

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

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

Stan Cross
Education Director
ELC

Submission Note:

WWC campus is EPA Green Lights compliant.

"---" 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:

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

The percentage of building space with LED lighting:
---

The percentage of parking deck space with LED lighting:
---

The percentage of outdoor space that uses LED lighting:
---

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):
100

The website URL where information about the institution's use of the technology is available:
---
Has the institution installed vending machine motion sensors for at least one vending machine?:
Yes

A brief description of the technology used:
Sensors were installed in vending machines in dormitories. Those sensors did not work effectively so they were removed.

The percentage of vending machines with sensors:
---

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

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

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

100

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

---

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

---
Energy Metering

Responsible Party

Stan Cross
Education Director
ELC

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

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:
We use standard meters and digital controls to meter all energy consumption of nearly all buildings (a few are not metered individually for natural gas but are metered via a centralized meter that we monitor and parse use out on a per sq ft basis).

The percentage of building space with energy metering:
100

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Pest Management</td>
</tr>
<tr>
<td>Native Plants</td>
</tr>
<tr>
<td>Wildlife Habitat</td>
</tr>
<tr>
<td>Tree Campus USA</td>
</tr>
<tr>
<td>Snow and Ice Removal</td>
</tr>
<tr>
<td>Landscape Waste Composting</td>
</tr>
</tbody>
</table>
Integrated Pest Management

Responsible Party

Stan Cross
Education Director
ELC

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

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

The size of the campus grounds:
1,200 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
1,200 Acres

A brief description of the IPM plan(s):

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

The website URL where information about the IPM plan(s) is available:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/integratedpestmgmt.php
Native Plants

Responsible Party

Stan Cross
Education Director
ELC

"---" 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:

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

The website URL where information about the program, policy, or practice is available:
http://www.warren-wilson.edu/~landscaping/nativeplantcrew.php
Wildlife Habitat

Responsible Party

Stan Cross
Education Director
ELC

"---" 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:

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

The website URL where information about the program, policy, or practice is available:
http://www.warren-wilson.edu/~kgreen/LandUse/Environmental%20Pattern%20Language.PDF
Tree Campus USA

Responsible Party

Stan Cross
Education Director
ELC

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

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program?:
Yes

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

WWC became a Tree Campus USA in 2012. We developed an extensive carbon survey of each individual tree (over 1,100) on the 60 acre core campus mapping all the trees using GIS for both carbon sequestration and storage. The project was awarded Best Case Study for 2013 by the Association for the Advancement of Sustainability in Higher Education for schools under 10,000 FTE.

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

http://www.warren-wilson.edu/~treemap/downloads.php
Snow and Ice Removal

Responsible Party

Stan Cross
Education Director
ELC

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:

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

The website URL where information about the program, policy, or practice is available:
---
Landscape Waste Composting

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:

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

The percentage of landscape waste that is mulched or composted onsite:
95

The percentage of landscape waste that is mulched or composted off-site:
0

The website URL where information about the program, policy, or practice is available:
http://www.warren-wilson.edu/~recycle/compost.php
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Purchasing</td>
</tr>
<tr>
<td>Cleaning Products Purchasing</td>
</tr>
<tr>
<td>Office Paper Purchasing</td>
</tr>
<tr>
<td>Vendor Code of Conduct</td>
</tr>
<tr>
<td>Historically Underutilized Businesses</td>
</tr>
<tr>
<td>Local Businesses</td>
</tr>
</tbody>
</table>
Computer Purchasing

Responsible Party

Stan Cross
Education Director
ELC

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.

"---" 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:

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

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

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

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

Yes
Expenditures on EPEAT Gold desktop and laptop computers and monitors:
64,500 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:
0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:
81,500 US/Canadian $
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.warren-wilson.edu/~ELC/sustainability/purchasing_practices.php

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

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

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

Yes

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

2,017 US/Canadian $
Total expenditures on cleaning products:

3,745 US/Canadian $  

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

---
Office Paper Purchasing

Responsible Party

Stan Cross
Education Director
ELC

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.warren-wilson.edu/~ELC/sustainability/purchasing_practices.php

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
The institution purchases paper with the highest recycled content that our budget and purchasing options allow. Nearly 2/3 of the paper we purchase is 100% post-consumer recycled and all of our publications are printed on and mailed in 100% post consumer recycled paper.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on recycled paper)?:
Yes

Expenditures on 10-29 percent recycled-content office paper:
5,467 US/Canadian $
2,855 US/Canadian $

**Expenditures on 50-69 percent recycled-content office paper**:
0 US/Canadian $

**Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):**
0 US/Canadian $

**Expenditures on 90-100 percent recycled-content office paper**:
13,235 US/Canadian $

**Total expenditures on office paper**:
21,557 US/Canadian $
Vendor Code of Conduct

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution have and act 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?:
Yes

The website URL where the vendor code of conduct or equivalent policy is posted:
http://www.warren-wilson.edu/environmental/sustainability/reference.php

A copy of the vendor code of conduct or equivalent policy:
---

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:
N/A
Historically Underutilized Businesses

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

No

A brief description of how the institution meets the criteria:

N/A

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

---
Local Businesses

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:

Yes

A brief description of the program:

Warren Wilson has a document titled 'Pattern Language for Purchasing Decision' which outlines the guidelines by which we make our purchasing decisions. We strive to purchase locally provided products and services when available with preference given to locally owned and operated businesses, generally within a 50-mile radius of the school.

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

http://www.warren-wilson.edu/environmental/sustainability/reference.php
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Fleet</td>
</tr>
<tr>
<td>Student Commute Modal Split</td>
</tr>
<tr>
<td>Employee Commute Modal Split</td>
</tr>
<tr>
<td>Bicycle Sharing</td>
</tr>
<tr>
<td>Facilities for Bicyclists</td>
</tr>
<tr>
<td>Bicycle and Pedestrian Plan</td>
</tr>
<tr>
<td>Mass Transit Programs</td>
</tr>
<tr>
<td>Condensed Work Week</td>
</tr>
<tr>
<td>Telecommuting</td>
</tr>
<tr>
<td>Carpool/Vanpool Matching</td>
</tr>
<tr>
<td>Cash-out of Parking</td>
</tr>
<tr>
<td>Carpool Discount</td>
</tr>
<tr>
<td>Local Housing</td>
</tr>
<tr>
<td>Prohibiting Idling</td>
</tr>
<tr>
<td>Car Sharing</td>
</tr>
</tbody>
</table>
Campus Fleet

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

All of our lawn mowing equipment is propane powered, but there is no category for propane.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet:
2

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:
15
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 :
7

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 :
127
Student Commute Modal Split

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

80% of the student population lives on campus. Since there is no parking for students on core-campus, cars remain parked at the residence halls and students commute with feet and/or bikes. Of the 20% that live off-campus, most carpool.

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

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

95

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:

5

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 :

80

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

7

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

3

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

0
The website URL where information about alternative transportation is available:
http://www.warren-wilson.edu/~elc/sustainability/transportation.php
Employee Commute Modal Split

Responsible Party

Stan Cross
Education Director
ELC

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:
26.60

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:
73.40

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:
14.10

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
10.90

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
1.60

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

The website URL where information about alternative transportation is available:
http://www.warren-wilson.edu/~elc/sustainability/transportation.php
Bicycle Sharing

Responsible Party

Stan Cross
Education Director
ELC

"---" 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.):
Our Community Bike Program has shifted over the past 10 years to a Community Bike Shop. The Bike shop builds bikes out of recycled parts to provide to students for free, and it repairs student owned bikes only charging wholesale parts costs. We found that most students have their own bike and, therefore, the best service is a bike shop that can keep the bikes rolling on down the road.

The website URL where information about the program, policy, or practice is available:
http://www.warren-wilson.edu/environmental/greenliving/business.php
Facilities for Bicyclists

<table>
<thead>
<tr>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stan Cross</td>
</tr>
<tr>
<td>Education Director</td>
</tr>
<tr>
<td>ELC</td>
</tr>
</tbody>
</table>

"---" 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:

The gym is available for showers and under-cover secure bike storage exists across campus.

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

---
Bicycle and Pedestrian Plan

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:
The College's land use plan calls for the development of a pedestrian-centered core campus (meaning prioritizing people and bicycles over cars) that includes designated lanes and additional covered bike storage. We are also engaged in the development of a community-wide bicycle plan that includes bike lanes, greenways, bike storage and commuter facilities through a county-wide plan managed by Connect Buncombe.

The website URL where information about the plan is available:
---
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):

The College subsidizes Asheville City transit for all students, staff and faculty so that they can ride for free. The bus services campus 6 days/week from 8 am till as late at 2:00 am on weekend nights.

The website URL where information about the program is available:
http://www.warren-wilson.edu/info/bus.php
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:

For a few functions during the summer there is a 4, 10 hour workday option. The College is assessing the viability of doing this more broadly over the summer months. I would not work to do it during the academic year given the work-college nature of our institution.

The website URL where information about the program is available:

---
Telecommuting

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution offer a telecommute program for employees?:
No

A brief description of the program:

We are an experiential education institution where all staff are teachers. Hence, telecommuting would not work.

The website URL where information about the program is available:
---
Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:
The College has partnered with 2 other local universities, UNC Asheville and Mars Hill, and contracted with ZimRide to provide students, staff and faculty an on-line carpool/ride share matching program.

The website URL where information about the program is available:
http://www.warren-wilson.edu/internal/rideboard/
Cash-out of Parking

Responsible Party

Stan Cross
Education Director
ELC

"---" 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:

N/A

The website URL where information about the program is available:
---
Carpool Discount

Responsible Party

Stan Cross
Education Director
ELC

"---" 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:
There are no parking fees for staff or faculty. No discounts are offered to students.

The website URL where information about the program is available:
---
Local Housing

Responsible Party

Stan Cross
Education Director
ELC

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

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

A brief description of the incentives or programs:

Approximately 40% of employees live on campus in College-owned rentals or staff owned houses. Rentals are provided at below market rates and staff owned homes are sold at a discount (the land is sold for only $1).

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

Responsible Party

Stan Cross
Education Director
ELC

Submission Note:

But doing so brings scorns of shame and judgement: it's not something we need a policy for.

"---" 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

Stan Cross
Education Director
ELC

Submission Note:

We've tried, but the small nature of our campus does not make it viable for any of the car share companies. We are pursuing a partnership between UNC Asheville, Asheville City and WWC and UShare car share program.

"---" 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:

N/A

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste Reduction</td>
</tr>
<tr>
<td>Waste Diversion</td>
</tr>
<tr>
<td>Construction and Demolition Waste Diversion</td>
</tr>
<tr>
<td>Electronic Waste Recycling Program</td>
</tr>
<tr>
<td>Hazardous Waste Management</td>
</tr>
<tr>
<td>Materials Exchange</td>
</tr>
<tr>
<td>Limiting Printing</td>
</tr>
<tr>
<td>Materials Online</td>
</tr>
<tr>
<td>Chemical Reuse Inventory</td>
</tr>
<tr>
<td>Move-In Waste Reduction</td>
</tr>
<tr>
<td>Move-Out Waste Reduction</td>
</tr>
</tbody>
</table>
Waste Reduction

Responsible Party

Stan Cross
Education Director
ELC

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 :
305 Tons

Weight of materials composted, 2005 baseline year :
0 Tons

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

Weight of materials recycled, performance year :
148.30 Tons

Weight of materials composted, performance year :
65.20 Tons

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

List the start and end dates of the waste reduction performance year:
07/01/12-06/30/13

On-campus residents, 2005:
Non-residential/commuter full-time students, faculty, and staff members, 2005: 174

Non-residential/commuter part-time students, faculty, and staff members, 2005: 46

On-campus residents, performance year: 837

Non-residential/commuter full-time students, faculty, and staff members, performance year: 217

Non-residential/commuter part-time students, faculty, and staff members, performance year: 31

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year): 07/01/12-06/30/13

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:

The mission of the Warren Wilson College Recycling Crew is to provide the campus with effective and innovative recycling, composting and waste disposal services and to reduce the volume and environmental impact of waste generated on campus. We strive to run an efficient and environmentally sound operation, to educate the community about effective resource use, and to inspire the community to find creative alternatives to unsustainable consumption patterns. The main goal of this work crew is to maintain an overall diversion rate of 50%. This will be achieved by increasing composting capacity, conducting garbology studies, removing ourselves from junk mail lists, and several other operations.

The website URL where information about the institution’s waste reduction initiatives is available: http://www.warren-wilson.edu/~recycle/Annual_Report_12-13_e_copy.pdf
Waste Diversion

Responsible Party

Stan Cross
Education Director
ELC

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:

229.24 Tons

Materials disposed in a solid waste landfill or incinerator:

176.97 Tons

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

We operate a full scale waste reduction facility where a crew of 18-25 students is responsible for collecting and managing over 25 recyclable materials, operating a Free Store and wood shop, composting campus food waste, disposing of solid waste, researching and implementing new waste reduction programs, and educating the campus about waste-related issues. Other than the usual recycling/trash dumpsters located at our facility, we have a cardboard baler and 2 in-vessel compost GreenDrums and compost curing area.

The National Wildlife Federation has recognized the WWC Recycling Program as the best in the nation among all higher ed institutions.

More information can be found here:

http://www.warren-wilson.edu/~recycle/
Construction and Demolition Waste Diversion

Responsible Party

Stan Cross
Education Director
ELC

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:

2.80 Tons

Amount of construction and demolition materials landfilled or incinerated:

8.90 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste:

We attempt to meet with major contractors before they come onto campus to discuss our waste reduction goals. The Recycling Crew requires that campus crews pre-sort construction waste before bringing it down to our facility. We keep track of weights of different materials for major projects when possible. We recycle as much as possible; however, we are limited by the availability of recycling vendors in our area as to what can actually be diverted.
Electronic Waste Recycling Program

Responsible Party

Stan Cross
Education Director
ELC

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:

We place electronic waste in shipping containers in our warehouse. Containers are properly labeled. Computer e-waste is recycled through the Goodwill/Dell ReConnect program, the first computer manufacturer to ban e-waste export to developing countries. All other e-waste is recycled through reputable companies who adhere to strict environmental & safety guidelines.

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

Recycling collects all campus electronic waste, weighs it and recycles it appropriately either at the on-campus facility or by sending it to an off campus facility.
A brief description of the electronic waste recycling program for student-generated materials:

Recycling collects all campus electronic waste, weighs it and recycles it appropriately either at the on-campus facility or by sending it to an off campus facility.

The website URL where information about the e-waste recycling program is available:
http://www.warren-wilson.edu/~recycle/howto.php
Hazardous Waste Management

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The Environmental Management System sets a goal of reducing hazardous waste generation on campus. An audit of hazardous waste shipments is performed annually to identify opportunities for reduction and specific goals & objectives are set to achieve reduction. Universal waste is tracked by the Recycling Crew and reported in our regular solid waste data report. As Universal Waste is already minimal on campus, we mainly just ensure that we comply with regulations regarding processing & shipping. The OST office has a Universal Waste Management Plan on file for regulatory purposes.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Hazardous, universal, and non-regulated waste is accumulated according to regulations and shipped at regular intervals throughout the year with a certified Hazardous Waste hauler. In general, we place all chemicals (regulated or not) in the hazardous waste accumulation shed and let the hazardous waste company sort it out and dispose of it properly. The Recycling Crew does regular inspections of most campus areas that produce waste to ensure that waste is accumulated & disposed of properly.

The website URL where information about hazardous materials management is available:

http://www.warren-wilson.edu/environmental/sustainability/patternlanguage.php
Materials Exchange

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

All surplus is collected and made available on-line to campus offices.

The website URL where information about the program is available:

http://www.warren-wilson.edu/~recycle/surplus.php
Limiting Printing

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

A brief description of how printing is limited:

Students are given a printing quota of $30 at the beginning of each semester. A single-sided monochrome printed page charges the account 5 cents. A double-sided monochrome printed page costs 8 cents. Printing in color costs 50 cents per page or 75 cents if it is double-sided. All printing is tracked via Paper Cut and reported to students, staff and faculty before each print job requested is executed. Paper Cut displays the amount of cost incurred and GHG emissions associated with year-to-date printing.

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

---
Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

No

A brief description of the practice:

While we do not have a formal policy which states that all materials should be made available online instead of printing, we do strive to minimize the amount of paper materials we distribute. Course schedules are sent to students via e-mail each semester, and a website called Moodle is used for teachers to share readings with their classes online so that they won't have to print a copy for each individual student.

The website URL where information about the practice is available:

https://moodle.warren-wilson.edu/login/index.php
Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:

Yes

A brief description of the program:

The campus saves and purifies all organic solvents in the laboratory. These solvents are used in classes until they can no longer be salvaged.

The website URL where information about the practice is available:

---
Move-In Waste Reduction

Responsible Party

Stan Cross
Education Director
ELC

"---" 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:

In our attempt to divert waste from the landfill, the Warren Wilson community established the Free Store. The Free Store is a fully functioning "re-use" store. People can drop off items they no longer want at the free store and they are sorted into the Free Store, or, when there is an abundance of goods we donate excess to a local homeless shelter and to a thrift store. Incoming students are informed about the free store and supplies that they are likely to find there to reduce consumption of materials, and as a result, waste.

The website URL where information about the program is available:
http://www.warren-wilson.edu/~recycle/freestore.php
Does the institution have a program to reduce residence hall move-out waste?:
Yes

A brief description of the program:

In our attempt to divert waste from the landfill, the Warren Wilson community established the Free Store. The Free Store is a fully functioning "re-use" store. People can drop off items they no longer want at the free store and they are sorted into the Free Store, or, when there is an abundance of goods we donate excess to a local homeless shelter and to a thrift store. The Free Store is especially useful during the end of the year move-out, when students tend to discard many of their possessions collected throughout the year. Instead of throwing all these items away where they would end up in a landfill (like most US Colleges and Universities) we try to divert that re-usable waste and put it back into use, while at the same time encouraging people to consume less.

The website URL where information about the program is available:

http://www.warren-wilson.edu/~recycle/freestore.php
Water

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

- Water Consumption
- Stormwater Management
- Waterless Urinals
- Building Water Metering
- Non-Potable Water Usage
- Xeriscaping
- Weather-Informed Irrigation
### Water Consumption

**Responsible Party**

Stan Cross  
Education Director  
ELC

**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:**  
14,203,226 Gallons

**Water consumption, performance year:**  
14,185,785 Gallons

**List the start and end dates of the water consumption performance year:**  
07/01/2011-06/30/12

**On-campus residents, 2005:**  
669

**Non-residential/commuter full-time students, faculty, and staff members, 2005:**  
174

**Non-residential/commuter part-time students, faculty, and staff members, 2005:**  
46

**On-campus residents, performance year:**  
837

**Non-residential/commuter full-time students, faculty, and staff members, performance year:**  
217

**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):
07/01/2011-06/30/12

Indication of whether institution has a stated commitment to water use reduction goals:
No

A brief description of the plan of action to achieve water use reduction goals:
While the institution has no official plan with reduction goals aimed to reduce water consumption, we do make this a priority. Generally changes to reduce water consumption are made when financially feasible; for example, aerators have been installed all the faucets and showers to reduce water consumption and all urinals have been replaced with waterless units.

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

Responsible Party

Stan Cross
Education Director
ELC

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:

While the institution does not have any official policies on stormwater treatment, we do install stormwater management systems when new construction is done on campus. All developments in the past 14 years have been accompanied by some sort of stormwater management. Additionally, current stormwater treatment systems are maintained so that they are properly functioning.

The College does have a strategy to reduce stormwater runoff that has been developed as a student's final GIS project.

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

---

Does the institution have a living or vegetated roof?:

Yes

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

The campus has one vegetated roof on a cob house used for composting. It is an approximately 265 SF living roof installed by Living Roofs Inc of Asheville, NC. Living Roofs employed GO (Green Opportunities) to assist them with the installation. We chose Sedums as our vegetation for the roof. The installation included waterproofing membrane, root barrier, drain mat, water retention fleece, 4” of lightweight growing medium, and the sedums.

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

---

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

Warren Wilson has a total of 9 retention ponds, both wet and dry, intended to decrease the velocity of runoff water as well as allow for solids to settle out. Two of these retention ponds have engineered soil designed specifically to remove trace metals and other toxins from the runoff. As the runoff drains out of the retention ponds, it travels through a perforated pipe, which allows the water to leave the pond at a low velocity.

Does the institution have stone swales?:

No
A brief description of the institution's stone swales:

---

Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:

The institution has 4 vegetated swales designed to reduce water velocity and allows for sediment settling. These swales are earthen berm level spreaders.

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:

One of the dorms on campus harvests rainwater from its roof and stores it in a 10,000 gallon underground railroad car. This water is used for toilets in the dorm as well as watering the garden in front of the dorm. By using this water, as opposed to letting it wash away, many of the detrimental effects that runoff has are eliminated.
Waterless Urinals

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution use at least one waterless urinal?:
Yes

A brief description of the technology employed:

100% of campus urinals on campus are ZeroFlush brand with all natural bio-degradable trap sealant.

The website URL where information about the technology is available:
---
Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
Buildings which are metered use analog meters with digital capabilities.

The percentage of building space with water metering:
7.80

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

Stan Cross
Education Director
ELC

"---" 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?:
Yes

A brief description of the source of non-potable water and how it is used:
EcoDorm harvests rainwater from its roof and stores it in a 10,000 gallon underground railroad car. This water is used for toilets in the dorm as well as watering the garden in front of the dorm. Since the dorm opened in 2003, all toilet flushes and irrigation needs have been met with reclaimed rainwater.

All irrigation water used in the campus garden is directly from untreated water.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
100

The percentage of building space using water from recovered, reclaimed or untreated sources:
1.80

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

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

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:
Yes

A brief description of the program or practice:

The school does not use traditional xeriscape landscaping techniques as those are traditionally used in arid regions, and we are located in a temperate rainforest. We do, however, replace turf grass with native grasses on campus in as many locations as possible. These grasses are not watered and are well-suited for this regions climate, so they are quite drought-tolerant in this area.

The website URL where information about the program or practice is available:
http://www.warren-wilson.edu/~landscaping/nativeplantcrew.php
Weather-Informed Irrigation

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
No

A brief description of how weather data or sensors are used:
We only need to irrigate during extreme drought conditions given that we receive over 50 inches of rain annually.

The website URL where information about the practice is available:
---
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Coordination</td>
</tr>
<tr>
<td>Strategic Plan</td>
</tr>
<tr>
<td>Physical Campus Plan</td>
</tr>
<tr>
<td>Sustainability Plan</td>
</tr>
<tr>
<td>Climate Action Plan</td>
</tr>
</tbody>
</table>
Sustainability Coordination

Responsible Party

Stan Cross  
Education Director  
ELC

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:

A new working group is being formed to put the College's sustainability commitment into action:

We acknowledge that a complex web of economic, social, cultural, spiritual and environmental factors determine the well-being of our community.

We recognize our power as individuals, and in community, to influence these complex, interdependent relationships.

We strive to make responsible decisions that take into account the multiple dimensions of sustainability in order to ensure quality of life now and for generations to come.

The Sustainability Committee has gone through many iterations over the years. Currently, it is under review by the College's new president who has hired a consultant to help determine what the next right step is for sustainability at WWC. A new structure will be in place by the beginning of the 2013/14 academic year.

Members of the committee, including affiliations:

The most recent Committee was comprised of the Environmental Leadership Center Executive Director, the College's Chief Sustainability Official, Facilities Director, and members of the President's Advisory Council.
The website URL where information about the sustainability committee is available:
http://www.warren-wilson.edu/~elc/sustainability/committees_staff.php

**Does the institution have a sustainability office?:**
Yes

**A brief description of the sustainability office:**
The Environmental Leadership Center has served as the College's sustainability office for the past 13 years. The ELC has overseen STARS, the Sustainability Speakers Series, Sustainability Film Series, Climate Action Plan, AASHE affiliation, campus greening efforts, Green Walkabout program, EcoTeam, the ELC Internship Program, managed the WWC Sustainability web page and ELC staff served on the campus sustainability committee, marketing committee, and land use committee.

**The number of people employed in the sustainability office:**
2

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

**Does the institution have a sustainability coordinator?:**
Yes

**Sustainability coordinator's name:**
Stan Cross

**Sustainability coordinator's position title:**
Environmental Leadership Center Interim Director

**A brief description of the sustainability coordinator's position:**
Oversees STARS, Green Walkabout Program (experiential campus sustainability tour), Campus Sustainability (Climate Action Plan, annual GHG Emissions Inventory, sustainability education and awareness raising). He completes sustainability surveys and award nominations, attends sustainability conferences, and serves on relevant campus committees including sustainability, climate action, land use and marketing. He also facilitates task forces set up for strategic planning or sustainability curriculum development purposes. He is the campus liaison to AASHE and ACUPCC.

The website URL where information about the sustainability coordinator is available:
http://www.warren-wilson.edu/~ELC/New_ELC_Website_/ELCSTAFF.php
Strategic Plan

Responsible Party

Stan Cross  
Education Director  
ELC

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:

2,010

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:

Foster Environmental Responsibility and Action
Goal 3.1
Encourage innovation, and implement and assess best practices across campus in operations, policy, and education
Goal 3.2
Honor the College’s formal environmental commitments
Goal 3.3
Share best practices through educational outreach to the
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:

Enhance Civic and Community Engagement and Promote Social Justice
Goal 5.1
Increase programs on and off campus that deepen a sense of civic and community engagement and promote social justice
Goal 5.2
Support co-curricular activities and civic and community engagement by ensuring adequate facilities and resources

Nurture an Unwavering Sense of Community
Goal 8.1
Determine the enrollment size that best fits the College mission, market, budget, and sense of community.
Goal 8.2
Improve the quality of life on campus
Goal 8.3
Support participatory governance to honor community values, give voice to all, and conduct business effectively

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:

Ensure Sound and Responsible Fiscal Position
and Practices

Goal 7.1
Increase fundraising and meet enrollment goals to support scholarships, financial aid, salaries, and capital expenditures

Goal 7.2
Explore options for nontraditional revenue that reflect College core values

Goal 7.3
Use all resources responsibly and efficiently to support College operations

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

http://www.warren-wilson.edu/info/plan/WWCStrategicPlan.pdf
Physical Campus Plan

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

We utilize "pattern language" as a conceptual tool for land use decisions. Pattern language is the recognition of problems that may occur in the environment, the range or scope within which those problems exist and a statement of guidelines designed to solve those problems. Warren Wilson has committed to a long list of sustainable land use policies based on pattern language thinking in categories such as forest management, solid waste management, long range facilities and land use plans, etc. An implantation process for these goals has also been established.

The year the physical campus plan was developed or adopted:
1,980

The website URL where the physical campus plan is available:
http://www.warren-wilson.edu/environmental/sustainability/patternlanguage.php
Sustainability Plan

Responsibility Party

Stan Cross
Education Director
ELC

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:

The entire campus community was engaged in creating the College's 2010-2015 strategic plan, which folds sustainability into the core strategic functions of the College.

The details of what sustainability goals and objectives will be focused on during the new presidency is currently under review. A report from the consultant assisting with this process is expected May 1, 2013.

A brief description of the plan’s measurable goals:

Strategic Planning
The College leadership defines strategic planning as a proactive, intentional process to shape the institution’s future and to ensure that our resources are directed towards answering the following essential questions:

• Where does Warren Wilson College want to go in the next five years?
• What does it need to do to get there?
• How will it know when it has been successful?
• If the plan is successful, how will it improve and transform the College?

Guiding Principles
The College’s strategic planning process is based on the following principles:

• It must be grounded in the College’s mission, core values, and vision.
• It must be grounded in sustainable decision making that weighs short- and long-term environmental, economic, and community impacts.
• It should create a culture of sustainable planning with specific action steps, implementation responsibilities, timelines, and annual monitoring and refinement.
• It should concentrate on institutional themes.
• It should be open, inclusive, and consultative, building broad consensus and ownership campus-wide.
• It should create a short-term plan, 2010-2015, clear enough to be used in day-to-day decisions.
• It should create a plan that articulates concrete outcomes bolstered by adequate budget allocations.

Goals:
1
Strengthen the Triad
of Academics, Work,
and Service
Goal 1.1
Integrate objectives of the Triad
and continually assess student
learning
Goal 1.2
Increase experiential
and innovative learning
opportunities through
academics, work, and service
Goal 1.3
Ensure a productive and
educational work experience
for students
Goal 1.4
Support staff and faculty
development as teachers and
mentors, including appropriate
facilities for all areas
Goal 1.5
Engage in service-learning
outreach that reflects the
College’s values and addresses
the needs of community
partners
2
Honor the Liberal Arts
Tradition through Rigorous
and Innovative Academics
Goal 2.1
Determine where the mission
of the College belongs in the
broad arena of higher education
and establish clear goals
for improving academic standing
in that arena
Goal 2.2
Identify, support, and increase
distinctive academic experiences
Goal 2.3
Increase opportunities and resources for classroom teaching, faculty and student research, and student academic success
Goal 2.4
Assess the academic curriculum to identify strengths and to address areas of weakness, making decisions that further highlight the distinctive strengths of the College’s curriculum
Goal 2.5
Make the academic program more visible and engaging
3
Foster Environmental Responsibility and Action
Goal 3.1
Encourage innovation, and implement and assess best practices across campus in operations, policy, and education
Goal 3.2
Honor the College’s formal environmental commitments
Goal 3.3
Share best practices through educational outreach to the greater community
4
Promote Personal Growth and Responsibility
Goal 4.1
Advocate health, safety, personal responsibility, and wellness on campus
Goal 4.2
Provide opportunities for personal, physical, moral, and spiritual development
5
Enhance Civic and Community Engagement and Promote Social Justice
Goal 5.1
Increase programs on and off
campus that deepen a sense of
civic and community engagement
and promote social justice
Goal 5.2
Support co-curricular activities
and civic and community
engagement by ensuring
adequate facilities and resources
6
Increase Diversity and
Advance Cross-Cultural and
International Understanding
Goal 6.1
Establish and sustain a
community that reflects our
commitments to inclusivity
and diversity
Goal 6.2
Increase domestic and
international cross-cultural
opportunities for students,
staff, and faculty
7
Ensure Sound and
Responsible Fiscal Position
and Practices
Goal 7.1
Increase fundraising and
meet enrollment goals to
support scholarships, financial
aid, salaries, and capital
expenditures
Goal 7.2
Explore options for nontraditional
revenue that reflect
College core values
Goal 7.3
Use all resources responsibly
and efficiently to support
College operations
8
Nurture an Unwavering
Sense of Community
Goal 8.1
Determine the enrollment
size that best fits the College
mission, market, budget, and
sense of community.
Goal 8.2
Improve the quality of life on campus

Goal 8.3
Support participatory governance to honor community values, give voice to all, and conduct business effectively

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

Indicators of Success
Successful implementation of the strategic plan will accomplish the following:
• Facilitate conversations within the campus community that result in greater understanding of the College’s mission, vision, goals, and necessary steps for achieving those goals
• Allow College constituencies the opportunity to participate and work together towards accomplishing goals
• Create a roadmap by which the College can achieve its vision
• Coordinate all campus plans (departmental, program, etc.) to create a comprehensive, efficient system
• Establish a process that regularly evaluates progress and ensures utilization of the strategic plan in day-to-day and long-term decision-making
• Establish a process to monitor progress based on key performance indicators and benchmarking
• Use the plan in day-to-day and long-term decision making

The website URL where more information about the sustainability plan is available:
http://www.warren-wilson.edu/info/plan/WWCStrategicPlan.pdf

The year the plan was developed or last updated:
2010
Climate Action Plan

Responsible Party

Stan Cross
Education Director
ELC

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:

Reduce Warren Wilson’s overall greenhouse gas emissions to 80% less than its 2007/2008 emissions by 2020 in pursuit of an eventual carbon-neutral footprint

A brief summary of the climate plan’s short-term goals:

Phase 1. 30% Greenhouse Gas Emissions Reduction from 2007/2008 levels during the period 2009/2010 to 2014/2015 which has the potential for a savings in expenditures of $367,847

Goal 1. Electricity
25% total reduction in electricity use campus-wide based on a combination of behavior changes and retrofits. Electricity represents 42% of the College’s total greenhouse gas emissions. Achievement of this goal will result in an overall 10.4% greenhouse gas emissions reduction from Warren Wilson’s 2007/2008 total and a potential savings in expenditures of $236,119.

Goal 2. Natural Gas
20% reduction in natural gas carbon emissions based on gradual upgrades of heating/cooling systems to geothermal, solar thermal, and other high functioning systems. Natural gas represents 22% of the College’s total greenhouse gas emissions. Achievement of this goal will result in an overall 4.3% greenhouse gas emissions reduction from the College’s 2007/2008 total and a potential savings of $44,133.
Goal 3. Transportation
50% total reduction in transportation carbon footprint based upon fleet
upgrades, alternative transportation, voluntary reduction in commuting
footprint, voluntary use of carbon offsets for faculty/staff/students and
international travel, and more efficient use of vehicles for Service Learning and campus Work Crews vehicles. Transportation represents
30% of the College’s total greenhouse gas emissions. Achievement of this goal will result in an overall 15% greenhouse gas emissions
reduction from the College’s 2007/2008 total and a potential savings in expenditures of $87,595.

Phase 2. Achieve additional 50% greenhouse gas emissions reduction
for the period 2015/2016 to 2020/2021 with strategies to be
determined by 2014/2015.

Year the climate plan was formally adopted or approved:
2,009

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:
1,2,3

The reduction level (percentage) institution has committed to:
30, then 50 for a total of 80% by 2020

The baseline year the institution used in its GHG emissions commitment:
July 1, 2007

The baseline emissions level institution used in its GHG emissions commitment:
5760.1 metric tons eCO2

The target year the institution specified in its GHG emissions commitment :
June 30, 2015

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

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution have a diversity and equity committee?:
Yes

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

Diversity and Intercultural Initiatives (DII) offers services to support the academic and personal empowerment and well-being of students of diverse national, ethnic and racial backgrounds. Our mission is to provide an environment where underrepresented students can flourish. Together, the DII Director, Student Coordinators, and Student Peer Mentors offer academic advising, mentoring, information on resources and opportunities at Warren Wilson College, moral support, and advocacy. Students are welcome to schedule a meeting or drop by the Director’s Office, the International Student Office or the Multicultural Resource Center for a warm cup of tea, a listening ear, and a safe environment to meet with friends.

The Diversity and Intercultural Initiatives develops points of intersection, activities, resources, and intercultural training. Our goal is to promote awareness, appreciation, cultural competency, inclusion, and respect for cultural and racial diversity at Warren Wilson College.

Members of the committee, including job titles and affiliations:

Lorrie Jayne
Director of Diversity and Intercultural Initiatives
International Student Office, Multicultural Resource Center

The website URL where information about the diversity and equity committee is available:
http://www.warren-wilson.edu/~studentlife/DII/index.php

Does the institution have a diversity and equity office?:
Yes
A brief description of the diversity office:

The Diversity and Intercultural Initiatives program is located in the International Student Office, stationed in one of the main buildings on the Warren Wilson College campus, Gladfelter. Gladfelter is positioned centrally in the campus, it is easily accessible to students, staff, perspective students and visitors.

The number of people employed in the diversity office:

1

The website URL where information about the diversity and equity office is available:

http://www.warren-wilson.edu/~studentlife/DII/index.php

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator’s name:

Lorrie Jayne

Diversity coordinator's position title:

Director of Diversity and Intercultural Initiatives

A brief description of the diversity coordinator's position:

The Director of Diversity and Intercultural Initiatives responds to complaints relating to issues of discrimination, diversity, and inclusion. She also chairs the Diversity Practices Group and works with the Administrative Council to formulate and develop existing programs and policies designed to promote diversity and inclusion on campus.

The website URL where information about the diversity and equity coordinator is available:

http://www.warren-wilson.edu/~studentlife/DII/index.php
Measuring Campus Diversity Culture

Responsible Party

Stan Cross
Education Director
ELC

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.

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

We assess diversity and equity as part of our SACS accreditation process and continual improvement efforts as social justice and diversity are part of our institutional mission and vision. The assessments we've conducted thus far as led us to determine the need to restructure our diversity and multicultural department. We've hired a new director for diversity and inclusion who will start work July 1, 2014.

Year the assessment was last administered:

2013

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Policy, programs and initiatives will will be launched/amended under the leadership of the new director.

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

http://www.warren-wilson.edu/~studentlife/DII/index.php
Support Programs for Underrepresented Groups

Responsible Party

Stan Cross
Education Director
ELC

Criteria

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

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

RISE Project:
RESPECT: support respectful, consensual relationships.
INTERVENTION: enlist individuals and the community to end all forms of violence, especially sexual assault, relationship violence, stalking and sexual harassment, through primary prevention education and social activism.
SAFETY: encourage personal exploration, growth and discussion about healthy relationships, while providing spaces for healing.
EMPOWERMENT: empower those victimized by sexual violence through advocacy and crisis intervention.

Spiritual Life:
• Revitalizes the passion for spiritual exploration and integrating contemplation
• Promotes diversity and awareness of social injustices and religious intolerance/persecution around the world, and creates an atmosphere of free and open interfaith dialogue on campus.

Educational Access:
The Educational Access Coordinator assists students with documented disabilities by designing plans with reasonable accommodations for equal access to their educational program.

Diversity and Intercultural Initiatives:
Diversity and Intercultural Initiatives DII offers services to support the academic and personal empowerment and well-being of students of diverse national, ethnic and racial backgrounds.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:
The College is mindful that the experience of being a faculty member who is part of an underrepresented group may not reflect that of dominant-group colleagues. In particular, we know that female faculty and faculty of color may experience different classroom dynamics, different interactions with student and colleagues, and that they may take an additional role as mentor for students from underrepresented groups.

We have not established separate programs for these faculty, but offer support within existing programs. In particular, within the new faculty mentoring program, we select mentors for faculty who will be able to guide, inform, and support faculty around these issues. As part of the New Faculty Seminar (and year-long extension of our New Faculty Orientation), we address topics such as "Issues of Power & Authority in the Classroom and On Campus (including these issues as gendered or racialized)"; "(In)Civilities in the Classroom: Problem Situations and Creative Solutions (including how these vary by status of faculty member)"; and "Grading & Evaluating (including also how these vary by status of faculty member)."

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

n/a

The website URL where more information about the programs in each of the three categories is available:

http://www.warren-wilson.edu/~studentlife/
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

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of the institution’s participation in federal TRIO programs:

Each summer, TRIO students come to WWC to immerse themselves in the college experience. They stay on campus in dormitories for multiple days of classes and workshops.

A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students?:

---

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:
A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

---

A brief description of the institution's scholarships for low-income students:

---

A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

---

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

---

A brief description of the institution’s other admissions policies and programs:

---

A brief description of the institution’s other financial aid polices or programs:

---

A brief description of the institution’s other policies and programs not covered above:

---

The website URL where information about programs in each of the areas listed above is available:

---
Gender Neutral Housing

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?:

Yes

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

It is our standard practice to fully support our LGBTQ peers in all matters including housing needs.

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

http://www.warren-wilson.edu/~studentlife/
Employee Training Opportunities

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

Every year WWC celebrates the legacy of Dr. Martin Luther King Jr. with a full day of workshops, trainings and activities centered around nurturing our collective cultural competence. In addition, activities occur on campus during the year (such as the Dialogue Arts Project) to expand our understanding of and empathy towards diversity and multiculturalism.

The website URL where information about the trainings and activities are available:
---
Student Training Opportunities

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
Every year WWC celebrates the legacy of Dr. Martin Luther King Jr. with a full day of workshops, trainings and activities centered around nurturing our collective cultural competence. In addition, activities occur on campus during the year (such as the Dialogue Arts Project) to expand our understanding of and empathy towards diversity and multiculturalism.

The website URL where information about the trainings and activities are available:
---
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.

Credit

<table>
<thead>
<tr>
<th>Sustainable Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Satisfaction Evaluation</td>
</tr>
<tr>
<td>Staff Professional Development in Sustainability</td>
</tr>
<tr>
<td>Sustainability in New Employee Orientation</td>
</tr>
<tr>
<td>Employee Sustainability Educators Program</td>
</tr>
<tr>
<td>Childcare</td>
</tr>
<tr>
<td>Employee Wellness Program</td>
</tr>
<tr>
<td>Socially Responsible Retirement Plan</td>
</tr>
</tbody>
</table>
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.

Submission Note:

WWC is not pursuing PAE-11 because of our unique standing as a work college whereby every student is considered an employee of the College and is paid near or at minimum wage (currently paid $8.50/hr) as their labor is also part of the institution's educational pedagogy. That wage does not meet sustainable compensation standards.

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.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:
---

A brief description of the institution’s methodology for evaluating employee satisfaction:
---

The year the employee satisfaction evaluation was last administered:
---

The website URL where information about the institution’s employee satisfaction evaluation process is available:
---
Staff Professional Development in Sustainability

Responsible Party

Stan Cross
Education Director
ELC

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:
No

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

The website URL where information about staff training opportunities in sustainability are available:
---
Sustainability in New Employee Orientation

Responsible Party

Stan Cross
Education Director
ELC

Criteria

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

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

No

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

N/A

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Total number of people employed by the institution:
---

Program name (1st program):
---

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

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

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

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

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

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

---

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

---

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

---

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

---

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

---

Program name(s) (all other programs):

---

Number of employees served by the program(s) (all other programs):

---

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

---

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

---

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

---

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

---
Childcare

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

Located on WWC campus, Verner is an early learning program of distinction where young children thrive, families flourish, and early childhood professionals excel.

Warren Wilson College has been a partner of Verner since the program’s founding in 1998. We highly value our partnership with the school and receive over 5,000 hours of volunteer support from their work crew and early care and education students annually. Students living on campus are required to volunteer 15 hours a week at an on-campus job. Students on the Verner work crew have the opportunity to job shadow teachers and receive real world experience in a childcare setting.

The relationship we have with Warren Wilson College extends far beyond their donation of student volunteer time. Pat Tuttle, Warren Wilson’s liaison to Verner, serves as an invaluable resource for our teachers – helping both our IMG_0691teachers and her students stay on the cutting edge in early childhood practices.

Additionally, our Riceville Center is located on the western edge of Warren Wilson’s campus, giving our children tremendous exposure to the natural environment – cows, beehives, mushrooms forests, hiking trails, wide-open fields, gardens, chickens, and more. This offers children invaluable experiences to learn from nature!

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

http://www.vernerearlylearning.org/
Employee Wellness Program

Responsible Party

Stan Cross
Education Director
ELC

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:
The goal of the Wellness Program is to help the members of the Warren Wilson College community create, pursue and practice a lifestyle of wellness. The Wellness Program organizes many campus activities including ongoing classes in yoga, vegetarian cooking, and workshops on topics such as herb identification, gender-specific health, healing arts, meditation, and Earth skills. The office is staffed by crew members who provide weekly open hours for students, staff, and faculty to drop in for bodywork, tea, empathy, and health information. One-on-one sessions can be arranged with specific crew members for issues that require more support than is able to be given for open hours.

The website URL where information about the program, policy, or practice is available:
http://warrenwilsonwellness.weebly.com/
Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:

Through TIAA-CREF, all full time employees have the option to invest in the TIAA-CREF Social Choice: TIAA-CREF is a recognized leader in global socially responsible investing, ranking among the largest managers of comprehensively screened assets with approximately $12 billion in assets under management.

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

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Investor Responsibility</td>
</tr>
<tr>
<td>Shareholder Advocacy</td>
</tr>
<tr>
<td>Positive Sustainability Investments</td>
</tr>
<tr>
<td>Student-Managed Sustainable Investment Fund</td>
</tr>
<tr>
<td>Sustainable Investment Policy</td>
</tr>
<tr>
<td>Investment Disclosure</td>
</tr>
</tbody>
</table>
Committee on Investor Responsibility

Responsible Party

Stan Cross
Education Director
ELC

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?:

No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

N/A

Members of the CIR, including affiliations:

N/A

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

---

The website URL where information about the committee is available:
Shareholder Advocacy

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years?:
No

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Has the institution conducted a negative screening of its entire investment pool within the last three years?:
No

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years: 
N/A
The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available:

---
Positive Sustainability Investments

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Total value of the investment pool:
57,000,000 US/Canadian $

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry:
0 US/Canadian $

Value of holdings in businesses selected for exemplary sustainability performances:
0 US/Canadian $

Value of holdings in sustainability investment funds, such as a renewable energy investment fund:
0 US/Canadian $

Value of holdings in community development financial institutions (CDFIs):
0 US/Canadian $

Value of holdings in socially responsible mutual funds with positive screens:
A brief description of the companies, funds, and/or institutions referenced above:

We looked into this credit and found that we scored zero because neither our outsourced CIO nor the underlying managers in our portfolio invest under sustainable guidelines or under the other characteristics presented by STARS.

The website URL where information about the institution’s sustainability investment activities is available:

---
Student-Managed Sustainable Investment Fund

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

Responsible Party

Stan Cross
Education Director
ELC

"---" 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?:
No

A brief description of the sustainable investment policy:
N/A

The website URL where information about the policy is available:
---
Investment Disclosure

Responsible Party

Stan Cross
Education Director
ELC

"---" 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?:

No

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

WWC utilizes an outsourced CIO. Our endowment is non-traditional: we have less than 20% in equities. Due to the complex nature of our investments, a snapshot is irrelevant. That is not to say that we cannot find a way to increase investment transparency. There is a growing call for such action from students, staff and faculty.

The website URL where information about investment disclosure available:

---
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.

<table>
<thead>
<tr>
<th>Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Sustainability Partnerships</td>
<td></td>
</tr>
<tr>
<td>Inter-Campus Collaboration on Sustainability</td>
<td></td>
</tr>
<tr>
<td>Sustainability in Continuing Education</td>
<td></td>
</tr>
<tr>
<td>Community Service Participation</td>
<td></td>
</tr>
<tr>
<td>Community Service Hours</td>
<td></td>
</tr>
<tr>
<td>Sustainability Policy Advocacy</td>
<td></td>
</tr>
<tr>
<td>Trademark Licensing</td>
<td></td>
</tr>
<tr>
<td>Graduation Pledge</td>
<td></td>
</tr>
<tr>
<td>Community Service on Transcripts</td>
<td></td>
</tr>
<tr>
<td>Farmers’ Market</td>
<td></td>
</tr>
</tbody>
</table>
Community Sustainability Partnerships

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

WWC has formal partnerships with
City of Asheville (Climate Action/GHG Emissions Reductions)
National Climatic Data Center (Climate Action Plan Advising)
Asheville HUB (Regional Sustainable Development)
Community Action Partners (Weatherization)
Asheville City and Buncombe County Schools (Environmental Education)
Manna Food Bank (Food Security)
Habitat for Humanity (Housing)
Black Mountain Community Garden (Food Access)

The website URL where information about sustainability partnerships is available:
http://www.warren-wilson.edu/~elc/sustainability/partners.php
Inter-Campus Collaboration on Sustainability

Responsible Party

Stan Cross
Education Director
ELC

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:

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

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

AASHE, ACUPCC, NWF Campus Ecology, NAAEE

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

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

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

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/Green_Walkabout.php
Sustainability in Continuing Education

Responsible Party

Stan Cross
Education Director
ELC

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 Applicable for the following reason:

Institution does not offer continuing education or community education programs.
Community Service Participation

Responsible Party

Stan Cross
Education Director
ELC

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.

Submission Note:

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

- Self Knowledge
- Understanding Complex Issues
- Capacity for Leadership
- Commitment to Community Engagement

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

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

The number of students engaged in community service:
818

Total number of students, which may exclude part-time, continuing education and/or non-credit students:
818

The website URL where information about the institution’s community service initiatives is available:
http://www.warren-wilson.edu/~service/
Community Service Hours

Responsible Party

Stan Cross
Education Director
ELC

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.

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

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

54,613

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

818

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

http://www.warren-wilson.edu/~service/
Sustainability Policy Advocacy

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

WWC has advocated for
Clean energy (Duke Energy Progress)
Sustainable food (Sodexo, Real Food Challenge)

The website URL where information about the institution’s advocacy efforts are available: ---
Trademark Licensing

Responsible Party

Stan Cross
Education Director
ELC

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.

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

Is the institution a member of the Worker Rights Consortium?:
No

Is the institution a member of the Fair Labor Association?:
No

Has the institution expressed intention to participate in the Designated Suppliers Program?:
No

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

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution include community service achievements on student transcripts?:
No

A brief description of the practice:
Deep and meaningful engagement in service learning is a graduation requirement at WWC, but is not included on transcripts.

The website URL where information about the practice is available:
http://www.warren-wilson.edu/~service/Service_Commitment/CEC_PEGS.php
Farmers' Market

Responsible Party

Stan Cross
Education Director
ELC

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

Does the institution host a farmers' market for the community?:
Yes

A brief description of the farmers’ market:
Every Friday during growing seasons there is a farmers market across from the dinning hall that sells Warren Wilson College grown produce.

The website URL where information about the market is available:
http://www.warren-wilson.edu/~garden/garden.php
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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation 1</td>
</tr>
<tr>
<td>Innovation 2</td>
</tr>
<tr>
<td>Innovation 3</td>
</tr>
<tr>
<td>Innovation 4</td>
</tr>
</tbody>
</table>
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.

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.

---

A brief description of the innovative policy, practice, program, or outcome:

WWC Energy Descent Plan
The WWC Energy Descent Action Plan was created as a freshman class project in the Environmental Studies Department in Fall 2009 and was released to the campus community in March 2010. It is the first energy descent plan created for a U.S. college campus. This innovative curriculum supports student exploration of community sustainability issues through positive visioning, community-based research and sustainable problem-solving. Energy Descent Action Planning, a widely-used community organizing practice of the Transition Initiative movement, involves three simple steps: envision a sustainable future, investigate current materials use in your
community, and develop a plan to transition your community from the present to the desired future vision using credible, practical steps. Class exercises and projects using these techniques encourage students to reflect on the core values underlying the choices they make, enhance student understanding of sustainability through the exercise of envisioning future sustainability scenarios, and motivate students to action through research on credible and practical approaches to achieving their vision. Student response to this curriculum has been overwhelmingly positive and suggests that it is powerfully transformative. Many of the practical steps recommended by students in the 2009 WWC Energy Descent Action Plan have since been implemented on our campus.

A letter of affirmation from an individual with relevant expertise:
Innovation #1 Energy Descent .pdf

The website URL where information about the innovation is available:
---
Innovation 2

Responsible Party

Stan Cross
Education Director
ELC

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:

The WWC Sustainable Dining Policy was officially implemented into dining service January 2013.

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

A brief description of the innovative policy, practice, program, or outcome:

WWC Sustainable Dining Policy
The WWC Sustainable Dining Policy takes a broad view of food system sustainability, one that encompasses the totality of the campus
“foodshed” – the path that a food takes through production, processing, preparation, consumption and waste disposal – and attempts to account for all of the “upstream and downstream” impacts of food consumption on our campus. The policy has a number of innovative features. It is the first campus dining policy in the U.S. to integrate the use of sustainability indicators, multi-criteria decision analysis, and adaptive management in campus food system operations. Together, these innovations support sustainable decision-making in campus dining services by providing a simple and flexible, yet rigorous framework that guides food purchasing decisions to achieve six broad objectives: encourage consumption of fresh, minimally processed foods; minimize food miles and support local economy; increase producer’s share of food dollar; enhance campus food system resilience; reduce adverse environmental impacts arising from institutional food systems operations; and be economically viable and cost effective. The innovative decision-making framework at the heart of the policy appears to be effective based on testing during policy development and use by our food service provider in the initial stages of implementation on our campus.

A letter of affirmation from an individual with relevant expertise:
Innovation #2 Sustainable Dining.pdf

The website URL where information about the innovation is available:
---
Innovation 3

Responsible Party

Stan Cross
Education Director
ELC

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.

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.

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

A brief description of the innovative policy, practice, program, or outcome:

Community Organizing for Sustainable Living
The Community Organizing for Sustainable Living class engages students in a sustainability campaign on campus, which they identify through a structured needs assessment that involves interviews with stakeholders on campus. Working in teams of 2-3 students, the sustainability teams develop a strategy chart and communications toolkit for the implementation and ultimately evaluation of the campaign. Past projects have included the creation of a "local foods crew" on campus to source local food for the cafeteria, the development of a dorm garden for the first-year dorm, and initiation of a campus renewable energy fund. Concurrent with the campaigns,
students are reading key texts in organizing for change and promoting sustainable behavior, as well as interfacing with community activists in Western North Carolina.

The innovation of these sustainability campaigns stems from the fact that students conduct the needs assessment, implementation, and evaluation of the projects in conjunction with the folks on the ground - from the cafeteria staff to the electrical crew. Then the projects connect to both academic content and community activism outside of campus in the wider community.

A letter of affirmation from an individual with relevant expertise:

Innovation #3 Community Organizing.pdf

The website URL where information about the innovation is available:

---
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.

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.

---

A brief description of the innovative policy, practice, program, or outcome:

Forest Garden

The majority of modern agricultural systems, even those that are organic, fail to deeply consider ecology. A fundamental concept of ecology is that of succession. Ecosystems respond through community specific mechanisms to disturbance to re-colonize with vegetation. The native ecosystem of the Southern Appalachians is a mixed-mesophytic hardwood forest. After a major disturbance, a site will go through successional steps to eventually develop into some variation of that broad forest type. Through agriculture, we continually disturb the soil through plowing and mowing to halt the succession. In this sense, we are at a constant struggle against the succession to maintain
an early successional system. Forest gardening is a system of agricultural that seeks to work with natural succession by mimicking ecosystem processes. The system guides the succession of the site to come to a late successional state, which is the mature forest garden. This system differs from a natural forest in that selected species are chosen and planted into the system. These species fill the same niches that naturally occurring species would fill. These selected species are functionally productive species that produce food, fiber, fuel, and medicine. This system also yields soil by building it from the top down through mulching; mimicking the process of leaves mulching the forest understory. The forest garden ultimately produces a system of high productivity and low maintenance, due mostly to the focus on perennial species and tree crops.

There are many advantages to growing perennial plants over annuals. Perennials require much less maintenance because they are only planted once. They don’t need constant soil disturbance to continue their life cycle. This means less soil disturbance and healthier soil. Tree crops in particular are very high yielding when compared to annuals. Trees produced large quantities of fruits and nuts that are also very nutritious. There are many fruit and nuts native to this region that we are not familiar with, even though they are abundant, nutritious, and delicious. A forest garden has a high biodiversity, which is aligned with a natural ecosystem, and provides a wide variety of ecosystem services. Species in a forest garden are also grown in polycultures as opposed to annual plants grown in monocultures. Polycultures consists of several species of plant and possibly fungi that are mutually beneficial and increase productivity through efficiency in use of space. This principle makes the garden resilient and resistant to changes in weather, pest pressure, and disease pressure. All of this adds up to a system that can provide many products needed for people to subsist, a diversification product portfolio and also a system that can sustain itself into the future.

At Warren Wilson, there are distinct boundaries between land management crews. These edges are physical edges between forests and fields as well as limited cooperation and communication between crews. In an ecological sense, the edge is one of the most productive areas, in that it has the best of both worlds, the surplus of solar energy from the clearing and the protection and stability of the forest. If land use crews worked together on certain edge projects, they could be highly productive by utilizing the specialized knowledge they each have in a cooperative venture. This would result in high productivity as an emergent property. A forest garden would be an ideal project to utilize a forest/field edge and inter-crew cooperation. It would also serve as a demonstration garden for the college and the upcoming Agroforestry class. This class, along with the land crews, would install the forest garden and maintain and harvest from it into the future. Forest gardening is on an innovation in ecological, sustainable agriculture and forestry. This project would help Warren Wilson College guide that innovation while provide unique learning opportunities for students and the greater community.
Supplemental

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.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
</tr>
<tr>
<td>Food Education</td>
</tr>
<tr>
<td>Food and Beverage Purchases</td>
</tr>
<tr>
<td>Confinement-Free Food Purchases</td>
</tr>
<tr>
<td>Vegetarian-Fed Food Purchases</td>
</tr>
<tr>
<td>Hormone-Free Food Purchases</td>
</tr>
<tr>
<td>Seafood Purchases</td>
</tr>
<tr>
<td>Dishware</td>
</tr>
<tr>
<td>Energy Initiatives</td>
</tr>
<tr>
<td>Energy Use by Type</td>
</tr>
<tr>
<td>Procurement</td>
</tr>
<tr>
<td>Bike Sharing</td>
</tr>
<tr>
<td>Water Initiatives</td>
</tr>
<tr>
<td>Endowment</td>
</tr>
<tr>
<td>Sustainability Staffing</td>
</tr>
</tbody>
</table>
New Student Orientation

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:
Yes

Provide a brief description of the presentations, speakers or skits:

During orientation, every new student and transfer is required to go on The Green Walkabout®- an experiential sustainability education program – that introduces participants to the best practices for green buildings, waste management, landscaping, stormwater, land use, and agriculture found on the campus of Warren Wilson College; and examines the interconnected relationships between these practices and the environmental, social and economic impacts they create. The Green Walkabout employs the sustainable practices of Warren Wilson College as teaching tools and orientation guideposts to educate students about positive benefits that result when intentional consideration of short term and long term environmental, social and economic impacts drive choices about the built environment, land and water resources, and food systems. The Green Walkabout® demonstrates how sustainable alternatives can balance human and ecosystem needs. Students begin the 2 hour tour at the College’s LEED-Gold Orr Cottage. From there, participants visit the College’s sustainable farm, organically managed garden, timber operation, native grass landscaping operation and acclaimed recycling center. During one day of orientation, four Walkabouts occur to accommodate the incoming class. An additional Walkabout is offered for transfer students on another day. The tour grounds and empowers students by giving them a sense of place that is rooted in the College's sustainability history. Students learn how the students before them have led the charge and how future innovation is theirs to create. The tour also shines a light on the College’s pressing sustainability challenges and lets the new students know the direct and meaningful ways they can help solve those challenges.

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors?)?
Yes

Provide a brief description of the presentations:

RAs and RDs incorporate sustainability-related programming that also serves to build a sense of community ion the dorm.
Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:

Yes

Provide a brief description of the activities:

There is a night of skits that focus on student culture and include a number of sustainability issues from recycling, to living in community, to energy use reduction. In addition, there is an all-community service project the last day of orientation (Service Day) when students are sent to community partner sights to work on a variety of issues under the umbrella of 'food security'. Students serve with their Peer Groups at community gardens, soup kitchens, food pantries, etc.

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:

No

Provide a brief description of the efforts:

---

Does the institution incorporate sustainability into new student orientation in other ways?:

No

Provide a brief description:

---
Food Education

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

The Sustainable Agriculture concentration focuses on this issue.

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

The Local Foods Crew and the CowPie Crew (both unique elements of Sodexo at WWC) put signs on food that is local and use bulletin boards in the cafeteria's to promote what is in season and healthy to eat.

Are students educated during orientation about how to make eco-positive food choices?:
Yes

Provide a brief description:

The Green Walkabout goes in depth to educate students about the fact that they are the consumer and have ultimate control over what is served in the cafeteria by the consumer choices they make when dining.

Are students educated in other venues about how to make eco-positive food choices?:
Yes
Provide a brief description:

The Wellness Program, College Farm and Garden regularly promote sustainable dining choices.

Is there a program by which students are encouraged to and/or taught how to grow their own food?:

Yes

Provide a brief description of the program:

Students can learn how to grow their own food and farm a 10ft by 10ft plot in the College's community garden.
Food and Beverage Purchases

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded:

20

The percentage of food and beverage expenditures that were grown within 100 miles of the institution:

33

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD):

Internal Sodexo tracking

List items procured for dining services from on-campus organic garden(s):

Beef, pork, poultry, eggs, eggplant, potatoes, tomatoes, squash, zucchini, cucumber, peppers, onions, garlic, pumpkins, kale, swiss chard, collards, spinach, blueberries, raspberries, blackberries, strawberries, apples, herbs, and more.

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s):

12

List all Fair Trade certified items purchased:

Coffee
Confinement-Free Food Purchases

Responsible Party

Stan Cross
Education Director
ELC

Criteria
Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased:
Eggs from the College Farm

Percentage purchased:
15

Comments:
---

Type of confinement-free product purchased (1st product):
Beef from the College Farm

Percentage purchased (1st product):
15

Comments (1st product):
---

Type of confinement-free product purchased (2nd product):
Pork from the College Farm

Percentage purchased (2nd product):
15

Comments (2nd product):
---
Type of confinement-free product purchased (3rd product):
Poultry from the College Farm

Percentage purchased (3rd product):
15

Comments (3rd product):
---

Type of confinement-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---
Vegetarian-Fed Food Purchases

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product):

Beef

Percentage purchased (1st product):

15

Comments (1st product):

---

Type of vegetarian-fed product purchased (2nd product):

Pork

Percentage purchased (2nd product):

15

Comments (2nd product):

---

Type of vegetarian-fed product purchased (3rd product):

Poultry

Percentage purchased (3rd product):

15

Comments (3rd product):

---
Type of vegetarian-fed product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of vegetarian-fed product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
Hormone-Free Food Purchases

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product):
Beef

Percentage purchased (1st product):
15

Comments (1st product):
---

Type of hormone-free product purchased (2nd product):
Pork

Percentage purchased (2nd product):
15

Comments (2nd product):
---

Type of hormone-free product purchased (3rd product):
Poultry

Percentage purchased (3rd product):
15

Comments (3rd product):
---
Type of hormone-free product purchased (4th product):
---

Percentage purchased (4th product):
---

Comments (4th product):
---

Type of hormone-free product purchased (5th product):
---

Percentage purchased (5th product):
---

Comments (5th product):
---
**Seafood Purchases**

---

**Responsible Party**

**Stan Cross**  
Education Director  
ELC

---

**Criteria**

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product):**

Fish

**Percentage purchased (1st product):**

100

**Standard used (1st product):**

Monterey Bay Aquarium Seafood Watch guidelines

**Comments (1st product):**

---

**Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product):**

---

**Percentage purchased (2nd product):**

---

**Standard used (2nd product):**

---

**Comments (2nd product):**

---
Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product):
---

Percentage purchased (3rd product):
---

Standard used (3rd product):
---

Comments (3rd product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product):
---

Percentage purchased (4th product):
---

Standard used (4th product):
---

Comments (4th product):
---

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product):
---

Percentage purchased (5th product):
---

Standard used (5th product):
---

Comments (5th product):
---
Dishware

**Responsible Party**

Stan Cross  
Education Director  
ELC

**Criteria**

Institution provides details of the dishware it provides at its dining services locations.

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

**Does the institution offer reusable dishware at its dining services locations?:**

Yes

**Does the institution offer plastic dishware at its dining services locations?:**

No

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations?:**

No

**Does the institution offer biodegradable / compostable dishware at its dining services locations?:**

Yes

**Does the institution offer other types of dishware at its dining services locations?:**

No

**Provide a brief description.:**

We only offer disposable when customer needs it and it is biodegradeable. We have a treyless cafeteria with all reusable dishware.
Energy Initiatives

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years:
10

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years:
6

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years:
3

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years:
6

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:
40,051

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled:

EcoDorm
Jensen
Laursen
The combined gross square footage of all buildings that are ENERGY STAR labeled:
77,317

The names of all buildings that are ENERGY STAR labeled:

EcoDorm
Jensen
Laursen
Orr Cottage
Village A
Village B
Energy Use by Type

Responsible Party

Stan Cross
Education Director
ELC

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.: 99.60

The percentage of total electricity use from wind.: 99.60

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.: 0.40

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:
We purchase RECs to offset 100% of our coal use with wind power.

The percentage of total energy used for heating buildings from coal:
10

The percentage of total energy used for heating buildings from biomass:
0

The percentage of total energy used for heating buildings from electricity:
10

The percentage of total energy used for heating buildings from natural gas:
65

The percentage of total energy used for heating buildings from geothermal:
20

The percentage of total energy used for heating buildings from fuel oil:
0

The percentage of total energy used for heating buildings from other:
5

Provide a brief description:
solar thermal and/or natural gas hydronic (in-floor radiant) heat is used in 3 of our dormitories.

If cogeneration, please explain:
---
Procurement

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

100

Does the institution’s vendor code or policy require vendors to use less packaging?:

Yes
Bike Sharing

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution reports the number of bicycles available through bike sharing programs.

Submission Note:

Our bike sharing program is different then the traditional. The Community Bike Shop built 29 bikes for students this past year, so that is the number I am using. They also repaired 134 personal bikes keeping them in use.

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

The number of bicycles available through bike sharing programs:

29
Water Initiatives

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details about its water initiatives.

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

Is there a ban or restriction on selling or distributing bottled water on campus? :

Yes

Provide a brief description of any bottled water ban or restriction :

No bottled water is sold on campus

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

100
Endowment

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year:

60,000,000 US/Canadian $

Date as of:

July 1, 2012

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors?:

No

If yes, or if currently under consideration, provide a brief description:

---

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds):

No

Size of capital commitments made within past 3 years:

---

Provide a brief description:

---

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?:

No
Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)?: No

Do investment managers handle the details of proxy voting on environmental and social resolutions?: No

Do investment managers handle the details of proxy voting on corporate governance resolutions?: No

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions?: No

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions?: No

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions?: No

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions?: No

Does a single administrator determine proxy votes on environmental and social resolutions?: No

Does a single administrator determines proxy votes on corporate governance resolutions?: No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions?: No

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions?: No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy
votes on environmental and social resolutions?:
No

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions?:
No

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website?:
No

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website?:
No
Sustainability Staffing

Responsible Party

Stan Cross
Education Director
ELC

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent): 235

FTE staff on payroll: 4

FTE student intern/fellow: 5