

Warren Wilson College

The following information was submitted through the [Campus Sustainability Data Collector](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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Table of Contents

Education & Research	3
Co-Curricular Education	3
Curriculum	28
Research	48
Operations	57
Buildings	57
Climate	65
Dining Services	72
Energy	84
Grounds	95
Purchasing	102
Transportation	112
Waste	131
Water	145
Planning, Administration & Engagement	156
Coordination and Planning	156
Diversity and Affordability	170
Human Resources	179
Investment	188
Public Engagement	197
Innovation	208
Innovation	208
Supplemental	213
Supplemental Data	213

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.

Education & Research

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.

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

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. 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. The ELC programs discussed here do not occur under the typical higher education course structure, but are nonetheless providing degree seeking students a for-credit experience.

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

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

900

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) :

325

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

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 offers 5 programs that engage students in meaningful sustainability outreach and education--EcoTeam, Campus Greening, Insulate, Swannanoa Journal and the ELC Internship Program.

EcoTeam places WWC in local third grade classrooms to teach about the awe and wonder of the French Broad River Basin ecosystem. This nationally recognized program has been running for over 10 years, reaching 1,300 third-graders annually with 8 one-hour lessons. WWC students coordinate the program and teach the lessons.

Campus Greening places 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 includes 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 is the educate the campus community and close the gap between community values and actions.

Students working with the Insulate program coordinate and participate in local weatherization projects focused on weatherizing homes of low-income residents. Students work in partnership with Community Action Opportunities to identify homes and gather materials, and with the WWC Service Learning Office to identify fellow students who wish to participate. Over the past 5 years, WWC students engaged with Insulate have weatherized 67 homes, reducing regional greenhouse gas emissions 2 tons per year per house on average. Students teach homeowners the value of weatherization.

Swannanoa Journal is a sustainability-themed radio program that is coordinated by students and that brings the voices of WWC creative writing students to the airwaves of North Carolina. Students write and edit pieces about various sustainability issues as part of their course requirements and record the final product that is aired by a variety of local and regional radio stations. The radio pieces educate the listening audience.

The ELC Internship Program places 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 is competitive and rigorous. Partner organizations include 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 return from their internship experience and fulfill 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) :

The selection process for each program is unique:

EcoTeam-

Students with environmental education experience (either in the classroom or the field) interview with the ELC Education Director. They are selected based on experience and recommendations from previous teachers and work supervisors.

Campus Greening-

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.

Insulate-

Students committed to community service and greenhouse gas emissions reduction interview with the ELC Outreach Director. They are selected based on experience, organizational skills and recommendations from previous teachers and work supervisors. Other student participants engage in the program as part of a variety of course's community engagement focus.

Swannanoa Journal-

Students committed to environmental journalism participate as part of creative writing courses. Students must go through a structured editing process to ensure that final pieces are high quality.

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.

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 4 full-time staff. The ELC is supported by the College's operating budget, 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) :

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

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

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

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :

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

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Stan Cross

Education Director

ELC

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 this campaign, but the Climate Action Plan Update linked above provides information about it.

"---" 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.

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

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/ClimateActionPlan20092010AnnualReview.pdf

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 :

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

Sustainability Outreach and Publications

Responsible 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.

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 :

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

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The Environmental Leadership Center produces a bi-weekly e-newsletter that highlights campus sustainability happenings and is distributed on and off campus.

The website URL for the sustainability newsletter :

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/e-news.php

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 Research Databank links to all the student, staff and faculty research related to sustainability.

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

http://www.warren-wilson.edu/~elc/New_ELC_Website_/Research_Databank.php

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 begins to enact 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.

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, permaculture plantings are plentiful as are edible and medicinal varieties. The Green Walkabout 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>

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 :

There is a regular feature in every issue.

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

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

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

Yes

A brief description of this material :

Catalyst is a bi-annual newsletter communicating the College's environmental news to the region and beyond.

The website URL for this material :

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/catalyst.php

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

Yes

A brief description of this material :

The Environmental Leadership Center's Internship Programs annual publication, Portfolio of Experience, highlights the summer internship work of WWC students interning at renowned sustainability organizations.

The website URL for this material :

http://www.warren-wilson.edu/~ELC/New_ELC_Website_/internship2012portfolio.php

Does the institution produce another sustainability publication or outreach material not covered above? (3rd 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_2012/1

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

Yes

A brief description of this material :

The Environmental Leadership Center's Swannanoa Journal Program features sustainability radio pieces written and recorded by WWC students aired weekly on regional radio stations and via web radio.

The website URL for this material :

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

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.

"---" 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 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.

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. Environmental Action Crew led a campus campaign to stop the College from doing business with Bank of America due to BOA funding of mountain top removal.
2. Environmental Leadership Crew interviewed 75 staff and faculty to learn what they are doing in the classroom and at work to uphold and advance the College's commitment to sustainability. Information will be disseminated in an upcoming report.
3. The Local Food Crew led the creation of and championed the passage of the Sustainable Food Policy that goes into effect this year (Link below features the work of these students)
4. The Wellness Crew and the Environmental Leadership Center Crew collaborated on a campus bookstore sustainability audit of health and beauty and clothing products. Alternatives to unsustainable products were brought in to replace those that did not reflect the values of the College.

List other student groups that address sustainability :

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

The website URL where information about student group(s) is available :

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

Organic Garden

Responsible Party

Stan Cross
Education Director
ELC

Submission Note:

The College Farms url is:

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

"---" 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 raises beef, pork and poultry for on and off-campus consumption. Both operations are staffed by students whose labor creates the products.

The website URL where information about the garden is available :

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

Model Room in a Residence Hall

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

Themed Housing

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

Sustainable Enterprise

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

Sustainability Events

Responsible Party

Stan Cross
Education Director
ELC

Submission Note:

The link above is to a copy of the ELC newsletter that highlights all 3 programs.

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

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) :

The Sustainability Speakers Series brought Wendall Berry, David Pimmentel, Michael Mann, Lou Guillette Jr, Peter Raven and others to campus this past year.

In addition the Sustainability Film Series screened Green Fire- a new movie about the life of Aldo Leopold, Harlan County- a classic film about the struggle for fair labor laws, The Cove- a documentary about the annual dolphin slaughter in Japan, Coal Country- a film about the impacts of mountain top removal mining, and Food INC- about the environmental and cultural impacts of industrial agriculture.

The Environmental Leadership Center also coordinated a regional Earth Day event on campus that brought hundreds of people to campus to learn practical skills to live a more sustainable life.

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

<http://www.mynewsletterbuilder.com/email/newsletter/1411240185>

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? :

Yes

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

Warren Wilson College was the recipient of an Artur Vining Davis grant to infuse sustainability across academia. The College chose a themed and interdisciplinary approach. Over the past three years the themes have been Land Use, Water and Energy. The link below showcases student learning outcomes from the Energy themed year and the interdisciplinary course Learning from Coal.

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

The website URL where information about the theme is available :

<http://cargocollective.com/learningfromcoal>

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

Sustainability Course Identification

Responsible Party

Stan Cross

Education Director

ELC

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 :

All faculty were asked a series of questions in a survey that they were required to complete. The questions targeted information from both courses that were sustainability focused and those that were sustainability related. The institution has not yet decided on how to make this information publicly accessible, especially to students interested in sustainability.

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 performance or outcomes of these sustainability focused courses. What we do have are concentrations in environmental studies (Sustainable Agriculture, Sustainable Forestry, Environmental Education), courses in Global Studies, Sociology, Psychology, Social Work, Philosophy, Peace and Justice Studies, Creative Writing, Business and Economics, Religion, Political Science, and International Programs that are focused on sustainability education. It is the goal of those of us who work on sustainability issues at WWC to create next year an online sustainability portal that will serve to identify and highlight sustainability in academics.

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

The number of sustainability-focused courses offered :

40

The total number of courses offered :

626

Number of years covered by the data :

One

A list of sustainability-focused courses offered :

Environmental Studies:

Sustainable Agriculture-

ENS 249 Introduction to Sustainable Agriculture

ENS 248 Community Organizing for Sustainable Living

ENS 260 Sustainable Agriculture Practicum

ENS 330 Soil Science

ENS 350 Environmental Impact Assessment

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

ENS 440 Sustainable Farm Management
ENS 451 Community and Land Use Planning

Sustainable Forestry-

ENS 233 Forest Biology
ENS 334 Silviculture
ENS 333 Introduction to Forest Management

Environmental Education-

ENS 126 Introduction to Environmental Education
HIS 205 Environmental History of the United States
ENS 426 Methods and Materials in Environmental Education

Environmental Policy-

ENS 245 Environmental Politics and Political Theory
ENS 421 Environmental Policy
ENS 425 Sustainable Development and the Politics of Growth

Business and Economics:

BA 410 Seminar in Non-Profit Management
BA 413 Seminar in Social Entrepreneurship
BA 415 Sustainable Business Planning
BA 416 Sustainable Business Start-Up
ECO 380 Environmental and Ecological Economics
ECO 383 Economic Growth and Development

Sociology:

SOC 271 Environmental Sociology
SOC/GDS 325 Gender, Development and the Environment

Psychology:

ENS/PSY 220 Environmental Attitudes, Values, and Behavior

Political Science:

PSC 245 Environmental Politics in Global Perspective

Social Work:

SWK 305 Human Behavior and the Social Environment I: The Life Course
SWK 306 Human Behavior in the Social Environment II: Social Contexts

Peace and Justice Studies:

PAX 325 Resolving Conflict Local and Global
PAX 327 Environmental Justice: Peace or Conflict

Creative Writing:

WRI 220 Writing About Place
WRI 320 Environmental Journalism

Philosophy:

PHI 252 Environmental Ethics
PHI 363 Nature Way

Religion:

REL 212 Religion, Nature, and the Environment

REL 321 Religion, Peace, and Social Justice Seminar

International Programs Courses:

GBL 37X Ecology at the Crossroads: Conservation, Development and Globalization in Panama

PSC 37X Change, Continuity, and Environmental Issues in China

ENS 37X Natural and Cultural Histories of Alaska

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

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 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. It would be presumptuous of me, however, to make such a claim given that we do not have a commonly agreed upon way to assess that on campus. In other words, the result is directly related to the data collecting methodology employed. Until we develop that tool, I have listed the same courses that we know to be sustainability focused.

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

The number of sustainability-related courses offered :

40

The total number of courses offered :

626

Number of years covered by the data :

One

A list of sustainability-related courses offered :

Environmental Studies:

Sustainable Agriculture-

ENS 249 Introduction to Sustainable Agriculture

ENS 248 Community Organizing for Sustainable Living

ENS 260 Sustainable Agriculture Practicum

ENS 330 Soil Science

ENS 350 Environmental Impact Assessment

ENS 440 Sustainable Farm Management

ENS 451 Community and Land Use Planning

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

Sustainable Forestry-

ENS 233 Forest Biology

ENS 334 Silviculture

ENS 333 Introduction to Forest Management

Environmental Education-

ENS 126 Introduction to Environmental Education

HIS 205 Environmental History of the United States

ENS 426 Methods and Materials in Environmental Education

Environmental Policy-

ENS 245 Environmental Politics and Political Theory

ENS 421 Environmental Policy

ENS 425 Sustainable Development and the Politics of Growth

Business and Economics:

BA 410 Seminar in Non-Profit Management

BA 413 Seminar in Social Entrepreneurship

BA 415 Sustainable Business Planning

BA 416 Sustainable Business Start-Up

ECO 380 Environmental and Ecological Economics

ECO 383 Economic Growth and Development

Sociology:

SOC 271 Environmental Sociology

SOC/GDS 325 Gender, Development and the Environment

Psychology:

ENS/PSY 220 Environmental Attitudes, Values, and Behavior

Political Science:

PSC 245 Environmental Politics in Global Perspective

Social Work:

SWK 305 Human Behavior and the Social Environment I: The Life Course

SWK 306 Human Behavior in the Social Environment II: Social Contexts

Peace and Justice Studies:

PAX 325 Resolving Conflict Local and Global

PAX 327 Environmental Justice: Peace or Conflict

Creative Writing:

WRI 220 Writing About Place

WRI 320 Environmental Journalism

Philosophy:

PHI 252 Environmental Ethics

PHI 363 Nature Way

Religion:

REL 212 Religion, Nature, and the Environment

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

REL 321 Religion, Peace, and Social Justice Seminar

International Programs Courses:

GBL 37X Ecology at the Crossroads: Conservation, Development and Globalization in Panama

PSC 37X Change, Continuity, and Environmental Issues in China

ENS 37X Natural and Cultural Histories of Alaska

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

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

Criteria

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

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

Sustainability Learning Outcomes

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:

These are the only two programs that have well articulated sustainability learning outcomes.

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

The number of graduates covered by the sustainability learning outcomes :

13

Total number of graduates :

220

A list of degree programs that have sustainability learning outcomes :

Sustainable Agriculture
Sustainable Forestry

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 :

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

Responsible 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.

"---" 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) :

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

Graduate Program in Sustainability

Criteria

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

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

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

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

Sustainability Immersive Experience

Responsible Party

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 sustainability. Here are examples of the 2012-13 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.

The website URL where information about the immersive experience is available :

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

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 tool to demonstrate student learning and growth across academics, work and service. As part of these efforts, we are working to create sustainability literacy metrics.

"---" 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

A brief description of how the assessment was administered :

N/A

A brief summary of results from the assessment :

N/A

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

Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

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 Seminar program. All ENS graduates (the largest major on campus) are required to conduct and present NSS research to graduate. A full list of research projects can be found at http://www.warren-wilson.edu/~research/Undergrad_Res/NSS.html

"---" 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.

Submission Note:

A note about this information:

I looked only at faculty in the departments that have programs and/or courses focused on sustainability. In other words, the total number of faculty conducting research and those conducting sustainability research are limited to those departments. I have no way of assessing this question across the entire college.

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

The number of faculty members engaged in sustainability research :

14

The total number of faculty members engaged in research :

28

Names and department affiliations of faculty engaged in sustainability research :

Siti Kusujarti, Sociology
Susan Kask, Economics
Kathryn Burleson, Psychology
David Abernathy, Global Studies
Environmental Studies Faculty:
Paul Bartels
Amy Boyd
Mark Brenner
John Brock
Dave Ellum
Judith Francis
Robert Hastings

Laura Lengnick
Mallory McDuff
Louise Weber

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 :

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
Peace and Justice Studies
Psychology
Sociology/Anthropology
Social Work
Business

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.

"---" 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 Seminar: 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.

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

http://www.warren-wilson.edu/~research/Undergrad_Res/NSS.html

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

Criteria

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

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

Operations

Buildings

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

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

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" :

693573 *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 :

613471 *Square Feet*

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

40051 *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 :

30905 *Square Feet*

Building space that is LEED for Existing Buildings: O&M Platinum certified :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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

Blacksmith Shop

Boiler Room

Bryson Gymnasium

Carson

Chapel

Chicken House

Devries Gymnasium & Natatorium

Dodge
Dorland
Ecodorm
Equipment Shed
Farm Office
Fellowship Hall
Fletcher Art Studio
FMTS
Garden Cabin
Garden Pump
Gladfelter
Grainary
Greenhouses
Health Center
Holden Ceramics/ Sculpture Studio
Holden Visual Arts Center
Horse Barn
Jensen
Kittredge Theatre and Music Wing
Landscaping Shed
Laursen
Library
Log Cabin
Lumber Barn
Milk House
Morse
MTR Service
Natural Resources
New Barn
Ogg
Old Pig House
Orr
Paint Shed
Paint Storage
Pavilion
Pole Barn
Ransom
Recycling Complex
Red (Charlie's) Barn
Red Garden Shed
Sage
Sawmill Shed (New)
Sawmill Shed (Old)
Schafer A
Schafer B
Schafer C
Shepard
Spidel

St. Clair Guest House
Stephenson
Sunderland
Sutton
Tractor Shed
Village A
Village B
Vining A
Vining B
Vining C
White (Dairy) Barn
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
-

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

New building space that meets "Eligible Buildings Criteria" :

653522 *Square Feet*

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

37263 *Square Feet*

New building space that is LEED Certified :

37209 *Square Feet*

New building space that is LEED Silver certified :

0 *Square Feet*

New building space that is LEED Gold certified :

37209 *Square Feet*

New building space that is LEED Platinum certified :

0 *Square Feet*

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

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 :

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

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

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

Orr Cottage
Village A
Village B

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

Schafer A
Schafer B
Schafer C

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 :

653522 Square Feet

Total occupied building space :

653522 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.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

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? :

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

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 :

3823.40 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 :

4814 *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 :

07/01/10-06/30/11

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) :

07/01/10-06/30/11

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 Sustainable Travel International.

The website URL where information about the policies and/or programs is available :

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 Environmental Leadership Center's Insulate Program engages WWC students who focus their community service on weatherizing low income homes. To date the program has weatherized 67 homes, which reduces 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
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

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 local produce companies. Sysco has developed a program to identify and search for local growers. Sodexo developed the ASPERETTO coffee program which buys shade grown coffee harvested in a sustainable manner.

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>

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 :

99

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

99

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

100

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

98

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 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.

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

http://www.warren-wilson.edu/academics/first_year/support.php#dining

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 :

We attempt to identify all food items with trans fats and replace them with more suitable products.

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

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.

The website URL where information about the guidelines is available :

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.

The website URL where information about the food donation program is available :

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 :

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? :

No

A brief description of the reusable mug program :

We currently encourage students to bring their own mugs to the cafeteria. We are also building a retail outlet this summer which will offer discounts to customers who bring reusable mugs.

Amount of the discount offered for using reusable mugs :

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :

We have a reusable food container program for to-go meals.

We use reusable plates and utensils for all picnics up to 700 people.

The website URL where information about the reusable mug discount program is available :

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 closable, washable container can be purchased for to-go meals.

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

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.

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

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 :

37591 MMBtu

Building space, 2005 :

571571 Gross Square Feet

Total building energy consumption, performance year :

37543 MMBtu

Building space, performance year :

653522 Gross Square Feet

List the start and end dates of the energy consumption performance year :

07/01/2010-06/30/2011

Responsible Party

Stan Cross

Education Director

ELC

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 :

13585 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

37591 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 were purchased from Renewable Choice, which is certified by Green-e Energy, on a one-year contract.

A brief description of cogeneration technologies deployed :

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

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 one hallway which receives enough light during the day to allow for 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.

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) :

99

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

Vending Machine Sensors

Responsible Party

Stan Cross
Education Director
ELC

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

Has the institution installed vending machine motion sensors for at least one vending machine? :

No

A brief description of the technology used :

N/A

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Stan Cross

Education Director

ELC

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

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

Yes

A brief description of the management system :

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.

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).

The percentage of building space with energy metering :

90

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.

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

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 :

1200 Acres

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

71 Acres

A brief description of the IPM plan(s) :

The Warren Wilson College garden manages pests using crop rotation, poultry, and by maintaining soil health. Spraying of insecticides is done only as a last resort in case of an outbreak. Hemlock trees on campus are monitored and treated for woolly adelgids as necessary. Additionally invasive plant species which are encroaching onto campus are killed using soil injections.

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

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

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>

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? :

No

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

WWC has started the program, but has not had the time to fully set it up yet. We have applied for a grant to implement the start of this program as part of an interns job.

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

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 sawn into lumber 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 :

Purchasing

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

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

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 :

64500 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

81500 *US/Canadian \$*

Cleaning Products Purchasing

Responsible Party

Stan Cross
Education Director
ELC

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)? :

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

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.

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

No

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

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? :

No

The website URL where the vendor code of conduct or equivalent policy is posted :

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.

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

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.

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

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

3

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) :

2

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 :

4

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 :

125

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 there 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

Responsible Party

Stan Cross
Education Director
ELC

"---" 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

Responsible Party

Stan Cross
Education Director
ELC

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

We are engaged with the development of a community-wide bicycle plan that includes bike lanes, greenways, bike storage ad commuter facilities.

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Stan Cross
Education Director
ELC

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

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

Yes

A brief description of the program(s), (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 website URL where information about the program is available :

<http://www.warren-wilson.edu/info/bus.php>

Condensed Work Week

Responsible Party

Stan Cross
Education Director
ELC

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

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

Yes

A brief description of the program :

For certain functions during the summer there is a 4, 10 hour days option.

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 :

N/A

The website URL where information about the program is available :

Carpool/Vanpool Matching

Responsible Party

Stan Cross
Education Director
ELC

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

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

No

A brief description of the program :

N/A

The website URL where information about the program is available :

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 :

<http://www.warren-wilson.edu/~humres/Handbook81211extra.pdf>

Prohibiting Idling

Responsible Party

Stan Cross
Education Director
ELC

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

Has the institution adopted a policy prohibiting idling? :

No

A brief description of the policy :

But doing so brings scorns of shame an judgement.

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Stan Cross

Education Director

ELC

"---" 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.

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

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 :

124.80 Tons

Weight of materials composted, performance year :

34.70 Tons

Weight of materials disposed as garbage, performance year :

231.10 Tons

List the start and end dates of the waste reduction performance year :

07/01/10-06/30/11

On-campus residents, 2005 :

Campus Sustainability Data Collector | AASHE | Sierra Magazine

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 :

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 waste reduction performance year) :

07/01/10-06/30/11

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/10-11_weight_data_OFFICIAL_final.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 :

169.90 Tons

Materials disposed in a solid waste landfill or incinerator :

231.10 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.

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 :

6.50 Tons

Amount of construction and demolition materials landfilled or incinerated :

13.60 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.

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.

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 7-1/2 cents. Printing in color costs 50 cents per page or 75 cents if it is double-sided.

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

Responsible Party

Stan Cross

Education Director

ELC

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

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 online so that they don't have to print them.

The website URL where information about the practice is available :

Chemical Reuse Inventory

Responsible Party

Stan Cross
Education Director
ELC

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

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>

Move-Out 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-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 :

14203226 Gallons

Water consumption, performance year :

14186568 Gallons

List the start and end dates of the water consumption performance year :

07/01/2010-06/30/11

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 :

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 :

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :

07/01/2010-06/30/11

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, a plan was developed to put aerators in all the faucets to reduce water consumption.

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? :

No

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

No

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 whenever any 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 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 :

All urinals on campus are ZeroFlush brand with all natural bio-degradable trap sealant.

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Stan Cross

Education Director

ELC

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

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

Yes

A brief description of the water metering employed :

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 :

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.

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 :

http://www.ncgreenbuilding.org/site/ncg/public/tech_details.cfm?tech_id=107&project_id=173

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 :

Planning, Administration & Engagement

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.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

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 :

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 Committee has gone through many iterations over the years. Currently, it is serving as a transitional team as a new president takes over July 1, 2012.

Members of the committee, including affiliations :

The current Committee is 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 :

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

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 oversees the Sustainability Speakers Series, Sustainability Film Series, Climate Action Plan, AASHE affiliation, campus greening efforts, Green Walkabout program, Insulate, Swanannoa Journal, EcoTeam, the ELC Internship Program, manages the WWC Sustainability web page and ELC staff serve on campus sustainability committee, marketing committee, and land use committee.

The number of people employed in the sustainability office :

4

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

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

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Stan Cross

Sustainability coordinator's position title :

Environmental Leadership Center Education Director

A brief description of the sustainability coordinator's position :

Oversees Green Walkabout Program (experiential campus sustainability tour), the ELC Internship Program, EcoTeam and Campus Greening (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.

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 :

2010

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
greater community

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

Criteria

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

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

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

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

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

Sustainability Plan

Responsible Party

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.

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

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 :

2009

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

Yes

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

1,2,3

The reduction level (percentage) institution has committed to :

30, then 50 for a total of 80

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 :

http://www.warren-wilson.edu/~elc/New_ELC_Website_/ClimateActionPlan-1.pdf

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Criteria

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

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

Measuring Campus Diversity Culture

Criteria

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

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

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

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

Support Programs for Underrepresented Groups

Criteria

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

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

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Affordability and Access Programs

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

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

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

Gender Neutral Housing

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

Employee Training Opportunities

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

Student Training Opportunities

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

Employee Satisfaction Evaluation

Criteria

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

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

Staff Professional Development in Sustainability

Criteria

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

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

Sustainability in New Employee Orientation

Criteria

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

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

Employee Sustainability Educators Program

Criteria

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

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

Childcare

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

Employee Wellness Program

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

Socially Responsible Retirement Plan

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

Investment

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

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

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

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

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

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

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

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

Positive Sustainability Investments

Responsible Party

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.

Submission Note:

We do not currently have a sustainability investment plan or policy. Any sustainable investment that may occur is by coincidence.

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

Total value of the investment pool :

48000000 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 :

0 US/Canadian \$

A brief description of the companies, funds, and/or institutions referenced above :

N/A

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

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

Investment Disclosure

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

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.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Criteria

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

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

Inter-Campus Collaboration on Sustainability

Responsible Party

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 :

We partner with Furman University through an Arthur Vining Davis Grant to infuse sustainability into academics at both institutions. We 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.

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

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Community Service Participation

Criteria

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

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

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

Community Service Hours

Criteria

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

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

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

Sustainability Policy Advocacy

Criteria

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

The policy advocacy must be done by the institution, not by students or a student group.

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

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

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

Community Service on Transcripts

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

Farmers' Market

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

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.
-

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

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.
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 - 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
 - 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.
-

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

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.
-

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

Innovation 4

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.
-

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

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.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

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 in 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 sites 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? :

Yes

Provide a brief description :

Students take a field trip on the Asheville Transit system to learn how it works and how to use it to get around.

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) :

20

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 :

Comments :

Type of confinement-free product purchased (1st product) :

Beef from the College Farm

Percentage purchased (1st product) :

95

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Pork from teh College Farm

Percentage purchased (2nd product) :

95

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Poultry from the College Farm

Percentage purchased (3rd product) :

10

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) :

95

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Pork

Percentage purchased (2nd product) :

95

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Poultry

Percentage purchased (3rd product) :

10

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) :

95

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Pork

Percentage purchased (2nd product) :

95

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Poultry

Percentage purchased (3rd product) :

10

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) :

50

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 its 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? :

Yes

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.

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 :

40051

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 :

77317

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. :

0

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 hydronic

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 than 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 is 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 :

48000000 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? :

Yes

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

Yes

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Yes

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Yes

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Yes

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