



2023

## WWU Sustainability Engagement Institute Data Ambassador

Ashley Olson  
*Western Washington University*

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# COLLEGE OF THE ENVIRONMENT



**Internship Title:** Data Ambassador

**Organization Worked For:** WWU Sustainability Engagement Institute

**Student Name:** Ashley Olson

**Internship Dates:** 3/27/23 5/19/23

**Faculty Advisor Name:** Rebecca Bunn

**Department:** ESCI

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**STUDENT SIGNATURE** \_\_\_\_\_

*Ashley Olson*

**DATE:** 5/19/20 \_\_\_\_\_

Ashley Olson  
WWU Sustainability Engagement Institute  
Internship Report  
ESCI 498B  
Spring 2023

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## INTRODUCTION

My internship almost entirely surrounded the project of working towards completion and submission of the WWU Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability, Tracking, Assessment, and Rating System (STARS) report to receive a score assessing where our institution is both independently and comparatively in our progress towards an optimally sustainable campus. The role of my position as the data ambassador was to gather data from numerous departments and individuals throughout our campus network and craft technical writing within the majority of sections to further explain our campus operations and the data I compiled. The objective for this project was to complete our report for submission to get recertified and receive an updated sustainability score as our previous certification had expired.

## DESCRIPTION OF DUTIES AND RESPONSIBILITIES

Western's Sustainability Engagement Institute with my assistance has compiled information for STARS reporting, which measures our sustainability performance and progress as an institution in support of goals within our Sustainability Action Plan. STARS also serves as a tool for benchmarking performance over time within our institution and each reporting year with peer institutions on a range from community colleges to large research universities. Participating in STARS requires a substantial amount of data collection in four main categories to better understand sustainability across different sectors of Western Washington University, Academics, Engagement, Operations, and Planning & Administration.

This report is important in order to ensure WWU is incentivised to continue our growth across all departments as they pertain to sustainability and to better understand what other comparable institutions are doing to advance sustainability where we may emulate their efforts to build a stronger sustainable campus. After submission and review by AASHE a score will be granted to Western Washington University based on the amount of points we accumulate from the content in our report and our institution will receive a reporter, bronze, silver, gold, or platinum designation that will remain valid for 3 years.

My duties for this internship project were to collaboratively complete all sections of the report with my supervisor including academics, engagement, operations, planning & administration, and innovation & leadership. In total, I was responsible for 61 sections of this report, assisted with 10 additional sections assigned to my supervisor, and reviewed 31 sections. Additionally, I was in charge of pushing all completed sections through two rounds of review by independent parties and completing any necessary changes or addressing any problematic data points based on feedback for these other individuals involved in review. Throughout this process I organized and led dozens of meetings and correspondence with representatives and data experts around campus to ensure we recorded the most robust

information available for this report for a comprehensive and accurate depiction of where Western stands with the sustainability efforts being made in all areas of our university.

During my internship, I also completed the creation of a document for the compilation of methodology as we worked through this process and logging all of the methodologies for future reference to ensure more consistent data tracking over time. Further, I have crafted a legacy document for future process improvements and potential areas where more points can be earned with minor changes categorized by the department for implementation between now and our next report in 3 years. Both of these additional documents were completed to improve efficiency of subsequent STARS reports which was a necessity for this institute.

## OUTCOMES

The results of my internship work include the completion of content for the AASHE STARS report as well as being on pace to finish reviewing each section and making edits in order to submit it prior to the end of the school year. My coursework on the one hand supported my knowledge base surrounding various environmental issues we face due to our changing climate and the dire need for sustainability improvements as a university. The experiential work I completed during this internship advanced this knowledge into action to round out a more robust understanding of both problems we face and solutions we can implement to fix them. Using the combined knowledge of my education at Western and my job experience I am better equipped to contribute to the creation of solutions for our changing climate through data analysis work.

## ASSESSMENT

My completion of the AASHE STARS report has revealed areas where Western Washington University can improve its sustainability performance across multiple sections, including academics, engagement, operations, planning & administration, and innovation & leadership. Compared to other higher education institutions, Western is considered average in terms of sustainability. To enhance the academics section, the university needs to increase sustainability research conducted by faculty and implement sustainable curriculum in more courses and departments. The engagement points earned by the university have dropped due to the pandemic, and efforts will need to be made to reinstate student engagement programs under the Sustainability Engagement Institute. Under operations, minor adjustments can be made, such as improving sustainable transportation support like promoting bike-friendliness and car sharing in order to increase points. In planning & administration, to gain more points, the Human Resources department can provide better sustainability information to staff and faculty. Lastly, improving innovation and leadership points involves engaging in a broader range of social justice sustainability initiatives to create a more inclusive campus environment.

The effectiveness of Western University and the Sustainability Engagement Institute should be considered average at this time, but there are opportunities for growth to become a stronger advocate for sustainability as an institution of higher education. The university's

leadership recognized the importance of completing the STARS report to assess progress on the sustainability action plan from 2017 and identify areas for improvement. The completion and submission of this report were crucial contributions to fulfilling the university's mission of becoming more sustainable and understanding where we are at as an institution. Through this internship, I developed skills in managing connections with diverse individuals and extracting necessary information from various sources to complete the data portions of the report. I also gained a broader understanding of sustainability and how it is measured within the context of the report. Overall, the internship allowed me to apply my data analysis skills in a field of significant interest and combine my knowledge and background from other professional settings I have experienced.

## APPENDICES

Appendix 1: Supervisor Signed Letter



**SUSTAINABILITY  
ENGAGEMENT  
INSTITUTE**



Dear Ed Weber,

This letter is confirming that Ashley Spencer-Olson completed his 150-hour internship under my supervision. Ashley led the assembly of all data for Western's sustainability reporting requirements through the Association for the Advancement of Sustainability in Higher Education. He did incredible work in acquiring sustainability data and processing it for the purposes of submission.

His follow through has been impeccable. This year it has been so nice to have someone in this role that I can totally trust that they are going to complete what they say they will in the timeframe that they indicate. What a gift! His maturity and organizational skills are fantastic. His attention to detail and tight methodology are going to set up the next person to thrive in ways never accomplished in this role to this point. While I hope Ashley learned some skills about sustainability data management, Western's Sustainability Engagement Institute also benefitted from his many contributions.

Please don't hesitate to follow-up with any questions or clarifications.

Sincerely,

Lindsey MacDonald  
Associate Director  
Sustainability Engagement Institute  
Western Washington University  
360-650-3824, [Macdonl6@wwu.edu](mailto:Macdonl6@wwu.edu)



## Appendix 2: Weekly Task Log

Week 1: March 27 - March 31

Hours completed this Week: 19

Hours completed Overall: 19

### Summary of Tasks Accomplished:

PA-5 Diversity and Equity Section of the AASHE STARS annual report for WWU

PA-6 Assessing Diversity and Equity Section of the AASHE STARS annual report for WWU

PA-7 Support for Underrepresented Groups Section of the AASHE STARS annual report for WWU

PA-12 Employee Compensation Section of the AASHE STARS annual report for WWU

Assigned first and second round reviewers for all sections of the AASHE STARS report with my supervisor

For all STARS report sections data was acquired from various individuals around campus and various web pages. This data and information was then input into the STARS reporting tool for review.

Week 2: April 3 - April 7

Hours completed this Week: 19

Hours completed Overall: 38

### Summary of Tasks Accomplished:

AC-5 Immersive Experience Section of the AASHE STARS annual report for WWU

AC-7 Incentives for Developing Courses Section of the AASHE STARS annual report for WWU

EN-3 Student Life Section of the AASHE STARS annual report for WWU

EN-7 Employee Educators Program Section of the AASHE STARS annual report for WWU

Support communication for other various sections of STARS

For all STARS report sections data was acquired from various individuals around campus and various web pages. This data and information was then input into the STARS reporting tool for review.

Week 3: April 10 - April 14

Hours completed this Week: 19

Hours completed Overall: 57

### Summary of Tasks Accomplished:

EN-8 Employee Orientation Section of the AASHE STARS annual report for WWU

EN-9 Staff Professional Development and Training Section of the AASHE STARS annual report for WWU

EN-12 Continuing Education Section of the AASHE STARS annual report for WWU

EN-15 Trademark Licensing Section of the AASHE STARS annual report for WWU

For all STARS report sections data was acquired from various individuals around campus and various web pages. This data and information was then input into the STARS reporting tool for review.

Week 4: April 17 - April 21

Hours completed this Week: 19

Hours completed Overall: 76

Summary of Tasks Accomplished:

OP-3 Building Design and Construction Section of the AASHE STARS annual report for WWU  
OP-4 Building Operations and Maintenance Section of the AASHE STARS annual report for WWU  
OP-9 Landscape Management Section of the AASHE STARS annual report for WWU  
OP-10 Biodiversity Section of the AASHE STARS annual report for WWU

For all STARS report sections data was acquired from various individuals around campus and various web pages. This data and information was then input into the STARS reporting tool for review.

Week 5: April 24 - April 28

Hours completed this Week: 19

Hours completed Overall: 95

Summary of Tasks Accomplished:

AC-1 Academic Courses Section of the AASHE STARS annual report for WWU  
AC-2 Learning Outcomes Section of the AASHE STARS annual report for WWU  
AC-3 Undergraduate Programs Section of the AASHE STARS annual report for WWU  
AC-4 Graduate Programs Section of the AASHE STARS annual report for WWU  
Finalized distribution planning for both rounds of review for STARS report

For all STARS report sections data was acquired from various individuals around campus and various web pages. This data and information was then input into the STARS reporting tool for review.

Week 6: May 1 - May 5

Hours completed this Week: 19

Hours completed Overall: 114

Summary of Tasks Accomplished:

Distributed all completed sections for STARS report for first round of review  
Made updates and edits to the report from all feedback

Week 7: May 8 - May 12

Hours completed this Week: 19

Hours completed Overall: 133

Summary of Tasks Accomplished:

Supported the completion of my supervisor's sections for the AASHE STARS report  
Distributed all completed sections for STARS report for second round of review  
Made some updates and edits to the report from all feedback

Week 8: May 15 - May 19

Hours completed this Week: 19

Hours completed Overall: 152 (Completed required 150 hours)

Summary of Tasks Accomplished:

Drafted a ghostwritten executive letter for Sabah for our STARS report  
Supported the completion of more of my supervisor's sections for the AASHE STARS report  
Distributed all of her newly completed sections for STARS report for review  
Made some updates and edits to the report from all feedback

Updated Legacy document for improvements of both contents and process for future STARS reporting

## Appendix 3: Greenhouse Gas Reporting Spreadsheet



Appendix 4: STARS Reporting Responsible Party Tracking Spreadsheet



Appendix 5: WWU Fiscal Year 2021-2022 STARS Report





# Western Washington University

## ***STARS REPORT***

**Date Submitted:** [Preview](#)

**Provisional Rating:** Silver

**Provisional Score:** 61.25

**Online Report:** [Western Washington University](#)

**STARS Version:** 2.2

This is a preview of the final STARS Report.

The final version of the report will be available upon publication, at which time the final rating will be awarded and the data contained in the report will become publicly available on the STARS website.

# Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window - it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

## Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

# About STARS

The Sustainability Tracking, Assessment & Rating System (STARS<sup>®</sup>) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

## About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

# Summary of Results

**Provisional Score** 61.25

**Provisional Rating:** Silver

## Report Preface

|                               |             |
|-------------------------------|-------------|
| Introduction                  | 0.00 / 0.00 |
| Institutional Characteristics | 0.00 / 0.00 |

## Academics

|            |               |
|------------|---------------|
| Curriculum | 25.17 / 40.00 |
| Research   | 11.42 / 18.00 |

## Engagement

|                   |               |
|-------------------|---------------|
| Campus Engagement | 8.96 / 21.00  |
| Public Engagement | 11.43 / 20.00 |

## Operations

|                |              |
|----------------|--------------|
| Air & Climate  | 7.93 / 11.00 |
| Buildings      | 2.01 / 8.00  |
| Energy         | 6.78 / 10.00 |
| Food & Dining  | 3.32 / 8.00  |
| Grounds        | 1.00 / 4.00  |
| Purchasing     | 3.72 / 6.00  |
| Transportation | 4.23 / 7.00  |
| Waste          | 1.94 / 10.00 |
| Water          | 5.15 / 6.00  |

## Planning & Administration

|                           |              |
|---------------------------|--------------|
| Coordination & Planning   | 7.50 / 9.00  |
| Diversity & Affordability | 7.12 / 10.00 |
| Investment & Finance      | 3.00 / 6.00  |
| Wellbeing & Work          | 4.39 / 7.00  |

## Innovation & Leadership

|                         |             |
|-------------------------|-------------|
| Innovation & Leadership | 4.00 / 4.00 |
|-------------------------|-------------|

*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.*

# Report Preface

## Introduction

**Points Claimed** 0.00

**Points Available** 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

| <b>Credit</b>         | <b>Points</b>                             |
|-----------------------|---|
|                       | 0.00 /                                    |
| Executive Letter      | Total adjusted for non-applicable credits |
|                       | Close                                     |
|                       | 0.00 /                                    |
| Points of Distinction | Total adjusted for non-applicable credits |
|                       | Close                                     |

## Executive Letter

---

### Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

### Responsible Party

**Ashley Olson**

Data Ambassador  
Sustainability Engagement Institute

---

## Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

---

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

## Executive cover letter:

[AASHE\\_5.25.23.pdf](#)

## Points of Distinction

---

| Provisional Score                         | Responsible Party                   |
|---|-------------------------------------|
| 0.00 /                                    | <b>Ashley Olson</b>                 |
| Total adjusted for non-applicable credits | Data Ambassador                     |
| <a href="#">Close</a>                     | Sustainability Engagement Institute |

---

### Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

---

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

### **Name of the institution's featured sustainability program, initiative, or accomplishment:**

Sustainability, Equity, and Justice Fund (SEJF)

### **A brief description of the institution's featured program, initiative, or accomplishment:**

The Sustainability, Equity, & Justice Fund is a student-fee funded grant program that supports new sustainability initiatives at Western Washington University. Project teams work to create and implement projects that positively impact environmental, social, health, and economic practices on our campus and in our community. The funding is available to all current Western students, staff, and faculty, as long as the projects are student-focused and fit within the mission and priorities of the SEJF program. Grants are awarded in a three-tier structure:

Small Grants: up to \$5,000

Medium Grants: \$5,000-\$35,000

Large Grants: over \$35,000

This program is a co-curricular opportunity: SEJF program staff assist project teams in developing their sustainability ideas, support the research and writing phase of all proposals, and ensure that projects are successfully implemented. SEJF program staff conduct numerous outreach methods to educate the Western community on grant opportunities, one of which is hosting quarterly informational sessions called "Idea Labs." These info sessions are an easy way for students to learn about the grant program, determine whether their idea aligns with the SEJF mission, and ask questions about how to navigate the grant submission process. Each team is also provided with a toolkit - a document that leads teams through every step of the grant process. Also, this program employs two student ambassadors who assist in outreach through class raps where information about SEJF is presented in courses throughout the university.

Projects completed during FY2021-2022: 11

Total funded in FY2021-2022: \$440,558.40

Average dollar value for FY2021-2022: \$40,050.76

FY2021 WOHEC 2021 Scholarships: \$5,000

FY2022 WOHEC 2022 Scholarships: \$11,480

FY2022 Affordable Housing - Opportunities and Challenges to Creating More: \$500

FY2022 Cabo Verde Island Education Abroad Project: \$50,000

FY2022 Strengthening Experiences for Black & Brown Men at Western: \$25,000

FY2022 Period Postal: \$34,000

FY2022 Climate Leadership Certificate Program, Cohorts 2&3: \$117,739.60

FY2022 Film Screening - Expedition Reclamation: \$800

FY2022 Waiwai Ho'opa'a - Equitable Access to Housing, Food Security, and Recreation for families in Puna: \$4,690  
FY2022 Mobile Field Station Housing for WWU Sustainability Pathways Students in the Methow Valley: \$189,000  
FY2022 Furniture Fest: \$2,348.80

**Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:**

Campus Engagement

**Website URL where more information about the accomplishment may be found:**

<https://sustain.wwu.edu/sejf>

**STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):**

Sustainability Projects Fund

**A photograph or document associated with the featured program, initiative, or accomplishment:**

---

**Name of a second highlighted sustainability program/initiative/accomplishment:**

Campus as a Living Laboratory

**A brief description of the second program/initiative/accomplishment:**

The Campus Sustainability Planning Studio (CSPS) is student research aimed at the transition to sustainability, providing hands-on, problem-based learning where student research teams help WWU and the broader community achieve sustainability in energy conservation, waste reduction, transportation, local foods, green purchasing, green building, sustainability media, and more!

All Western students are welcome to take the planning studio. Override must be provided for certain disciplines.

Within the Institute for Energy Studies program the following course and components of other courses demonstrate an example of Campus as a Living Laboratory

Energy Conservation in Campus Buildings

The students enrolled in ENRG 461 were assigned buildings (as 4 different teams) on campus for energy assessment as a part of their end of course project. They assessed mechanical and environmental systems in buildings to identify energy conservation opportunities.

<https://energy.wwu.edu/>

**Which impact areas does the second program/initiative/accomplishment most closely relate to?:**

Curriculum

Research

Campus Engagement

**Website URL where more information about the second program/initiative/accomplishment may be found:**

<https://sustain.wwu.edu/csps>

**STARS credit in which the second program/initiative/accomplishment is reported (if applicable):**



**A photograph or document associated with the second program/initiative/ accomplishment:**

---

**Name of a third highlighted program/initiative/accomplishment:**

Green Direct Energy Program

**A brief description of the third program/initiative/accomplishment:**

Western's Bellingham campus now receives 100 percent of its electricity from wind power from the new Skookumchuck Wind Facility as part of Puget Sound Energy's Green Direct program, which allows corporate and governmental customers to purchase the equivalent of 100 percent of their electricity from a dedicated, local, renewable energy resource.

Energy from the wind farm, located on Weyerhaeuser timber land in Lewis and Thurston counties, enables Western to officially reduce its carbon footprint, as recognized by the state, by about a third, or approximately 11,000 tons.

**Which impact areas does the third program/initiative/accomplishment most closely relate to?:**

Energy

**Website URL where more information about the third program/initiative/ accomplishment may be found:**

<https://window.wvu.edu/western-100-percent-wind-powered>

**STARS credit in which the third program/initiative/accomplishment is reported (if applicable):**

Clean and Renewable Energy

**A photograph or document associated with the third program/initiative/ accomplishment:**

---

# Institutional Characteristics

**Points Claimed** 0.00

**Points Available** 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

| <b>Credit</b>               | <b>Points</b>                             |
|-----------------------------|---|
|                             | 0.00 /                                    |
| Institutional Boundary      | Total adjusted for non-applicable credits |
|                             | Close                                     |
|                             | 0.00 /                                    |
| Operational Characteristics | Total adjusted for non-applicable credits |
|                             | Close                                     |
|                             | 0.00 /                                    |
| Academics and Demographics  | Total adjusted for non-applicable credits |
|                             | Close                                     |

## Institutional Boundary

---

|   |                                     |
|---|-------------------------------------|
| <b>Provisional Score</b>                  | <b>Responsible Party</b>            |
| 0.00 /                                    | <b>Ashley Olson</b>                 |
| Total adjusted for non-applicable credits | Data Ambassador                     |
| <a href="#">Close</a>                     | Sustainability Engagement Institute |

---

### Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

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

### Institution type:

Master

### Institutional control:

Public

### A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

The main campus located in Bellingham, WA, is included in this report along with all satellite campuses. Satellite campuses included in this report are Shannon Point Marine Center, Bremerton in partnership with Olympic College, Everett in partnership with Everett University Center, Port Angeles in partnership with Peninsula college, and Poulsbo in partnership with OC Poulsbo. Shannon Point Marine Research Center is the second largest campus with 78 acres located in Anacortes. The classes provided by Western at satellite campuses are included in this report though it should be noted some small spaces aren't accounted for as they were deemed negligible.

### Which of the following features are present on campus and which are included within the institutional boundary?:

|  | Present? | Included? |
|--|----------|-----------|
| Agricultural school  | No       | No        |
| Medical school   | No       | No        |
| Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary) | No       | No        |
| Museum   | No       | No        |
| Satellite campus   | Yes      | Yes       |
| Farm larger than 2 hectares or 5 acres   | No       | No        |
| Agricultural experiment station larger than 2 hectares or 5 acres  | No       | No        |
| Hospital   | No       | No        |

**The rationale for excluding any features that are present from the institutional boundary:**

---

**Additional documentation to support the submission :**

---

**Data source(s) and notes about the submission:**

Data sources included the contribution of several experts from different departments on campus as well as databases such as the Integrated Postsecondary Education Data System (IPEDS).

## Operational Characteristics

---

### Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

---

### Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

---

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

### Endowment size:

123,000,000 *US/Canadian \$*

### Total campus area:

212 *Acres*

### Locale:

Mid-size city

### IECC climate zone:

4 - Mixed

### Gross floor area of building space:

3,542,025 *Gross Square Feet*

### Floor area of laboratory space:

767,271 *Square Feet*

### Floor area of healthcare space:

0 *Square Feet*

### Floor area of other energy intensive space:

0 *Square Feet*

### Additional documentation to support the submission :

---

## Academics and Demographics

---

### Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

### Responsible Party

**Ashley Olson**

Data Ambassador  
Sustainability Engagement Institute

---

### Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

---

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

### Number of academic divisions:

7

### Number of academic departments (or the equivalent):

59

### Number of students enrolled for credit:

16,079

### Total number of employees:

5,361

### Full-time equivalent student enrollment:

14,450

### Full-time equivalent of students enrolled exclusively in distance education:

255

### Full-time equivalent of employees:

4,635

### Number of students resident on-site:

3,383

### Number of employees resident on-site:

0

### Number of other individuals resident on-site:

0

### Weighted campus users, performance year:

14,968.25

### Additional documentation to support the submission:

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**Data source(s) and notes about the submission:**

Data from WWU OIE.

# Academics

## Curriculum

**Points Claimed** 25.17

**Points Available** 40.00

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

| <b>Credit</b>                      | <b>Points</b> |
|------------------------------------|---------------|
| Academic Courses                   | 8.66 / 14.00  |
| Learning Outcomes                  | 2.51 / 8.00   |
| Undergraduate Program              | 3.00 / 3.00   |
| Graduate Program                   | 3.00 / 3.00   |
| Immersive Experience               | 2.00 / 2.00   |
| Sustainability Literacy Assessment | 0.00 / 4.00   |
| Incentives for Developing Courses  | 2.00 / 2.00   |
| Campus as a Living Laboratory      | 4.00 / 4.00   |



## Academic Courses

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### Provisional Score

8.66 / 14.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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## Criteria

## **Part 1. Sustainability course offerings**

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

## **Part 2. Sustainability course offerings by department**

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

## Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

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

### Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

|  | Undergraduate | Graduate |
|--|---------------|----------|
| Total number of courses offered by the institution | 3,416         | 823      |
| Number of sustainability-focused courses offered   | 63            | 14       |
| Number of sustainability-inclusive courses offered | 202           | 28       |

### Percentage of courses that are sustainability course offerings:

7.24

### Total number of academic departments that offer courses:

59

### Number of academic departments with sustainability course offerings:

51

### Percentage of academic departments with sustainability course offerings:

86.44

### A copy of the institution's inventory of its sustainability course offerings and descriptions:

[FY\\_2021-2022\\_AC-1\\_STARS\\_Report\\_Sustainability\\_Courses\\_2.xlsx](#)

### Do the figures reported above cover one, two, or three academic years?:

One

### A brief description of the methodology used to complete the course inventory :

For the 2021-22 academic year, we looked through the entire WWU course catalog to identify courses with sustainability focused or inclusive content based on key words pulled from the 17 UN Sustainability Goals also taking into consideration the STARS definitions for sustainability focused and sustainability inclusive.

**How were courses with multiple offerings or sections counted for the figures reported above?:**

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

**A brief description of how courses with multiple offerings or sections were counted:**

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**Website URL where information about the sustainability course offerings is available:**

<https://catalog.wvu.edu/content.php?catoid=19&navoid=5166>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Salish Sea Institute not included in department count.

## Learning Outcomes

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### Provisional Score

2.51 / 8.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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## Criteria

## **Part 1. Institutional sustainability learning outcomes**

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

## Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. Degree programs include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

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

**Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:**

Yes

**Which of the following best describes the sustainability learning outcomes?:**

Sustainability-supportive

**A list of the institution level sustainability learning outcomes:**

General University Requirements on the institution level:

Natural Sciences (must complete 3 courses)

How does the natural world work? Natural Sciences GURs explore the physical and living world around us. These classes focus on scientific investigation of the processes that explain the patterns we observe in systems ranging in scale from a single molecule to the individual organism, from planet earth to our solar system and beyond. This GUR introduces you to the ways in which scientific inquiry is used to describe, explain, and predict natural phenomena. You will gain an understanding of the basic concepts and theories of scientific disciplines, and will practice using scientific principles to critically evaluate conclusions drawn from observations, experimentation, and theoretical models.

Social Sciences (must complete 3 courses)

Even when we are alone, we cannot escape the influence of others. The social sciences provide knowledge and understanding of human behavior and the ways we live our lives individually and collectively. Together, these disciplines develop and test theories based on empirical observation that help us better understand how we think and act in the world, form and maintain relationships, organize into groups and create institutions to achieve goals and interests, and relate to and interact with the physical environment.

Comparative, Gender, and Multi-Cultural Studies (must complete 2 courses)

Understanding different perspectives is crucial as societies and cultures become increasingly diverse and global. ACGM/BCGM courses help you develop this understanding. Comparative courses deal with the history and culture of societies beyond the Western tradition. Courses on gender explore the



social construction of gender and its consequences. Multiculturalism courses deal with the experiences and cultural expressions of minority groups. ACGM courses focus on areas outside of Europe and North America. BCGM courses focus on Europe and North America.

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

3,693

**Number of graduates from degree programs that require an understanding of the concept of sustainability:**

236

**A brief description of how the figure above was determined:**

Number of graduates from the three degree programs for FY 2021-2022 within the College of the Environment identified to have sustainability focused programs and have adopted sustainability-focused learning outcomes.

**A list of degree programs that require an understanding of the concept of sustainability:**

Urban Planning and Sustainable Development  
Environmental Science  
Environmental Studies

**Documentation supporting the figure reported above (upload):**

[AC-2\\_Program\\_Level\\_Sustainability\\_Outcomes.pdf](#)

**Do the figures reported above cover one, two, or three academic years?:**

One

**Percentage of students who graduate from programs that require an understanding of the concept of sustainability:**

6.39

**Website URL where information about the sustainability learning outcomes is available:**

<https://cenv.wvu.edu/esci/student-learning-outcomes-evaluations>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

ENVS learning outcomes:

<https://cenv.wvu.edu/envs/envs-student-learning-outcomes>

## Undergraduate Program

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### Provisional Score

3.00 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution offers at least one:

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

AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

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

Yes

### **Name of the sustainability-focused undergraduate degree program:**

Urban Planning and Sustainable Development

### **A brief description of the undergraduate degree program:**

This interdisciplinary program prepares students to enter professional fields concerned with the sustainability of the human and natural environment. The Urban Planning and Sustainable Development major consists of foundation, urban planning core, and specialization courses. The foundation and planning core requirement incorporates the interdisciplinary foundation of College of the Environment's approach to the study of the environment, with an emphasis on public policy development, law, and the methods, theory, and processes of planning and decision-making. The specialization courses allow students to develop an area of specialized interest in a defined planning sub-discipline, to concentrate on a minor in an academic discipline, or to select from a number of thematically oriented clusters of courses.

College of the Environment's Urban Planning and Sustainable Development major emphasizes innovative approaches to solving complex problems facing communities from the local to the global level. The program stresses progressive change leading towards equitable, healthful, livable, and sustainable communities with the emphasis on social and environmental justice, multiculturalism, diversity, and under-served communities. The curriculum combines urban planning, urban and sustainable design, environmental policy, and environmental sciences to provide students with an understanding of the linkages between urban and natural systems and the multidimensional problems in urban development.

Graduates are prepared for entry-level careers in planning agencies, consulting firms, and nonprofit organizations in various fields locally, nationally, and internationally, as well as advanced graduate studies.

**Website URL for the undergraduate degree program:**

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8615&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8615&returnto=4807)

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

Urban Sustainability

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

The Urban Sustainability major examines the human and environmental dimensions of cities in the United States and around the world. The curriculum incorporates approaches from a range of disciplines including urban planning, environmental policy, economics, political science, and history. The program emphasizes analytic and communication skills, which are valued by a range of employers. The program provides an excellent foundation for students pursuing graduate studies in a range of social science disciplines.

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

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8925&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8925&returnto=4807)

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

Environmental Studies

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

Environmental Studies takes an interdisciplinary and holistic approach to understanding human-environment systems and environmental challenges. The Environmental Studies major includes core classes in the natural sciences, social sciences, and humanities to prepare our students to integrate knowledge from multiple fields of study. Our students learn to analyze and interpret complex environmental data and communicate environmental information for diverse stakeholders. The Environmental Studies major equips students to succeed as environmental professionals through experiential learning and advanced coursework in each student's choice of an emphasis.

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

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8916&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8916&returnto=4807)

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

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

Yes

**Name of the sustainability-focused undergraduate minor or concentration:**

Sustainability Studies Minor

**A brief description of the undergraduate minor or concentration:**

Created by the Sustainability Academy and approved by the Sustainability Curriculum Committee, this Sustainability Studies Minor draws across all the colleges at WWU, and is administered by an

academic program director and advisers within the student's major. The Minor is appropriate for students who wish to complement their undergraduate curricula and to further gain knowledge about the social, economic, and environmental aspects of sustainability in both their academic and professional growth. The minor is highly cross-disciplinary in an effort to provide a diverse foundation for becoming engaged citizens.

**Website URL for the undergraduate minor or concentration:**

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8724&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8724&returnto=4807)

**Name of the sustainability-focused undergraduate minor or concentration (2nd program):**

Sustainable Design Minor

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

Huxley College of the Environment and the Department of Engineering Technology jointly offer a minor in Sustainable Design. The goal of the program is to enable students with strengths in design or in environmental studies to gain complementary skills in the other area so as to pursue sustainable design careers more effectively. The program is also open to students from any area that would benefit by the set of concepts and skills offered.

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

[http://catalog.wvu.edu/preview\\_program.php?catoid=11&poid=5171](http://catalog.wvu.edu/preview_program.php?catoid=11&poid=5171)

**Name of the sustainability-focused undergraduate minor or concentration (3rd program):**

Climate Leadership Certificate

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

Now, more than ever, we need leaders for sustainability and climate justice. This certificate builds an empowered community of leaders to address this urgent need. It is designed to integrate sustainability and climate change content knowledge with the leadership competencies to make real change for a more sustainable and just world.

**Website URL for the undergraduate minor or concentration (3rd program):**

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8915&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8915&returnto=4807)

**The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:**

Environmental Education Minor

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8490&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8490&returnto=4807)

Environmental Justice Minor

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8753&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8753&returnto=4807)

Environmental Policy Minor

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8495&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8495&returnto=4807)

**Additional documentation to support the submission:**

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## Graduate Program

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### Provisional Score

3.00 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution offers at least one:

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

AND/OR

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

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

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

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

Yes

### **Name of the sustainability-focused graduate-level degree program:**

Environmental Studies, MA

### **A brief description of the graduate-level degree program:**

The MA degree in Environmental Studies prepares students to address complex environmental problems using a highly interdisciplinary approach and significant student-faculty design of the course of study. Students gain proficiency in critical analysis, development, conservation, and management frameworks of environmental studies for careers in business, government, planning, consulting, teaching, and research.

### **Website URL for the graduate-level degree program:**

[https://catalog.wvu.edu/preview\\_program.php?catoid=18&poid=8718&returnto=4807](https://catalog.wvu.edu/preview_program.php?catoid=18&poid=8718&returnto=4807)

### **Name of the sustainability-focused, graduate-level degree program (2nd program):**

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

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### **Website URL for the graduate degree program (2nd program):**

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### **Name of the sustainability-focused, graduate-level degree program (3rd program):**

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

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**Website URL for the graduate degree program (3rd program):**

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**The name and website URLs of all other sustainability-focused graduate-level degree programs:**

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

No

**Name of the graduate-level sustainability-focused minor, concentration or certificate:**

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**A brief description of the graduate minor, concentration or certificate:**

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**Website URL for the graduate minor, concentration or certificate:**

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

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

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**Website URL for the graduate minor, concentration or certificate (2nd program):**

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

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

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**Website URL for the graduate minor, concentration or certificate (3rd program):**

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

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**Additional documentation to support the submission:**

## Immersive Experience

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### Provisional Score

2.00 / 2.00

### Responsible Party

**Krista Mantello**  
Program Supervisor  
Education Abroad

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### Criteria

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

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

### **Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:**

Yes

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

Nepal

Fall 2021, 2022

Learn about Himalayan biodiversity, conservation, and ethnobiology. Spend seven weeks in Nepal in the remote mountainous Rasuwa District and learn about the unique culture of the Tamang people and influences of Tibetan tradition

<https://studyabroad.wvu.edu/program/biocultural-diversity-nepal>

Thailand, Vietnam

Spring 2022

During this intensive two-month field program, students will gain an in-depth understanding of the global geopolitical system that guides local development and international policy, as well as learn directly from those living in communities facing these challenges firsthand. We will explore various participatory approaches to development, governance, and community building in cooperation with local partners. This will include learning directly from those working to protect indigenous knowledge, cultures, and practices. Through an intellectually and physically rigorous schedule of cultural study, intercultural interactions, and reflection, the course promises to be both unique and transformative.

<https://studyabroad.wvu.edu/program/community-environment-and-development-se-asia>

Bahamas

Summer 2022

Redfish School of Change and The Island School have teamed up to offer an unusual learning experience focusing on climate action leadership, fisheries, and sustainability education at The Island School (TIS) on Eleuthera Island.



<https://studyabroad.wvu.edu/program/bahamas-climate-action-and-island-school>

Canada

Summer 2022

Take part in this immersive fieldwork opportunity focused on Salish Sea biodiversity, conservation biology and ethnoecology to experience the rich array of diversity in our own backyard. This four-week program, run in partnership with InPlace Ecocultural Learning Institute, includes three weeks of outdoor, field-based study and a week of travel in First Nation, Native American, and Settler communities in the inland marine waterways of Washington and British Columbia.

<https://studyabroad.wvu.edu/program/uscanada-field-school-salish-sea-biodiversity-culture-conservation>

Ecuador

Summer 2022

The Honors in Ecuador program offers students the chance to study the natural and human history of Ecuador, taking into account the region's rich biodiversity and its long history of human civilizations. Coursework will be in English, and the two courses will explore how nature and culture interact in the Andes, the Amazon basin, and the Galapagos.

<https://studyabroad.wvu.edu/program/honors-ecuador>

Greece

Summer 2022

The program focuses on applied sustainability studies of Mediterranean urban and island communities in Greece. We begin with explorations of public spaces in Athens as well as the historic and contemporary cultural elements of the city. We then shift focus to the study of traditional medieval villages of Aegean and Ionian Island communities. The course emphasizes studies in sustainable development and includes field investigations, studies of village form, and current issues facing Greece. In our residency stay in Ithaca, students will contribute to an ongoing sustainable development plan for our case study village as part of our continuing research in Ithaca. The planning study has won best student planning study by the American Planning Association and the Planning Association of Washington.

<https://studyabroad.wvu.edu/program/applied-studies-mediterranean-sustainable-development-greece>

Italy

Summer 2022

This multicultural, excursion-rich, and food business/planning focused program offers intensive study and numerous field trips in a major European business and cultural center: Florence, Italy and surrounding countrysides.

<https://studyabroad.wvu.edu/program/business-and-food-cultures-italy-entrepreneurship-sustainability-and-heritage-florence-and>

Mexico

Summer 2022

Based in San Miguel de Allende (Guanajuato state), the program studies food heritages and business and sustainability challenges. Also: Neoliberal policy and programs and effects on business and the environment—export agriculture and groundwater extraction, fluoride and arsenic contamination, Mexican politico-economic history, land reform, and narco-corruption, and migration and organizing:

community-led solutions and models.

<https://studyabroad.wvu.edu/program/international-business-and-environmental-sustainability-mexico>

Vietnam  
Summer 2022

By the end of the course, students will have a variety of practical skills that will be valuable in their future research and careers, as well as understand how grassroots community development can aid in creating more sustainable, long-lasting solutions to the challenges we face around the world.

<https://studyabroad.wvu.edu/program/peacebuilding-sustainability-development-vietnam>

Spain  
Spring Semester 2022  
Various sustainability focused courses

<https://find.apiabroad.com/study-abroad/spain/barcelona/international-studies-program/>

Costa Rica  
Summer 2022

Live on the edge of the world-famous Costa Rican cloud forest in Monteverde, where you'll learn about sustainable economic development, environmental engineering, and other science, technology, engineering, and math (STEM)-related topics. Course: DEVE 3001 MTVE: Sustainable Development for the Tropics

<https://www.ciee.org/go-abroad/college-study-abroad/programs/costa-rica/monteverde/summer-sustainability-environment>

Australia  
Academic, Calendar Year 2021-22  
Various courses and internship available

[https://www-sa.terradotta.com/index.cfm?FuseAction=programs.ViewProgram&Program\\_ID=13416](https://www-sa.terradotta.com/index.cfm?FuseAction=programs.ViewProgram&Program_ID=13416)

UK/England  
Fall Semester 2021  
Various courses available

<https://search.isepstudyabroad.org/Program/Detail/4148e1e5-3488-4428-ba04-0961a92814fa?ProgramT>

ypeld=2

Spain  
Summer 2022  
Various internship placements

<https://www.theinterngroup.com/destination/internships-in-madrid/>

Belize  
Summer 2022

By the end of the program, all of us will have an in-depth knowledge and understanding of Belize's

extraordinarily rich ecological and cultural diversity, and we will have developed the ability to apply scientific field methods and observation across a variety of conservation contexts and sensitively explored the human dimensions of wildlife stewardship.

<https://www.wildlandsstudies.com/belize>

Nepal

Spring Quarter 2022

By the end of the project, each of us will have acquired field experience in rich, important wildlife habitat; developed an understanding of the ecology, behavior, and habitat needs of key wildlife species; learned a great deal about the geography of a spectacular mountain region; and gained practical experience with conservation management in Nepal's dynamic, rapidly changing society.

<https://www.wildlandsstudies.com/nepal>

Thailand

Winter Quarter 2022

This project presents a singular opportunity to assess issues that affect coastal and marine environments in Thailand and Indonesia, to investigate the habitat firsthand, and to develop possible strategies to solve problems posed by resource extraction, coastal development and climate change. By the end of the project each of us will have gained an in-depth understanding of many coastal and marine animal species and about indigenous seafaring culture groups.

<https://www.wildlandsstudies.com/thailand>

Ecuador

Winter Quarter 2022

By the end of the project team members will have a deep understanding of the Ecuadorian natural and human landscapes, the human activities that threaten their biological integrity, and the efforts underway to restore and protect the country's natural environment.

<https://www.wildlandsstudies.com/ecuador>

Austria

Academic Year 2021-2022

[https://wwu-sa.terradotta.com/\\_portal/tds-program-brochure?programid=11658](https://wwu-sa.terradotta.com/_portal/tds-program-brochure?programid=11658)

Norway

Academic Year 2022-2023

[https://wwu-sa.terradotta.com/\\_portal/tds-program-brochure?programid=13281](https://wwu-sa.terradotta.com/_portal/tds-program-brochure?programid=13281)

UK/Plymouth

Spring Semester 2022

[https://wwu-sa.terradotta.com/\\_portal/tds-program-brochure?programid=13404](https://wwu-sa.terradotta.com/_portal/tds-program-brochure?programid=13404)

**Website URL where information about the institution's immersive education programs is available:**

<https://studyabroad.wwu.edu/map/faculty-led-global-learning-programs>

**Additional documentation to support the submission:**

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## Sustainability Literacy Assessment

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### Provisional Score

0.00 / 4.00

### Responsible Party

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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### Criteria

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

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

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

### **Does the institution conduct an assessment of the sustainability literacy of its students?:**

No

### **Which of the following best describes the literacy assessment? The assessment is administered to::**

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### **Which of the following best describes the structure of the assessment? The assessment is administered as a::**

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

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### **A list or sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:**

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### **A brief description of how the literacy assessment was developed and/or when it was adopted:**

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### **A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :**

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

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**Website URL where information about the sustainability literacy assessment is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The literacy assessment that was initiated in 2016 was discontinued in 2018.

## Incentives for Developing Courses

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### Provisional Score

2.00 / 2.00

### Responsible Party

#### Grace Wang

Professor, Dept. Chair, Director  
Urban & Environmental Planning & Policy; Director, Sustainability Engagement Institute

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### Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

### **Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :**

Yes

### **A brief description of the incentive program(s):**

Yes, there is an annual Sustainability Fellows program (modeled after Emory University's Piedmont Project) that "trains" faculty and teaching staff on how to incorporate sustainability into their coursework. This Sustainability Across the Curriculum work has included faculty from all colleges within WWU, representing many diverse disciplines. Faculty meet approximately every other week for 5 months, with discussions on sustainability, SDGs, and curricular integration. At the end of the program, participating faculty receive a \$500 stipend.

Outcomes include the formation of several courses. See additional documentation to support the submission attachment.

### **A brief description of the incentives that academic staff who participate in the program(s) receive:**

Cash incentive for updating/creating a sustainability-focused course. 35 faculty have participated in this program, representing all colleges at WWU.

### **Website URL where information about the incentives for developing sustainability course content is available:**

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### **Additional documentation to support the submission:**

[Sust\\_Fellows\\_and\\_Courses.xlsx](#)





## Campus as a Living Laboratory

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### Provisional Score

4.00 / 4.00

### Responsible Party

**Lindsey MacDonald**  
Associate Director  
Sustainability Engagement Institute

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### Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:**

Yes

### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:**

The Future of Sustainability Ambassadors: Program Recommendations  
As Western Washington University's Office of Sustainability has transitioned to the Sustainability Engagement Institute in 2021, various programs running through the institute are also making changes. One of these programs is the Sustainability Ambassadors, who conduct student outreach and educational events in the campus's residence halls. Since COVID-19, the program was put on hold with plans for re-implementation in Fall, 2022. It has faced numerous challenges in achieving successful outreach, which is reflected in its Sustainability Tracking, Assessment & Rating System (STARS) student educators program rating of 1.04 out of 4. Considering current efforts to improve

WWU's STARS ratings, as well as the recent Sustainability Engagement Institute changes and archival of the Sustainability Ambassadors program, it is an ideal time to reimagine and improve the program. This project researches 15 Sustainability Ambassador programs (of various names, commonly Eco-Reps) across the country with highly regarded student educators' programs based on their STARS ratings. The findings are organized into 22 categories and analyzed based on common elements and notable aspects of the programs. The broad categories for inventory include programming, funding, curriculum, organization and structure, and best practices. A set of recommendations for WWU's Sustainability Ambassadors to adopt is then offered based on the analysis. The budget recommendations are based on three schools with exceptional programs: Oregon State University, University of Colorado Boulder, and University of Vermont. The next steps for the Sustainability Ambassadors program's re-implementation and potential barriers are then discussed.

#### Sustainable Office Certification Report

Western Washington University (WWU) is committed to being a sustainable campus and has taken significant steps to show that commitment. WWU joined 180 university presidents, 125 mayors, nine governors, and almost 1,000 businesses in signing the Grand Coalition Statement on the Paris Agreement (WWU, 2017). In 2017, the school enacted the Sustainability Action Plan as a guiding light for this university's commitment to creating an equitable, vital planet (WWU, 2017). WWU created the Sustainability Office Certification (SOC) program was created to fulfill its pledge and maintain the university's proud history of an institution contributing toward a better world. The SOC enables students, faculty, and staff to take quantifiable steps toward fulfilling Western Washington University's sustainability goals. In addition, the SOC program helps WWU maintain and improve its Sustainability Tracking, Assessment & Rating (STARS). The STARS institution provides a framework for colleges and universities to measure their sustainability performance on an international scale and help institutions work in tandem with the UN Sustainable Development goals. The Sustainable Office Certification was first created in 2012, engaging 34 offices in the certification process. It was ready to take on more offices interested in the program, but with COVID-19 and the Sustainability Engagement Institutes' reduction in staff, the SOC scoring tool was put on hold in 2019. In addition, due to the COVID-19 Pandemic, Western Washington University shifted all operations to online. This online shift made it impossible for the Sustainable Office Certification (SOC) program to operate and caused the program to shut down. Now a SOC research team working within ENV5 471: Campus Sustainability Planning Studio has compiled data through benchmarking, data inventory, interviews, and case studies to assist the SOC in returning to operation. The SOC research team researched five universities: the University of Washington, the University of Oregon, the University at Albany, Northwestern University, and Gonzaga University. The parameters of this study included that the universities would have Gold STARS status and a similar program to the SOC for comparison. In addition, the universities comprising this study were either in Washington State or on the west coast or had a similar student body. There are two primary data sets, with the two universities of University at Albany and Gonzaga University, used as case studies. This project aims to make the SOC checklist easier for offices to implement while also updating the scoring tool and adding new practices. In addition, this project seeks to expand the duties of the Student Ambassador position to oversee the implementation of the SOC checklist to heighten the participation rate. Lastly, and most importantly, this project strives to have the SOC program reinstated for the 2022 fall quarter.

#### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:**

Yes

#### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:**

##### Carbon Farming: Through a Conservation Trust Model

The Kulshan Carbon Trust (KCT) is a task force that is tasked with creating a profitable and equitable approach to carbon sequestration. The overall goal of this project is enabling landowners to sequester carbon on their farms in the form of trees, no-till practices, and the use of biochar. Participating landowners will enter into a contract that assures they will follow these practices for the set amount of years, and in return they will get a carbon credit with a set nominal value. These carbon credits can be turned in for cash or safeguarded while they gain value. The project was tasked with working with the KCT to perform a literature review of other carbon trust groups, create a survey pool, and develop a working survey for landowners. This requires extensive research on how carbon trusts have

been deployed nationwide and the project focused specifically on survey implementation. These surveys are meant to gauge a population's interest on participating in a carbon trust movement in exchange for a carbon credit currency. The project compiled all of the found surveys into a survey pool with hundreds of questions. Final deliverables include: Language to use with landowners, pre-survey materials, an 11-question survey, and a survey pool.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:**

**Alternative Sustainable Solutions to Architectural Glazing**

Modern construction of buildings often utilizes a large incorporation of glazing to achieve a traditional aesthetic in the built environment. Glazing is the process of installing glass windows onto buildings or structures, whether that be single or double paned windows. While these windows are excellent natural light transmitters, they have multiple drawbacks that reduce the building's overall energy efficiency. Architectural glass is extremely carbon-intensive from its production, transportation, and maintenance. In addition to the carbon cost in production, glass has a high thermal conductivity, making it a very poor insulator when compared to opaque walls. Therefore, the cost of heating and cooling a building to make up for what is lost through windows is significant. The carbon emissions produced from heating and electricity use are among the highest contributors in the United States. The combination of its carbon-intensive production and high thermal conductivity make modern glass windows a very impractical option in sustainable building. This study aims to minimize the carbon impact of glazing in new construction on the Western Washington University (WWU) campus. In this process, the performance and life cycle cost is measured between architectural glass on campus buildings, and other functional alternatives. Several objectives of this study are to define and understand potential alternatives to glazing, efficiently analyze gathered data to determine the differences in glass variables, and to give insight towards a more sustainable campus through various glazing solutions. By achieving said objectives, this study will determine practical alternatives to the traditional use of glazing in new construction. The research conducted focuses on finding alternative solutions that will lower Intrinsic and extrinsic costs, therefore assisting in further reducing WWU's carbon footprint.

**Energy Conservation in Campus Buildings**

The students enrolled in ENRG 461 were assigned buildings (as 4 different teams) on campus for energy assessment as a part of their end of course project. They assessed mechanical and environmental systems in buildings to identify energy conservation opportunities.

**Making Western Washington University a Bird-Safe Campus**

There have been concerns raised about the number of bird fatalities on Western Washington University's campus due to untreated windows and light pollution, although the number of bird strikes is unclear. Birds are likely to fly into untreated windows because they reflect nearby vegetation, which makes the windows appear like they're an extension of the outside environment. Even during times of day when the windows aren't reflecting greenery, they pose a danger- buildings with windows on both sides look like wide open spaces that can be flown through. Lights can also be hazardous because they attract birds that migrate at night. The frequency of bird strikes and where they occur most isn't formally recorded by WWU, and there is no existing protocol for grounds staff, gardeners, or facilities management to deal with a dead bird. There are also many casualties that remain unreported due to community members disposing of the birds themselves or unseen casualties.

These factors make it difficult to diagnose the problem since there are no concrete numbers—reporting and tracking are necessary. The goal of this project is to reduce these bird strikes on Western’s campus and raise awareness for both native species of birds and the overall ecological health and diversity of the community. This project aims to raise awareness regarding bird fatalities on campus and share how collectively as a community Western can mitigate this issue. It also aims to bring attention to the seemingly small problems that cause large threats to the ecosystem. The fatalities of birds directly affect biodiversity, which can initiate a negative domino effect throughout the ecosystem. Primary prevention leads to more resilient and sustainable environments. In addition to these problems, and the obvious loss in terms of the intrinsic value of a life, these bird strikes also have negative effects on the mental health of staff and students on campus.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:**

**Upgrading Heating Systems for a Sustainable Future**

Western Washington University’s (WWU) thermal energy needs are being met by an outdated Steam Plant which is both carbon and energy intensive. The Steam Plant is especially inefficient during summer months further costing the University. The Steam Plant releases 2,428 tons of CO<sub>2</sub>/year into the environment while costing WWU \$627,929/year in natural gas consumption (Energy Dashboard, 2020). Upkeep alone costs the university \$1.9-2.8 million/year (UMP, 2020). WWU’s current system has an increasing possibility of aging components breaking with no replacement parts as those parts have been discontinued. The combination of this with concerns over decreased efficiency and carbon emissions make now an optimal time for action. Stakeholders are interested in an eventual hot water conversion but are held back by daunting upfront costs compared to long payback periods. WWU is also limited by how potential solutions will interact with its hilly terrain and cold temperatures which prevents easy, copy paste solutions from other universities. Maintaining all building’s constant access to heat further complicates the process. The scale at which implementation will happen also makes immediate system wide conversion difficult to obtain. The due diligence of facilities management has kept the WWU steam plant running from 1946 to present day, but it is overdue for an upgrade with modern systems. This report will outline the amount of energy used by WWU’s heating system and then lay out first steps to move away from it. Since replacing the steam plant is limited by reasons presented above, this project looked at incremental solutions with options to increase clean energy in the future. The initial change to the current system will fit into a long term strategy so that no investments undergone by the university turn into a dead end. Paring systems upgrades with carbon offsets in the form of sequestration on the short to medium time horizon of 15 years will allow WWU to meet its goal of carbon neutrality by 2035.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:**

**Food Forest Fungi Farm**

Western Washington University has a food insecurity problem among students, an issue that The Outback farm works to combat with donations of the produce it grows. The fresh produce from the Outback is a much appreciated addition to the offerings of the Pop Up Pantry, but there is an opportunity to expand and diversify the Outback’s efforts through mushroom cultivation. Mushrooms are nutritious, becoming a popular meat-substitute, and are a key element of soil health. In the Food Forest, the Outback is striving to create a rich permaculture -- some unused space in this area would be perfect for the introduction of a mushroom cultivation area. This project will serve three purposes: to assist the Outback in its efforts to serve WWU students with provision of nutritious foods, to offer more hand-on learning opportunities for students, and to experiment with new ways to improve the

soil and soil-regeneration of the Permaculture Forest. Mushrooms are a unique element of ecosystems. Fungi can play a critical role in decomposing plant matter and balancing the nutrients in soils. Depending on the success of this project, some of the “waste” products (i.e. spent spawn and substrate) could be used as fertilizer to improve the soil and growth systems of the Outback. As the Outback experiments with mushroom cultivation and discovers what works best in their system, students will also be able to learn; It will be a great addition to Mycology classes taught on Western’s campus. Of the many local mushrooms that grow in the PNW, 6 were selected to be the best fit for the early stages of this project based on mushroom growing regions and ease of growing: Oyster, Lions Mane, Shiitake, Wine Caps, Almond Agaricus, and Chicken of the Woods. Mushroom cultivation can be complicated, and is especially hard to control in an outdoor setting, so some mushrooms will be cultivated more easily than others. Starting a 5 year plan with a broad assortment will hopefully help the Outback to discover which mushrooms will best serve all three target purposes outlined above. This report will explore the profiles of each mushroom; what they look like, what they need to grow, how to take care of them, and how to harvest them. Also included is a step-by step process recommendations and a budget. The Outback will be able to stay well within its means for this project and have funding left over for any unexpected or underestimated expenses.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:**

Navigating the Campus Drinking Water Landscape

2012-2014 students inspired Western to eliminate the sale of bottled water on campus (see news story below). This commitment was upheld until spring of 2022. During the 2021-2022 school year, some students voiced concern about a lack of safe drinking water on campus, the negative health impacts of not selling water, and a lack of accessible water. These concerns were related to a perception that there was lead in the water, fears of using traditional water fountains during COVID, students choosing to buy sugary drinks when there is not another option, and the location of water bottle refill stations feeling inconvenient. These students worked with Walton Beverage to pilot the purchase of aluminum bottled water. The intent of this project is to perform research, assemble existing resources, and develop an educational plan such that campus decision-makers are operating with accurate and comprehensive information when making a long-term sales decision after the initial pilot phase.

Interests / Skill Sets:

- Life-cycle assessment
- Education for sustainability
- Sustainable operations
- Systems thinking

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:**

Yes

## **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:**

### Improving Western Washington University's Wellbeing and Sustainability by Installing Bike Counters

Western Washington University's campus has always made it a point to prioritize sustainability, but considering the commute has been pushed aside. While there are a lot of people who bike to campus, there are still many who don't because of outside influences such as financial instability, not having the proper resources once they get to campus such as a clothes drying area and fear of feeling unsafe on a bike. Western Washington University was not built to accommodate biking as a primary mode of transport. As the campus grows and new infrastructure gets built, biking is much more considered than in previous years. As biking becomes more and more of a viable option for students, Western Washington University's campus needs to accommodate these changes. In order to create a more sustainable city and campus, we need to encourage the biking community to grow. Based on our field evaluations, it was deduced which locations have the highest volume of bike traffic and the field research started by standing there and counting the bike traffic. This will indicate where to place the bike counters. This will result in having the most accurate data on bike usage within the campus community. Based on this data, the university will determine what other actions could be taken to support the biking community such as bike locks in certain locations, or bike specific paths for safety and efficiency. According to Western Washington University's Sustainable Action Plan, "Western will continue to display its leadership in sustainable transportation by expanding development of its pedestrian and bicyclist infrastructure" (p.#61). In order to reduce the University's overall environmental impact, it is important to encourage alternative modes of transportation besides the car.

## **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:**

Yes

## **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:**

### Digesting Food Waste on Western's Campus

Western Washington University (WWU) is losing money and encouraging unsustainable habits by allowing their campus food service provider, Aramark, to dispose of WWU's campus's food waste. Students pay for their services when instead Western's campus could turn that food waste into nutrient-rich compost and clean energy. Western can save money by not paying for composting services and make money by selling carbon credits or energy back to the grid. In addition, the campus's greenery would be amplified with the distribution of the nutrient-rich compost from a digester. The food waste diversion team has been doing a feasibility study on the possibility of bringing either an aerobic or anaerobic digester onto our campus to handle food waste more sustainably. This project will address sustainability by creating compost and clean energy that can be used on campus from our food waste. The sustainability action plan looks at ways for WWU's campus to reduce its carbon footprint and be more self reliant. Bringing a digester on Western's campus would offset its carbon footprint by creating carbon credits, reducing transportation of food waste, and ensuring all food waste is managed properly. The digester team collected a series of case studies including other college campuses, that will guide the university to which option suits our campus the best.

### Streamlining Western's Solid Waste (Spring 2022)

Western currently manages multiple waste streams including recyclable, organic compost and traditional landfill-bound materials. The ability of Western to reduce and recover material from waste streams on campus benefits the environment and reduces overall costs. Currently, the university operates the Associated Students Recycle Center which collects and processes recyclable and organic materials. Facility Management's custodial teams collect the landfill waste materials during regular rounds. Sanitary Services Company (SSC) provides the solid waste service contract that serves the landfill bound materials. SSC also provides the transport service for organic materials delivery to Green Earth Technologies in Lynden, WA. Given these stakeholders and their individual procedures,

the task of this project is deciphering how different departments on campus manage their end of waste management, and where they are not addressing crucial communication points or measurements. Identifying where these missing pieces lie will catalyze a consolidation of processes that further Western's Sustainability Action Plan.

#### Streamlining Western's Solid Waste (Fall 2022)

Western currently manages multiple waste streams including recyclable, organic compost and traditional landfill bound materials. The ability of Western to reduce and recover material from our waste streams benefits the environment and reduces our costs. Currently, the Associated University Students operate the Recycle Center which collects and processes recyclable and organic materials. The Recycle center was founded in 1971 and has been the backbone of waste recovery for the campus for decades. Facility Management's custodial teams collect the landfill waste materials during their regular rounds as well as transfer recycling materials in some areas. Sanitary Services Company (SSC) provides the solid waste service contract that serves our landfill bound materials. SSC also provides the transport service for our organic materials delivery to Green Earth Technologies in Lynden, WA. There are likely opportunities to divert more organic materials, reduce dumpster sizes and consolidate collection operations among these various solid waste streams. This project will help to identify opportunities across the waste streams so that Western is able to best manage our waste in a coordinated and thoughtful way. This work will be partnered with the Food Waste Diversion group, as the amount and type of organic waste will be part of the logistical considerations for installing a digester on campus.

Interests / Skill Sets:

Data collection and analysis

Program development and operations/process analysis

Zero waste and landfill diversion

Waste recovery

Community engagement and education

#### Zero Waste Events

The Office of Sustainability used to support staff and student groups around campus to ensure that events were zero waste. This effort was impactful, but never institutionalized. Anecdotal evidence indicates that many events on campus are not zero waste. There is real carbon reduction, cost reduction, and educational potential on this topic. The Sustainability Engagement Institute would like to see every university-sponsored event be zero waste. In order to work toward this goal, we need a guide with step-by-step best practices and a set of recommendations for mechanisms for institutionalizing this practice.

Interests / Skill Sets:

- Zero Waste
- Event Planning
- Sustainable operations
- Systems thinking

#### Food Waste Diversion: Digesters, Fertilizer and Methane

Western's Sustainability Action Plan Dining Service section highlights some of the progress that has been made on improving the food, waste, and management of the dining services on campus. Currently, organic waste is collected and transported by the Sanitary Services Company to Green Earth Technology in Lynden, where it is process and composted for consumer use. Objectives 1.,3, 2.1, 2.4, 3.1, 3.2 and Goal 4 in this section describe the work on related areas to food waste management and education. Additionally, the Washington legislature has introduced Senate Bill 5731 that aims to require the active management of food waste. A review of the progress on the goals in the dining section along with the policy trajectory of this functional area will benefit Western's goals and plans related to the management of organic waste on campus. Having met many of the goals outlined in the SAP, Western would like investigate ways to demonstrate best practices for organic waste management. Western is considering on site processing of organic waste and is currently developing an operational plan and process map to evaluate installing an organic material digester

on campus. This is a continuation of the feasibility study completed by a Sustainability Planning Studio group from spring of 2022 and will continue the development processes needed to implement an anaerobic digester process at Western. This work will be partnered with the Streamlining Western's Solid Waste group, as the amount and type of organic waste will be part of the logistical considerations.

Interests / Skill Sets:

Systems Thinking

Sustainable agriculture and urban farming

Waste stream recovery

Policy and Contracting Implementation

Cross Functional Operations Management

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:**

STARS and the UN Sustainable Development Goals

Western Washington University (WWU) is one of the nation's leading examples of sustainable learning and practices according to the Association for Advancement of Sustainability in Higher Education (AASHE) and determined by the Sustainable Tracking, Assessment and Rating System (STARS). With STARS rating WWU a silver 60.52 score in 2019, the university lacks numerous sustainable endeavors. When WWU underwent its last rating from STARS the United Nations Sustainable Development Goals (UNSDGs) had been announced three years prior. Although Western was acknowledged for certain sustainable practices when it comes to air and climate usage, coordinating and practicing, and diversity and affordability, the university failed to commit to the UNs global goals for a sustainable future. Western's current university function and routine according to STARS does not align with the UNSDGs but with the help of students, faculty, and AASHE, Western can incorporate the UNSDGs to pursue a brighter and longer future for the campus and university. Description of Project This project is an assessment of Western's STARS rating to identify where the university can advance or add sustainable practices by incorporating the UNSDGs. The purpose of this assessment is to get the university committed to incorporating all 17 Sustainable Development Goals on campus, especially in places where sustainable solutions lack, to offer students the tools necessary to critically think and take on long term solutions for growing problems. The primary stakeholder and supporter for this assessment is Grace Wang, the Chair of the Environmental Studies Department at Huxley College of the Environment. Wang has identified this project and proposed solution to be a feasible, productive, and valuable implementation to Western Washington University. Secondary stakeholders include other department and committee chairs (ie Academic Coordinating Committee) along with the university institution itself as they are responsible for deeming this assessment necessary and taking this from an idea to reality. The results of this assessment will be used to better Westerns STARS rating and to provide additional information for the university to see where sustainable practices still need to be met.



**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:**

Steps to Accessible Farming at WWU

This project's main focus is to coordinate with the stakeholder, conduct some necessary research and provide new ideas to how the Outback Farm can be more accessible. After compiling the survey responses, our stakeholder Terri Kempton's and Cori Foster's inputs; we were able to configure some recommendations that can be implemented. Jon McGough, from the Disability Access Center (DAC), is also helping with the Outback accessibility. While more people are responding to their concerns and hopes for the Outback Farm, everyone can look forward to a wider variety of accessible farming. Past research and implementations have been made by other groups, so these ideas are further proposals to have Accessibility Outback Farm.

WWU Homestay Program

Rental Costs in the City of Bellingham, specifically in the 98225 area code, have risen 35% in the last year, partially due to Bellingham's unhealthy low rental vacancy rate. In a recent study, the City of Bellingham determined that although we have a very low vacancy rate, the issue was not a lack of bedrooms but actually underoccupancy of single-family homes. In order to remedy this situation as well as make affordable housing more easily accessible to Western students, we would like to explore the idea of developing a program to have students live with community members, alumni and/or retired faculty and staff. Research

Housing policy and issues of housing insecurity

Program development and operations/process analysis

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:**

Investing in Our Future: A Plan for Sustainable Investment at Western Washington University

This project aims to use the STARS framework put forth by the Association for the Advancement of Sustainability in Higher Education (AASHE) in incentivizing WWU and the WWU Foundation to increase the portion of their portfolio that is invested in sustainable companies and firms. Additionally, we want to improve WWU's investment disclosure and promote the inclusion of students, faculty, and staff in the decision-making process. If WWU can gain 5 additional points in its Investment and Finances, the University will earn a Gold STARS ranking.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:**

Transitions of Emissions & Social Justice: An Analysis

As a result of the COVID-19 pandemic, Western Washington University has shifted its activities to online formats. This online shift created a new college environment with both benefits and setbacks. Positively, there were reductions in transportation carbon emissions with fewer students, staff, and

faculty traveling to campus. With an online format, there is also a possibility for wider inclusion of students who may not have had access to higher education due to physical barriers. In the future, how can Western keep their transportation carbon emissions down and provide access to higher education for non-traditional students who cannot live near or travel to campus when in-person courses are conducted again. Description of Project The focus of this project was to conduct research on Western students' feelings toward the online class format. Qualitative data from student interviews was gathered to assess their experiences with telecommuting in order to determine recommendations for future class formats. It is important to note that the data collected was from traditional students. In these interviews, questions revolved around interviewee's thoughts and opinions of online school and how it affected their life. A comprehensive analysis of interviews was constructed and a detailed budget for suggested implementations was presented. Monitoring and evaluation of proposals for later quarters were also outlined.

#### The New Hybrid Modality: Expanding Learning Options Post COVID-19

Having all classes entirely on campus limits accessibility for low income and disabled students and leads to increased GHG emissions from commuting to campus. This project consists of gathering data and making recommendations with the goal of increasing online learning options at WWU. This is in line with Western's Sustainability Action Plan, which has goals of social and environmental sustainability. Socially, online learning allows a wider variety of students to attend WWU and therefore increases diversity in the student body. Environmentally, allowing students and faculty to attend and hold classes online will reduce greenhouse gas emissions since they will not have to commute to campus. Surveys of students and faculty were used to collect opinions about online learning, but focused on faculty. Through the faculty survey, information about what instructors like and dislike about online learning was gathered, which helped develop a more comprehensive view of how a new teaching modality would be viewed. Instructors faced some tech issues, along with reduced interaction and human connection. They also reported that their students were having issues with human connection, in addition to burnout and too much screen time. These issues can likely be remedied by providing options such as teaching assistants, tech help, and better internet. In addition, some classes may be partially online, partially in person, which helps with the social aspect. Instructors also reported benefits to online learning that should continue into the future. Being able to work out of their homes was a positive aspect for many. In addition, online classes tend to be more flexible as lectures can be recorded and posted for later viewing or re-watching. Another positive aspect of online learning was the ability to bring in speakers from around the world who would otherwise have to come to Bellingham to speak to a class. Some of these benefits can be carried on in the future through online or hybrid learning modalities. It is recommended that future students take up this project and re-distribute the surveys to get more responses that can help guide the goal of implementing online/hybrid learning. In addition, if more faculty choose to utilize an online/hybrid model, others may follow suit.

#### Menstrual Equity at Western Washington University

The long-term goal is to establish a free menstrual product resource that features high quality disposable, organic, and reusable products. These will be sourced from a company that values and uses sustainable practices. The project is to ensure accessibility and equity by having a free, and sustainable monthly packet mailed to the home of students who sign up for this program. The desire is for this project to be funded, housed, and overseen with longevity in mind.

#### **Website URL where information about the institution's living laboratory program is available:**

<https://sustain.wwu.edu/csps>

#### **Additional documentation to support the submission:**

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# Research

**Points Claimed** 11.42

**Points Available** 18.00

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

| <b>Credit</b>                       | <b>Points</b> |
|-------------------------------------|---------------|
| Research and Scholarship            | 7.42 / 12.00  |
| Support for Sustainability Research | 2.00 / 4.00   |
| Open Access to Research             | 2.00 / 2.00   |

## Research and Scholarship

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### Provisional Score

7.42 / 12.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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## Criteria

## **Part 1. Sustainability research**

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

## **Part 2. Sustainability research by department**

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

# Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

**Total number of employees that conduct research:**

201

**Number of employees engaged in sustainability research:**

28

**Percentage of employees that conduct research that are engaged in sustainability research:**

13.93

**Total number of academic departments that include at least one employee who conducts research:**

39

**Number of academic departments that include at least one employee who conducts sustainability research:**

9

**Percentage of departments that conduct research that are engaged in sustainability research:**

23.08

**A copy of the inventory of the institution's sustainability research (upload):**

[AC-9\\_Sustainability\\_Research\\_Inventory.pdf](#)

**Inventory of the institution's sustainability research:**

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

The University does not have a central body that collects information on all research conducted by out faculty. Department Heads reported research inventory for most departments and for some departments each faculty members publications were vetted for recent research as it pertains to sustainability. It should be noted on 13 of the 35 departments we have on campus reported data.

**Website URL where information about the institution's sustainability research is available:**

<http://www.wvu.edu/rsp/>

**Additional documentation to support the submission:**

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## Support for Sustainability Research

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### Provisional Score

2.00 / 4.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
  - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
  - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
- 

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

### **Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:**

Yes

### **A brief description of the student sustainability research program:**

Western has two primary methods to encourage student research in sustainability: The Campus Sustainability Planning Studio and the Sustainability, Equity, and Justice Fund.

The Campus Sustainability Planning Studio (CSPS) is a 400-level hands-on, problem-based learning where student research teams help Western and the Bellingham community achieve sustainability in these areas and more: Energy Conservation, Waste Reduction, Transportation, Local Foods, Green Purchasing, Green Building, Sustainability Media. CSPS is taught almost every fall and spring quarters and is open to all Western students. CSPS students have completed over 130 research projects since 1999 for on and off-campus sustainability topics. A full list of proposals and presentations can be found here:

<https://sustain.wvu.edu/csp>

The Sustainability, Equity, and Justice Fund Grant Program provides funding to innovative, student-driven projects focused on promoting experiential learning opportunities and sustainable practices at Western Washington University. All program participants are provided ongoing coaching on conducting sustainability research and apply that research to SEJF grant proposals. The SEJF Grant Program is managed by the Sustainability Engagement Institute and supported by the AS Environmental and Sustainability Programs. Students, staff and faculty are all eligible to apply for grant funding. Projects funded through the SEJF Grant Program aim to: Increase student involvement

and education, reduce the university's environmental impact & create an aware & engaged campus community. Sustainability, Equity, and Justice Fund Grant Program research associates have completed over 30 projects. A list of reporting year (FY 2021-22) projects can be found here:

<https://sustain.wvu.edu/sejf/Projects>

**Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:**

No

**A brief description of the faculty sustainability research program:**

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

No

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

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**The promotion or tenure guidelines or policies:**

Nothing formal, though the Provost's Office is supporting curricular initiatives to address sustainability in the classroom.

**Does the institution have ongoing library support for sustainability research and learning?:**

Yes

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

Western Libraries purchases and provides access to numerous databases, journals, e-books, print materials, and other resources to support sustainability research and learning. The Libraries also provides access to materials needed for research, teaching, and learning that are not part of its collection by obtaining materials from other libraries that are part of the Orbis Cascade Alliance, or via interlibrary loan. Sustainability-related research and curriculum needs are additionally supported via customized instruction sessions, course guides, supplementary materials, finding aids, and library courses, linked to other courses, offered for credit.

Library professionals provide consultations, class visits, orientations, and workshops, have online tutorials, and chat support to teach and assist students, faculty, and staff on how to use library resources. The Libraries encourages and is available to support individualized instruction sessions and research support whenever needed, often complementing courses and research related to sustainability, environmental education, environmental sciences, energy studies, etc. The Libraries Subject Teams work with faculty and departments to identify, and proactively add to the collection, materials that are needed to support curriculum and research needs. The Libraries also has an approval plan in place to add more materials to the collection in subject areas where use indicates higher demand. In particular, the Libraries has been adding more physical books in the GE, Environmental Sciences, subject area. Additionally, library professionals are able to borrow or facilitate access to materials around the world through services like RapidILL, Summit borrowing, and Interlibrary Loan.

In 2014 Western Libraries collaborated with university partners to create a sustainability wall that continues to be in use, showcasing resources related specifically to sustainability in a high-traffic, easily-accessible space. Sustainability resources are updated quarterly in order to highlight recent

acquisitions and/or timely topics.

WWU's institutional repository, Western CEDAR (Contributing to Education through Digital Access to Research) is part of an innovative global movement promoting open access to scholarship and creative works. Western CEDAR content is freely available to all users across the world, which is in alignment with the Earth Charter values, particularly within Social and Economic Justice, in advancing models of education that promote social justice by making information free and accessible to all. CEDAR is a service of Western Libraries, provided in partnership with the Graduate School, the Office of the Provost, and the Office of Research and Sponsored Programs at WWU. Additionally, some of the collections housed in CEDAR related to sustainability research include, but are not limited to:

Summit to Salish Sea: Inquiries and Essays (peer-reviewed journal)

College of the Environment Collection

Institute for Watershed Studies

Salish Sea Institute

Salish Sea Ecosystem Conference

Institute for Energy Studies

Western Sustainability

In the Fall of 2019, Western libraries working with university partners including WebTech, University Marketing and Communications, EIS, Admissions, College of Fine and Performing Arts, graphic designers, and others, launched the Multimedia Archives Based Electronic Library (MABEL) to be a central repository for the discovery, sharing, and preservation of Western's digital assets. These assets include images, video and sound recordings, textural documents and more. So far there are nearly 1600 digital assets depicting or supporting sustainability issues and work.

The Libraries also highlights and provides resources to support research related to sustainability through a number of customized course and subject guides, databases, journals, and physical materials available on the Libraries website. These currently include, but are not limited to:

Government Environmental Websites:

<https://libguides.wvu.edu/govenvironment>

Organizational Change Practicum: Corporate Social Responsibility (MGMT 413):

<https://libguides.wvu.edu/c.php?g=308147&p=2060303>

Environmental Studies Subject Guides:

[https://libguides.wvu.edu/sb.php?subject\\_id=62122](https://libguides.wvu.edu/sb.php?subject_id=62122)

Environmental History & Activism:

<https://libguides.wvu.edu/hrenvironment>

Research Resources (ENGR 459):

<https://libguides.wvu.edu/ENRG459>

Fish and Fishing:

<https://libguides.wvu.edu/fishandfishing>

Databases including International Institute for Sustainable Development, and the recently subscribed American Energy Society

Access to more than 500 sustainability-related journals

Instant access to thousands of sustainability-related ebooks, including approximately 750 published in the past three years

Consortial access to more than 200,000 sustainability-related physical and electronic resources, including approximately 90,000 published in the past three years.

The library also has a sustainability shelf, shadowbox, and wall dedicated to rotating hot topics related to the UN Sustainable Development Goals to support sustainability learning.

**Website URL where information about the institution's support for sustainability research is available:**

<https://sustain.wvu.edu/csps>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

CSPS project numbers were only included for the reporting year.

## Open Access to Research

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### Provisional Score

2.00 / 2.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

### **Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:**

Yes

### **Website URL where the open access repository is available:**

<http://cedar.wvu.edu/>

### **A brief description of the open access repository:**

Western CEDAR makes the research, scholarship, and creative works of WWU faculty, staff, and students easily discoverable and freely available to anyone, anywhere in the world.

#### Mission

CEDAR advances the university's commitment to enriching academic inquiry and strengthening communities by sharing the expertise and creativity of its faculty, students, and staff. CEDAR serves as a platform to disseminate and promote the research, scholarship, and creative works of Western faculty, students, staff, departments, centers, units, institutes, and programs. By showcasing scholarly and creative works, CEDAR facilitates their global discovery and promotes open access and sustainable scholarly communication.

Priorities

CEDAR priorities include:

Faculty and staff scholarship, including but not limited to journal articles, book chapters, conference proceedings, gray literature, research data, and grant progress reports

Sponsored, instructor-selected, or peer-reviewed undergraduate and graduate student scholarship, original research, and creative works

Journals and conferences affiliated with Western's faculty, students, and staff

Content created, managed, and/or stewarded by Western Libraries units that use CEDAR as an effective dissemination tool to meet their programmatic or legal responsibilities

**Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:**

No

**A copy of the institution's open access policy:**

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**The institution's open access policy:**

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**Does the policy cover the entire institution? :**

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**Does the institution provide an open access article processing charge (APC) fund for employees?:**

Yes

**A brief description of the open access APC fund:**

This program provides up to \$2,200 to assist with manuscript preparation and publication, of which up to \$1,800 may be used to pay open-access fees. Allowable costs include indexing, licensing fees for copyrighted materials, page charges, open-access fees, and figure preparation. Professional editing costs for books (but not journal papers) is also supported.

**Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:**

Yes

**A brief description of the open access journal hosting services:**

WWU faculty, staff, and students who have questions about the process for having an open access journal hosted on CEDAR are advised to reach out to the Scholarly Communications Librarian. Journal setup may begin with filling out a vendor-created intake form that seeks information on journal type, formatting and workflow needs, type of reviewing, journal design, and more. Library professionals help support, offer advice, and guide the requestors through the process.

**Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:**

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**Website URL where information about the institution's support for open access is available:**

<https://rsp.wvu.edu/manuscript-preparation-grants-program>

**Additional documentation to support the submission:**

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# Engagement

## Campus Engagement

**Points Claimed** 8.96

**Points Available** 21.00

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 help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

| <b>Credit</b>                               | <b>Points</b> |
|---|---------------|
| Student Educators Program                   | 1.42 / 4.00   |
| Student Orientation                         | 1.44 / 2.00   |
| Student Life                                | 2.00 / 2.00   |
| Outreach Materials and Publications         | 1.60 / 2.00   |
| Outreach Campaign                           | 0.00 / 4.00   |
| Assessing Sustainability Culture            | 0.00 / 1.00   |
| Employee Educators Program                  | 1.50 / 3.00   |
| Employee Orientation                        | 1.00 / 1.00   |
| Staff Professional Development and Training | 0.00 / 2.00   |



## Student Educators Program

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### Provisional Score

1.42 / 4.00

### Responsible Party

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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### Criteria

## **Part 1. Percentage of students served by a peer-to-peer, sustainability educators program**

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

## Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

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

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

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

### **Number of students enrolled for credit:**

16,121

### **Total number of students served by a peer-to-peer sustainability outreach and education program:**

3,849

### **Percentage of students served by a peer-to-peer sustainability outreach and education program:**

23.88

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

Housing Sustainability Program

### **A brief description of the student educators program (1st program):**

The Housing Sustainability program aims to provide on-campus residents with educational programming and initiatives that value and prioritize sustainability in the residential experience. In alignment with Western's Sustainability Action Plan and University Residences Initiative for Student Engagement (URISE), our programming is designed to prepare students for life after on-campus living, educate students on sustainability, reduce on-campus waste, and help students save money through programs like the Resident Checkout Program. See below for some examples of activities facilitated by the student employees running this program. As part of employee training, everyone who works within this program participates in a tour of facilities around campus, listens to a presentation by the Associate Director of University Residences Facilities, and receives a training document that serves as a resource guide. Meetings with the Associate Director serve as updates on what is happening around campus as well as ongoing training.

1. Go for the Green Competition. The Sustainability Housing Facilities assistants facilitated a competition between the residence halls regarding waste, compost, and recycling. The competition consisted of an active tabling event at the Viking Union where residents can participate in a compost poster-making activity designed to be distributed all over campus next to compost bins to further educate students on proper waste management. In addition, students took part in a hands-on quiz on sorting waste, recycling, and composting on campus. The amount of participation per on-campus residence hall was tallied between the two activities, and the on-campus residence hall with the most participation won the 2022 Go for the green event. The winner got a free dessert bar in their community center. The goal of the activities was to increase awareness of the proper sorting protocols on campus, to hopefully reduce compost and recycling contamination. It was an effective way of incentivizing students in participating in school extracurriculars while efficiently creating educational materials.

2. Residence Hall Reuse Program. Recovery Drive - The student educators collaborated with AS Recycling in the campaign to collect donations for the Residence Hall Reuse Program inventory at the end of the year. This inventory includes things deemed "residence hall essentials," including (but not limited to) mini-fridges, microwaves, storage bins/hangers, mirrors, shower caddies, small kitchen appliances, desk lamps, dish sets, and many more. Since starting in 2020, the Residence Hall Reuse Program has expanded to serving over 170 on-campus residents with over 250 items in the inventory as of fall 2022. All items in inventory were collected through donations from students moving out from on-campus living. For the 2022-2023 school year, the RHRP inventory list was made available first to students deemed "priority audiences," including first gen, PEL grant eligible, out-of-state, and international students. These students were deemed priority audiences as they might be less likely to be able to purchase their own residence hall accessories, whether that be from financial disadvantage or inconvenience of transport from having to travel far from their home state/country to attend WWU. One goal of the program is to make living in the on-campus residence halls more affordable and accessible to every student- this is why check-outs from the inventory of items is free to all students, no matter duration of checkout or financial aid state. Another goal of the program is to reduce landfill waste from students buying items for their time in the residence halls, then immediately discarding or throwing those things away when moving out, no matter if the item is still useful or could serve other student need. The program provides a convenient way for students to pass along their lightly used residence hall items and give them a "second life" with new students moving into the halls.

3. Waste Audit Education and Engagement. The Sustainability Housing Facilities Assistants conduct weekly capacity and contamination waste and compost audits all over the residence halls on campus, extrapolating data to serve as educational materials for Residence Hall Staff and the Residence Hall Association. The waste audit's purpose is to provide a reoccurring insight into the contamination rates of different residence halls, as well as capacity, effectively creating a narrative on how facilities management can adapt to this information. The program team is responsible for the maintenance of the signage in the depots around the residence, targeting a reduction in specific contaminants in specific depots.

4. Clothing Swap. The clothing swap was a campaign to spread awareness and education about fast fashion, teaching students alternative ways of having new articles of clothing. The Sustainability Housing Facilities Assistance was able to collaborate with the Zero Waste Coordinators in planning and facilitating the campaign. The student educators were also able to connect with Lydia's Place, Y's Buys, and Flip Kids & Maternity Consignment Shop (not-for-profit organizations local to Bellingham, WA). There were over 350 students that participated in the campaign, including the students that pledged various ways they can support sustainability in their community.

**A brief description of the student educators program's target audience (1st program):**

All students living on campus within residence halls.

**Number of trained student educators (1st program):**

3

**Number of weeks the student educators program is active annually (1st program):**

44

**Average or expected number of hours worked weekly per trained student educator (1st program):**

10

**Total number of hours worked annually by trained student educators (1st program):**

1,320

**Website URL where information about the student educators program is available (1st program):**

<https://housing.wvu.edu/life-on-campus/housing-sustainability>

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

Sustainability Roundtable

**A brief description of the student educators program (2nd program):**

On a monthly basis a student ambassador, employed by Western's Sustainability Engagement Institute, facilitates roundtable sessions during which students from across campus are invited to learn about sustainability and collaborate for positive change. Between the monthly sessions, the student ambassador meets with active students to help them advance their ideas and/or connect them with resources from around campus.

The ambassador goes through a week-long fall staff training with all other student and non-student employees of the Sustainability Engagement Institute, where they learn about sustainability across campus, learn facilitation techniques, and are introduced to staff across campus engaged in this work. There are then weekly check-in meetings and facilitation observations that allow for continuous growth throughout the academic year.

**A brief description of the student educators program's target audience (2nd program):**

All students from across campus are invited (posters and social media highlight that no experience is needed). The audience that has most consistently shown up to the roundtable sessions are students already engaged in sustainability efforts on campus who are looking for collaborators and a peer community in this work. This engaged audience includes club leaders and student employees from across campus who are engaged in sustainability work.

**Number of trained student educators (2nd program):**

1

**Number of weeks the student educators program is active annually (2nd program):**

33

**Average or expected number of hours worked weekly per trained student educator (2nd program):**

15

**Total number of hours worked annually by trained student educators (2nd program):**

495

**Website URL where information about the student educators program is available (2nd program):**

<https://sustain.wvu.edu/get-involved>

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

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**A brief description of the student educators program (3rd program):**

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**A brief description of the student educators program's target audience (3rd program):**

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**Number of trained student educators (3rd program):**

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**Number of weeks the student educators program is active annually (3rd program):**

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**Average or expected number of hours worked weekly per trained student educator (3rd program):**

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**Total number of hours worked annually by trained student educators (3rd program):**

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**Website URL where information about the student educators program is available (3rd program):**

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**A brief description of all other student peer-to-peer sustainability outreach and education programs:**

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**Number of trained student educators (all other programs):**

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**Number of weeks, on average, the student educators programs are active annually (all other programs):**

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**Average or expected number of hours worked weekly per student educator (all other programs) :**

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**Total number of hours worked annually by trained student educators (all other programs):**

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**Grand total number of hours worked annually by trained student sustainability educators (all programs):**

1,815

**Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:**

0.47

**Website URL where information about the student sustainability educators programs is available:**

<https://housing.wvu.edu/life-on-campus/housing-sustainability>

**Additional documentation to support the submission:**

[UR\\_-\\_STARS\\_Details\\_-TSY16feb23.docx](#)

**Data source(s) and notes about the submission:**

The number of students served by a peer-to-peer sustainability outreach and education program includes students who live on campus and have access to the Housing Sustainability Program. The number does not include all of the student body, who are invited to attend the Sustainability Roundtables because the outreach on the latter program is fairly limited, thus it does not feel appropriate to include all students.

## Student Orientation

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### Provisional Score

1.44 / 2.00

### Responsible Party

**Lindsey MacDonald**  
Sustainable Cities Partnership Coordinator  
Office of Sustainability

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### Criteria

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

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

### Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

|                            | Yes or No |
|----------------------------|-----------|
| First-year students        | Yes       |
| Transfer students          | No        |
| Entering graduate students | No        |

### Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

72

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

Although not a required component of incoming student orientation, incoming freshmen students can elect to participate in several "Viking Launch" opportunities. Viking Launch is designed to provide incoming freshmen a strong, focused start-up to college life at Western. Research demonstrates that freshmen are most apt to succeed when they are socially and academically integrated within a campus community, when they are prepared and ready for their courses, and when they attend classes with an eye to their future goals and plans. Viking Launch is designed to help students successfully achieve these advantages before fall classes begin. Here are some of the Viking Launch course descriptions:

FYE ENVS 195: Digging Into Bellingham. Explore and engage with some of our region's most exciting community gardening and farming projects. Get your hands dirty alongside community leaders who are using healthy, local food to address pressing social issues like unemployment, depression, and climate change adaptation. We will learn about projects on campus, around town, and in the surrounding countryside. Ready to work outside, get inspired, explore, and play?



FYE ENVS 195: Environmental Impact and Sustainability. Explore climate science through research and field observations, with a special focus on the Nooksack River watershed and examine the environmental impacts of our energy, waste, food and transportation choices. Discover how local schools, governments, non-profit organizations, businesses and individuals are working together to help solve the problems associated with climate change and take action by participating in a service-learning project. Acquire carbon footprint analysis training and work with staff at the Washington Department of Ecology Bellingham field office to implement their 'Carbon Smart at Work' program. Document your experience with photographs, field audio and writing to create a culminating presentation.

MSCI 195: Intro to the Science of Sustainable Energy: The quest to develop scalable and economically-feasible sources of sustainable energy is one of the greatest challenges facing the world today. This course explores the science and technology of sustainable energy, providing students a deeper understanding of the prospects and problems that need to be overcome. The class consists of a combination of lectures on topics including biofuels, wind, wave solar, and nuclear power, as well as field trips to local energy companies. A laboratory component includes hands-on activities such as the fabrication and testing of student-made solar cell devices.

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

<https://firstyear.wvu.edu/viking-launch>

**Additional documentation to support the submission:**

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## Student Life

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### Provisional Score

2.00 / 2.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

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

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

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

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

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

Yes

### Name and a brief description of the active student groups focused on sustainability:

WWU hosts a number of sustainability-focused student groups including:

**Bee Club:** Bee club is dedicated to learning about pollinators and sustainability. They strive to improve the lives of everyone on the planet, as well as lessen their impact on the environment. They aim to nurture local bee population, participate in environmentally friendly activities, and be the best friends to Earth they can. Bee club helps prepare the Bellingham Seed Swap every year, tends to their own pollinator garden in the Outback Farm, keeps their own mason bees at the Outback Farm, and is involved with various community outreach projects. At their meetings, members learn about pollinators, plan their garden, and discuss ways to be more sustainable as college students.

From <

<https://win.wvu.edu/organization/bee-club>

>

**Net Impact WWU:** Net Impact is a global organization that encourages the integration of business and sustainability. Western has joined many other universities as an undergraduate chapter of Net Impact, dedicated to campus and community "greening" through innovative, sustainable actions. The club offers its members opportunities to make an impact both locally and nationally, network with community members and business owners, and expand their skill set through relevant experiences

From <

<https://win.wvu.edu/organization/net-impact>

>

**Queer Eco Justice Club:** Queer Eco Justice Club (QEJC) is a queer liberation and climate justice focused social group that meets regularly to discuss ways to bring queerness into conversations of climate justice and vice versa. QEJC provides a safe space for everyone to feel like they can be their authentic selves without question. The club is a node of the greater Queer Ecojustice Project created by Desi Fontenot, Vanessa Raditz, and Roya Banan, and carries their vision of an "intersectional movement platform to catalyze culture, consciousness, and community around the queer and eco justice movements to build coalition across difference."

From <

<https://win.wvu.edu/organization/wwuqueerecojustice>

>

**Students for Climate Action:** The goal of this organization is to provide students with the opportunity to advocate for various initiatives that aid the fight against climate change and climate injustice. Standing in solidarity with youth across the globe, Students for Climate Action organizes Climate Strikes, marches, and rallies to stand up for a sustainable and equitable future. They also hope to educate students about climate change and its solutions through community building and conversation.

From <

<https://win.wvu.edu/organization/sca>

>

**Students for Renewable Energy:** SRE is WWU's oldest environmental club. In the past they have helped Western invest in a wind farm, toured wind farms, supported ballot initiatives, incorporated sustainable investing strategies into WWU Foundation's Endowment Fund management, and more. They also show documentaries, host conversations about climate justice, and support community organizing where needed. SRE takes action to move beyond fossil fuels in a just transition toward sustainable energy systems by engaging the community through education and advocacy for climate justice.

From <

<https://win.wvu.edu/organization/students-for-renewable-energy>

>

WWU Students for Zero Waste: Students for Zero Waste aims to help students and community members live lower-waste lifestyles, and support systemic waste reduction. They host events like clothing swaps and bulk refill stations on campus, engage in waste reduction education, and host conversations around waste issues.

From

<https://www.instagram.com/wwuzerowaste/>

WWU LEAD: Learning, Environment, Action and Discovery, LEAD seeks to provide service-learning opportunities in order to educate about the importance of preserving and restoring Whatcom County's native biodiversity through the coordination of hands-on volunteer efforts.

<https://www.wvu.edu/lead/>

**Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:**

Yes

**A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:**

Western provides the following opportunities: The Outback Farm, Viking Supported Agriculture, farming-focused internships as part of Climate Leadership Certificate Program, and York Farm.

Western's Outback Farm is an organic gardening and sustainable living program that receives support from Fairhaven College, the Associated Students, and the student body. The Outback Farm is a five acre student-directed site at the south end of Fairhaven College that teaches, develops, and implements sustainable growing and land use methods. The farm has a part-time permanent farm manager.

<http://as.wvu.edu/outback/>

Viking Supported Agriculture (VSA) is Western's Community Supported Agriculture program, bringing local produce and producers to students, staff, and faculty. By signing up, participants receive a box of local, fresh, organic fruits and vegetables every other week to every week (depending on the season) in High Street Hall. We currently partner with Viva Farms (summer season) and Boldly Grown Farm (winter season). In the 2021-2022 academic year, there were 33 subscribers.

<https://sustain.wvu.edu/vsa>

In the 2022-2023 academic year, three students within Western's Climate Leadership Certificate program completed their practicum experiences (240 hours of work per person) at local farms/gardens, where they learned about food production, food justice, and food education.

<https://sustain.wvu.edu/clc>

In 2023, the Center for Community Learning took over leadership of York Community Farm, a community-member initiated farm space in the Bellingham community. Student interns have worked at the farm previous to this leadership transition.

<https://www.facebook.com/yorkcommunityfarm/>

**Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:**

No

**A brief description of the student-run enterprises:**

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**Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:**

Yes

**A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:**

INVESTMENT ADVISORY BOARD

Directing Our Department With Experience

The College of Business and Economics (CBE) Investment Management and Scholarship Endowment Fund was established to:

Establish ongoing mentoring relationships between the investment management and finance community and students who prepare quarterly presentations for the Board

Provide a real life investment learning experience for students

Serve as a source of funding for annual scholarships to students in CBE

The Investment Management and Scholarship Fund Advisory Board serve as mentors for students who analyze the portfolio on a quarterly basis and review current and future investments for the fund.

Course associated with sustainable investment and finance:

FIN 455 Equity Analysis

Students Renewable Energy Club have also been engaged in education.

<https://cbe.wvu.edu/fmkt/investment-advisory-board>

**Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:**

Yes

**A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:**

WWU hosts many speaker events focused on sustainability every quarter. Some highlights from the last 3 years include:

The WWU College of the Environment's Environmental Speaker Series brings guest lecturers to the

WWU campus every quarter to address topics of contemporary environmental concern in the region and beyond, and is intended to bring together environmentally-minded members of the WWU and Bellingham communities. For 2022-2023, some speaker topics have included: Sustainability in the cross-border context, How Youth Activism Upended the U.S. Politics of Climate Change, and Environmental Storytelling. The lectures are free and open to the public, in-person and livestreamed, and students can attend lectures for credit as part of a class.

The Environmental Justice Committee and Students for Renewable Energy hosted "Environmental Justice at Home", a virtual speaker panel and workshop with representatives from NAACP, Lummi Nation, and Community to Community, on February 20th, 2021.

<https://www.instagram.com/p/CLS564RJ-GW/>

The College of the Environment hosted Jarre Hamilton, research director from the organization Intersectional Environmentalist (IE), for the seminar "The Power of Storytelling and Nature", and the Black Student Coalition luncheon, talk, and Q&A "Radically Imagining Past Legacies and Futures". The first event explored how knowing, recording, and sharing your own personal story can help you in your individual journey through college and beyond. The talk also delved into the work that Intersectional Environmentalist does as an environmental justice education organization and intersectionality as a theory deeply rooted in the works of Kimberlé Crenshaw and the Combahee River Collective. From <

<https://www.instagram.com/p/ConJ4CDpR9F/>

> . In the second event, Jarre highlighted several pivotal moments where joy and radically imagining a better future for our community created effective change. The event created space to begin to answer the question: how does our collective history affect how we view our legacy and radically imagine our future? From <

<https://www.instagram.com/p/CopsasfBNpL/>

>

**Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:**

Yes

**A brief description of the cultural arts events, installations, or performances focused on sustainability:**

ReMade is a project that challenges students in Western's Industrial Design Program to repurpose discarded materials into new products for the home. The goal is to transform items of industrial waste into viable commercial products that are then sold; each participant must first come up with a design prototype followed by a small production run, which are then featured at Ideal (a local shop). This year's theme, Tools for Living, showcases 12 unique products which amplify human capabilities and address daily needs.

This year's collection included items such as, tote bags made from used sailcloth; maple lids and jars; paragliding stuff sacks, and PVC wood vases. The course is taught by Dr. Arunas Oslapas.

<https://news.wvu.edu/industrial-designs-remade-student-project-returns-with-a-march-10-opening-at-ideal>

This year, the Associated Students Environmental Justice Coordinator planned and hosted a Valentine's Day art market called, "Love the Earth Art Market" that brought in 30 local and/or student

artists to sell their work on campus. 10% of all proceeds were donated to support the Lummi Island Heritage Trust (mission: To create a legacy of abundant open space, native habitat, and natural resources on Lummi Island by inspiring people to protect and care for the island's farms, forests, wetlands and shorelines forever.).

<https://win.wvu.edu/event/8805700>

**Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:**

Yes

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

WWU has an extensive outdoor program headquartered at the Outdoor Center (OC). The OC offers many trips, services, and opportunities for students to get involved in outdoor experiential learning and practice strategies for effective "Leave No Trace" ethics. The Center's events include skiing, ice climbing, kayaking trips, and classes on bike and equipment repair. Other services include rentals, safety presentations, and free maps.

Western Outdoor Orientation Trips (WOOT): WOOT provides a unique opportunity for incoming Western students to spend a week backpacking and exploring the wilderness of the Pacific Northwest with a group of fellow students prior to the beginning of their first quarter here at WWU. Harnessing the transformative power of the outdoors, WOOT offers an enhanced orientation experience in which students forge friendships, learn backcountry skills, gain mentors, and make incredible memories. WOOT leads to stronger and more meaningful connections that can contribute to an impactful and fulfilling Western Experience, boosting student's academic success.

<http://as.wvu.edu/outdoor/woot/>

**Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:**

Yes

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

For the 2022-2023 academic year, WWU Housing Sustainability gave each quarter a theme to organize events and education efforts. Fall Quarter is Food Waste, to help students new to Western get used to waste sorting methods on campus. Winter Quarter is Energy Use, as winter is the most energy intensive time of year. Housing Sustainability is running the Go for the Green dorm energy saving competition as part of this programming. Spring Quarter 2023 is Water Resources, to help students learn to conserve water before the driest months of the year.

<https://housing.wvu.edu/life-on-campus/housing-sustainability>

**Does the institution have a program through which students can learn sustainable life skills?:**

Yes

**A brief description of the programs through which students can learn sustainable life skills:**

WWU Housing Sustainability provides students living on-campus with sustainable life skills. At Fall 2022 move in, students received free compost buckets, liners, and instructions, and other sustainability education materials from Housing Sustainability. The Go for the Green competition is supported by educational materials on energy saving behaviors available to students.

<https://housing.wvu.edu/go-green>

**Does the institution offer sustainability-focused student employment opportunities?:**

Yes

**A brief description of the sustainability-focused student employment opportunities offered by the institution:**

The Sustainability Engagement Institute (SEI), Associated Students Environmental and Sustainability Programs (ESP) and Executive Board, the Associated Students Recycle Center, WWU Housing Sustainability, and Transportation Services all hire students for sustainability work each year.

Student positions in the SEI:

Staff Ambassador  
Student Ambassador  
Sustainable Communities Partnership Graduate Coordinator  
Data Ambassador  
SEJF Student Ambassador (1-2)  
Web Developer/Communications Assistant  
Climate Leadership Certificate Program Sustainability Mentor  
Student Positions in the AS:

ESP Environmental Justice Coordinator  
ESP Earth Week Event Coordinator  
AS Vice President for Sustainability  
Student Positions in the Recycle Center:

Zero Waste Coordinator (2)  
Laborer (15-20)  
Student Positions in Housing Sustainability:

Sustainable Housing Facilities Assistant (3-4)  
Student Positions in Transportation Services:

Active Transportation Coordinator

The Sustainability Engagement Institute has also organized and funded paid climate and sustainability summer practicums to around 12 students per year, through the Climate Leadership Certificate program. The first cohort's practicums occurred over summer 2021, the second over summer 2022, and the third cohort's practicums are set to occur over summer 2023.

**Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:**

No

**A brief description of the graduation pledge(s):**

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**A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:**

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**Additional documentation to support the submission:**

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## Outreach Materials and Publications

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### Provisional Score

1.60 / 2.00

### Responsible Party

**Lindsey MacDonald**  
Associate Director  
Sustainability Engagement Institute

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### Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

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"---" 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

### **Website URL for the central sustainability website:**

<https://sustain.wvu.edu/>

### **Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:**

Yes

### **A brief description of the sustainability newsletter or social media platform:**

The newsletter is distributed on a quarterly basis. It highlights sustainability stories from across campus. These stories include events, operational innovation, book recommendations, tips for conserving, and more. The hope is that the newsletter inspires more action, builds community, and elevates important stories.

<https://us2.campaign-archive.com/?u=a2ba0a43538b808e13ab223be&id=8021634cad>

We also use Instagram to engage a broader community. Our Instagram content is focused on events and the target audience is a bit more student focused than our newsletter, which is broadly appealing to our campus community.

### **Does the institution have signage that highlights sustainability features on campus?:**

No

**A brief description of the signage that highlights sustainability features on campus:**

Prior to COVID-19, there was signage associated with all operational projects associated with the Sustainability, Equity, and Justice Fund. Some of that signage still remains on campus, but adding new signage has not been a regular practice since returning to campus post COVID-19 restrictions.

**Does the institution provide a sustainability walking map or tour?:**

Yes

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

The Campus map (

<https://www.wvu.edu/map/>

) includes sustainable features such as LEED certification, water bottle filling stations, and compost locations.

The Sustainability Engagement Institute offers two - three sustainability walking tours per year, which include current and past sustainability projects, features within the built environment, and more depending on the audience.

**Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:**

Yes

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

The Housing Sustainability program aims to provide on-campus residents with educational programming and initiatives that value and prioritize sustainability in the residential experience. In alignment with Western's Sustainability Action Plan and University Residences Initiative for Student Engagement (URISE), our programming is designed to prepare students for life after on-campus living, educate students on sustainability, reduce on-campus waste, and help students save money through programs like the Resident Checkout Program.

<https://housing.wvu.edu/life-on-campus/housing-sustainability>

**A brief description of other comprehensive sustainability outreach materials and publications not covered above:**

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**Additional documentation to support the submission:**

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## Outreach Campaign

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### Provisional Score

0.00 / 4.00

### Responsible Party

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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## Criteria

## **Part 1. Student outreach campaign**

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

## Part 2. Employee outreach campaign

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

**Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?:**

No

**Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:**

No

**Name of the campaign:**

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**A brief description of the campaign:**

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

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**Name of the campaign (2nd campaign):**

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

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

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**A brief description of other sustainability-related outreach campaigns:**

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## **Additional documentation to support the submission:**

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### **Data source(s) and notes about the submission:**

The Go for the Green Competition has measurable impact in terms of student commitment to sustainable behaviors, but there is not measurable data in terms of energy reductions, cost savings, waste reduction, water use, etc.

Similarly, there was a campaign focused on staff sustainability behaviors (particularly closing windows) that likely positively impacted sustainability behaviors amongst staff, but we do not have measurable data to support this.

## Assessing Sustainability Culture

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### Provisional Score

0.00 / 1.00

### Responsible Party

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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### Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

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

### Data source(s) and notes about the submission:

Sustainability culture assessment is no longer administered.



## Employee Educators Program

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### Provisional Score

1.50 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## **Part 1. Percentage of employees served by a peer-to-peer educators program**

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

## Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e., directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

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

### **Total number of employees:**

5,361

### **Total number of employees served by a peer-to-peer sustainability outreach and education program:**

12

### **Percentage of employees served by a peer-to-peer sustainability outreach and education program:**

0.22

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

Sustainable Office Certification

### **A brief description of the employee educators program (1st program):**

Sustainable Office Certification (SOC) is for all staff in administrative and academic office working groups. The program recruits a volunteer coordinator in each office, and provides training, coaching and assistance for the Sustainability Engagement Institute Coordinator and other office staff. Training includes use of the Sustainable office score sheet and tools, to assess and measure baseline workplace practices; coaching in improvement of practices, maintaining a commitment to best

practices, gaining participation of all office staff, and attaining certification goals for their daily practices that reduce energy and materials consumption, impacts and waste. SOC provides offices with a checklist for Sustainable Workplace assessment and offers assistance with the certification process. The SOC also makes a concerted effort to connect offices with other entities doing sustainability work on campus such as the Recycling Center and sustainability programs in Facilities Management. This is done through offering presentations or energy audits conducted by these entities to the offices seeking certification.

Upon submitting the assessment, an office receives a framed Certificate of Achievement with its appropriate rating: bronze, silver, gold, or platinum. To additionally increase participation and add competitiveness, the SOC will plan to host an annual Recognition event.

**A brief description of the employee educators program's target audience (1st program):**

The SOC target audience is any office or department on campus. The size or official designation is not relevant, it is simply any entity that has a consistent physical location on campus. The participation numbers are low for this report as this program was just launched, however, we anticipate robust participation in the next year.

**Number of trained employee educators (1st program):**

2

**Number of weeks the employee educators program is active annually (1st program):**

52

**Average or expected number of hours worked weekly per trained employee educator (1st program):**

4

**Total number of hours worked annually by trained employee educators (1st program):**

332

**Website URL where information about the employee educators program is available (1st program) :**

<https://sustain.wvu.edu/sustainable-office-certification-soc#Application>

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

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

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**A brief description of the employee educators program's target audience (2nd program):**

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**Number of trained employee educators (2nd program):**

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**Number of weeks the employee educators program is active annually (2nd program):**

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**Average or expected number of hours worked weekly per trained employee educator (2nd program):**

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**Total number of hours worked annually by trained employee educators (2nd program):**

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**Website URL where information about the employee educators program is available (2nd program):**

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**A brief description of all other employee peer-to-peer sustainability outreach and education programs:**

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**Number of trained employee educators (all other programs):**

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**Number of weeks, on average, the employee educators programs are active annually (all other programs):**

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**Average or expected number of hours worked weekly per trained employee educator (all other programs):**

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**Total number of hours worked annually by trained employee educators (all other programs):**

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**Grand total number of hours worked annually by trained employee educators (all programs):**

332

**Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:**

0.06

**Website URL where information about the employee sustainability educators programs is available:**

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**Additional documentation to support the submission:**

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## Employee Orientation

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### Provisional Score

1.00 / 1.00

### Responsible Party

**Buffi Jones**  
HR and Onboarding Specialist  
Human Resources

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### Criteria

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

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

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

100

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

HR has a slide included in the New Employee Orientation presentation which includes information about the Sustainability Engagement Institute. We refer new employees to visit the Sustainability Engagement Institute website and encourage them to contact the Sustainability Engagement Institute with any questions or for further info. We also include information regarding different transportation options in our new employee orientations such as information regarding free employee bus passes and carpooling options. We refer new employees to the Transportation Services office.

### **Website URL where information about sustainability in employee orientation is available:**

<https://wp.wvu.edu/hr/2015/09/03/813/>

### **Additional documentation to support the submission:**

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## Staff Professional Development and Training

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### Provisional Score

0.00 / 2.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## **Part 1. Availability of professional development and training in sustainability**

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.



## Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

### **Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?:**

No

### **Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:**

No

### **Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:**

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### **A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:**

HR does not offer these types of trainings. This is left up to the department. The Sustainability Engagement Institute is co-hosting monthly education sessions on the UN SDGs that are open to faculty, staff, students, and community members, but they are not explicitly a training. In winter, 2023, there was a staff lunch and learn session focused on sustainability in which 100 employees attended.

### **A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :**

N/A via HR.

**Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:**

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**A brief description of how sustainability is included in staff performance reviews :**

At this time sustainability is not included on the criteria for performance evaluations.

**Website URL where information about staff professional development and training in sustainability is available:**

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**Additional documentation to support the submission:**

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# Public Engagement

**Points Claimed** 11.43

**Points Available** 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

| <b>Credit</b>                  | <b>Points</b> |
|--------------------------------|---------------|
| Community Partnerships         | 3.00 / 3.00   |
| Inter-Campus Collaboration     | 2.00 / 3.00   |
| Continuing Education           | 1.93 / 5.00   |
| Community Service              | 0.50 / 5.00   |
| Participation in Public Policy | 2.00 / 2.00   |
| Trademark Licensing            | 2.00 / 2.00   |

## Community Partnerships

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### Provisional Score

3.00 / 3.00

### Responsible Party

**Lindsey MacDonald**  
Sustainable Cities Partnership Coordinator  
Office of Sustainability

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### Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

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

### **Name of the institution's formal community partnership to advance sustainability :**

Sustainable Communities Partnership

### **Does the institution provide financial or material support for the partnership? :**

Yes

### **Which of the following best describes the partnership timeframe?:**

Multi-year or ongoing

### **Which of the following best describes the partnership?:**

Sustainability-focused

### **Are underrepresented groups and/or vulnerable populations engaged as equal partners? :**

Yes

### **A brief description of the institution's formal community partnership to advance sustainability:**

Western's Sustainable Communities Partnership (SCP) program connects WWU faculty and students with nearby communities to address climate resilience, promote well-being, strive for social justice,

improve livability, further environmental protection, and maintain economic vitality. SCP supports and coordinates projects identified by community partners, particularly in regions that are most vulnerable to climate change. Two recent and successful project examples include providing consistent and coordinated recommendations for climate resilience goals and policies in comprehensive plans for several small cities in Whatcom County and surveying rural communities on their perceptions of air quality with the East Whatcom Regional Resource Center and East Whatcom Community Council Clean Air Committee.

Western's Sustainability Engagement Institute received grant funding to host a Graduate Student Coordinator for the SCP program for the past two years. The Graduate Student Coordinator provides partnership recruitment and coordination, project management, report editing, and logistical support for faculty and community partners. Through this grant period, SCP has led nine projects with eight faculty and over 50 students.

<https://sustain.wvu.edu/scp>

**Name of the institution's formal community partnership to advance sustainability (2nd partnership):**

Sustainability Pathways

**Does the institution provide financial or material support for the partnership? (2nd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (2nd partnership):**

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus? (2nd partnership):**

Sustainability-focused

**Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):**

No

**A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):**

Western sponsors this ongoing program which is affiliated with the Urban and Environmental Planning and Policy Department in the College of the Environment and in partnership with the Sustainability Engagement Institute. The program has been funded by a combination of grants through Research and Sponsored Programs, course revenue through Outreach and Continuing Education, and fundraising via a Sustainability Pathways fund in the Western Foundation. Two consecutive program development grants through Career Connect WA have provided the most significant financial support. The program URL is

<https://sustain.wvu.edu/pathways>

WWU provides material support in the form of administrative staff time associated with the grants, course delivery, and philanthropy. There is one Research Associate / Director position that is permanent, but entirely reliant on fundraising efforts from the program itself. Other indirect material supports include things such as the WWU website.

The Sustainability Pathways program began in 2020 and recruits local partner organizations every year. While the majority of partners have been consistent, each year there are a few new ones added.

Partner organizations include non-profits representing all focus areas, town government planning offices, state and federal land management agencies, farms, schools, and select sustainability oriented businesses. There are currently 24 community partner organizations participating.

There are also two primary regional network partnerships for Sustainability Pathways. These are the North Central Career Connect WA network, and the Civic Leadership and Engagement Corps through the Campus Coalition for the Public Good.

**Name of the institution's formal community partnership to advance sustainability (3rd partnership):**

Whiteswan Environmental ([whiteswanenvironmental.org](http://whiteswanenvironmental.org))

**Does the institution provide financial or material support for the partnership? (3rd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (3rd partnership):**

Multi-year or ongoing

**Which of the following best describes the partnership? (3rd partnership):**

Sustainability-focused

**Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):**

Yes

**A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):**

Whiteswan Environmental (

[whiteswanenvironmental.org](http://whiteswanenvironmental.org)

) is an indigenous-led non-profit organization focused on cultural and environmental restoration in the Salish Sea Bioregion, and supporting the community healing needed to allow all people to contribute. They have worked in partnership with WWU's Center for Community Learning (and other WWU departments, including Environmental Studies, the Salish Sea Institute, and Sustainability Engagement Institute) since 2018 to organize and facilitate a wide variety of events, including film screenings, panel discussions, forums, communities of practice, place-based retreats, and more to support cross-cultural healing and environmental stewardship. One of Whiteswan Environmental co-founders, Kwastlmut ~ Sadie Olsen, served as the first-ever intern in the Center for Community Learning's Community Engagement Fellows (

[cefellows.org](http://cefellows.org)

) program. She went on to co-found the Newx Xwlemi Tengexw (traditional land of the Lummi people) cohort of the Fellows program in 2019, which Whiteswan Environmental's team continues to co-facilitate. Whiteswan Environmental also co-organized two multi-day retreats in 2019 focused on building transboundary (U.S./Canada, and indigenous/non-indigenous) relationships and collaborations among environmental organizations in the Salish Sea Bioregion. Kwastlmut ~ Sadie also co-hosted a national workshop to teach about the Community Engagement Fellows program model in 2020. WWU's Center for Community Learning supports Whiteswan Environmental's Visions for the Future events led by indigenous youth for other indigenous youth, their ongoing work as co-founders and curriculum developers of Whatcom Intergenerational High School, which seeks to blend Indigenous and Western ways of knowing, teaching, and learning, and their planning and design of a summer 2023 workshop focused on mapping resources and restoring cultural practices in traditional village sites in the San Juan and Gulf Islands of the Salish Sea.

**A brief description of the institution's other community partnerships to advance sustainability:**

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**Website URL where information about the institution's community partnerships to advance sustainability is available:**

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**Additional documentation to support the submission:**

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## Inter-Campus Collaboration

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### Provisional Score

2.00 / 3.00

### Responsible Party

**Lindsey MacDonald**  
Sustainable Cities Partnership Coordinator  
Office of Sustainability

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### Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
  - Actively participates in a regional, state/provincial, or local higher education sustainability network.
  - Has presented at a higher education sustainability conference during the previous year.
  - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
  - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
  - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
  - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
- 

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

### Is the institution currently a member of a national or international higher education sustainability network?:

Yes

### The name of the national or international sustainability network(s):

AASHE - Association for the Advancement of Sustainability in Higher Education

### Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

### The name of the regional, state/provincial or local sustainability network(s):

Washington Higher Education Sustainability Coalition

Curriculum for the Bioregion

<https://wp.wvu.edu/c4b/>



**Has the institution presented at a higher education sustainability conference during the previous year?:**

Yes

**A list or brief description of the conference(s) and presentation(s):**

Washington & Oregon Higher Education Sustainability Conference, 2022, Climate Action Planning: Charting a Path to Carbon Neutrality. Presenter: Lindsey MacDonald

Washington & Oregon Higher Education Sustainability Conference, 2022, Closing Workshop: Synthesis and Action Planning. Presenter: Lindsey MacDonald

AASHE Conference, 2022, Green Bamboo Ceiling - The State of APIs in Higher Education and Sustainability. Presenter: Dr. Grace Wang

**Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:**

No

**A list or brief description of the sustainability resource center or awards program and submission(s):**

---

**Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:**

Yes

**A list or brief description of the board or committee appointment(s):**

Western's Sustainability Engagement Institute Associate Director is on the planning team for the Washington & Oregon Higher Education Sustainability Conference.

**Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:**

No

**A brief description of the mentoring relationship and activities:**

---

**Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:**

No

**A brief description of the peer review activities:**

---

**A brief description of other inter-campus collaborative efforts around sustainability during the previous year :**

The Washington Higher Education Sustainability Coalition meets monthly to share resources, troubleshoot challenges, and engage in collaborative efforts (e.g. sharing online opportunities around Earth Week).

**Website URL where information about the institution's inter-campus collaborations is available:**

<https://wohesc.org/>

**Additional documentation to support the submission:**

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## Continuing Education

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### Provisional Score

1.93 / 5.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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## Criteria

## **Part 1. Continuing education courses in sustainability**

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

## **Required documentation**

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

## Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, or Associate degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

---

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

**Total number of continuing education courses offered:**

109

**Number of continuing education courses that are sustainability course offerings:**

7

**Percentage of continuing education courses that are sustainability course offerings:**

6.42

**A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:**

[FY22\\_-\\_OCE\\_STARS\\_Reporting.pdf](#)

**Institution's inventory of its continuing education sustainability course offerings and descriptions:**

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**Do the figures reported above cover one, two, or three academic years?:**

One

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

No

**A brief description of the certificate program(s):**

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**Website URL where information about the institution's continuing education courses and programs in sustainability is available:**

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**Additional documentation to support the submission:**

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## Community Service

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**Provisional Score**

0.50 / 5.00

**Responsible Party**

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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**Criteria**

## **Part 1. Percentage of students participating in community service**

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



## **Part 2. Community service hours per student**

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

## Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

---

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

**Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:**

No

**Total number of students:**

16,079

**Number of students engaged in community service:**

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**Percentage of students engaged in community service:**

0

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

No

**Total number of student community service hours contributed annually:**

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**Number of annual community service hours contributed per student:**

0

**Does the institution have a formal program to support employee volunteering during regular work hours?:**

Yes

**A brief description of the institution's program to support employee volunteering:**

Employees Accrue One Community Service Day per Fiscal Year

Those employees with a full-time appointment will accrue a one-day Community Service Day per fiscal year. Those employees with less than a full-time appointment will accrue leave based on their appointment percentage.

A community service leave day may be used any time after the commencement of employment with supervisory approval. An eligible employee may use the Community Service Day to participate in community service, including volunteer work on behalf of schools, community or charitable organizations, and organized volunteer events. Unused Community Service days do not carry over to the next fiscal year and cannot be cashed out upon separation, resignation, retirement, termination, or death.

**Does the institution track the number of employee community service hours contributed through programs it sponsors?:**

Yes

**Total number of employee community service hours contributed annually through programs sponsored by the institution:**

2,369

**Website URL where information about the institution's community service programs is available:**

<https://hr.wvu.edu/files/2020-08/WWU%20PSO%20Handbook%20-%20Revised%204-1-2020.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

For number of employee community service hours, fiscal year 22 and 23 were averaged.

The Center for Community Learning intentionally chooses not to track the value of service learning with the above numbers as they believe number of hours is not the right metric.

## Participation in Public Policy

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### Provisional Score

2.00 / 2.00

### Responsible Party

**Lindsey MacDonald**  
Associate Director  
Sustainability Engagement Institute

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### Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

### **Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:**

No

### **A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:**

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### **Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:**

Yes

### **A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:**

WWU advocates at the state level for legislation and budget priorities that advance sustainability and provide leadership for other state agencies. Recently, WWU worked to get funding for a feasibility study to understand how to decarbonize the campus heating system. The completion of that study

was the impetus for legislation this year, HB 1390, which WWU supported throughout the legislative process, that would direct other state agencies and institutions of higher education to undertake the same work that WWU did in the feasibility study. WWU was awarded \$10 million in the 2023-25 biennium for phase 1 of the heating conversion project that resulted from the feasibility study. WWU has also advocated for legislation, HB 1777, that allows state agencies to use performance-based contracting for energy services and equipment.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the national level:**

WWU also advocates for priorities that advance sustainability at the national level and partners with federal elected officials from Washington State when applicable for sustainability purposes. For example, over each of the past two years, WWU has included sustainability and energy efficiency as a policy priority in its federal legislative advocacy booklet. The request advocates for expanding federal efforts to support higher education institutions in improving operations and transportation efficiency and calls for grant funding from federal agencies to support university research in sustainability, renewable energy and green technology.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the international level:**

WWU Joins International Network of Health-Promoting Universities

As part of a comprehensive plan to improve student and employee health and wellbeing, Western Washington University has adopted the Okanagan Charter and joined the United States Health Promoting Campuses Network, an initial cohort of eight U.S. universities committed to becoming health-promoting institutions.

By adopting the charter, we are making an institutional commitment to move toward more systems-level strategies that influence the health and wellbeing of every member of the Western community.

With a broad focus on person, place, and planet, the Okanagan Charter is a comprehensive framework that calls on post-secondary schools to embed health into all aspects of campus culture and to lead health-promotion action and collaboration locally and globally. While we have considerable work ahead of us, we are making progress, as shown by the following examples.

**PLACE:** In September, Western dedicated our newest residence hall, named for Alma Clark Glass, the first African American student to attend Western in 1906. Glass Hall is more than just a student residence; it is a community that celebrates Ms. Glass' legacy with vibrant artwork created by student Katana Sol, and offers Black Affinity Housing to explore and affirm Black student experiences at WWU. This new space complements other intentional living and learning communities, including Pride Housing and the Honors Program Community.

**PERSON:** The former Counseling Center and Prevention and Wellness Services have merged to form the Counseling and Wellness Center to streamline access for students who need mental health and social supports. The Counseling and Wellness Center is also undergoing a remodel to refresh the spaces and create a more welcoming environment, introducing cultural art and bringing outdoor landscape elements into the buildings. It will also be adding four new counselors, including Black-identified, Indigenous and LGBTQ mental health practitioners. The Student Health Center also recently launched gender-affirming hormone therapy for students.

PLANET: We are also excited about the new Kaiser Borsari Hall, currently in the design phase. This electrical engineering, computer science, and energy science building will be the only net-zero energy/zero carbon facility in the region, among only a handful in the nation, and will advance Western's vision to become the region's first carbon-neutral university campus. Western's Bellingham campus also now receives 100% of its energy from wind power generated at the Skookumchuck Wind Facility as part of Puget Sound Energy's Green Direct Program.

Western is in a unique position to inform health and wellbeing knowledge, education, and research by engaging students, leading by example and advocating to decision-makers. To that end, we look forward to collaborating with Bellingham and Whatcom County leaders on issues like expanding childcare and housing and food security to build stronger and more inclusive communities at WWU and beyond.

If you are interested in joining the Okanagan work group, please email Brandon Joseph, WWU's director of Resilience. This work group will be charged with developing a cross-campus, integrated plan with actionable goals and metrics to help us advance the work of wellbeing through the Okanagan Charter.

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

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

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**Website URL where information about the institution's sustainability advocacy efforts is available:**

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**Additional documentation to support the submission:**

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## Trademark Licensing

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### Provisional Score

2.00 / 2.00

### Responsible Party

**Ueli Stadler**  
General Manager  
AS Bookstore

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### Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

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

No

**Is the institution currently a member of the Fair Labor Association (FLA)? :**

Yes

**Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:**

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**A brief description of the independent monitoring and verification organization:**

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**Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:**

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**A copy of the labor rights code of conduct for licensees:**

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**The labor rights code of conduct for licensees:**

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**Website URL where information about the institution's trademark licensing initiatives is available:**

<https://www.fairlabor.org/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

We have been FLA members since the year 2000 and WRC members since 2007. We have renewed our memberships annually in the past and our FLA membership is paid up through June 30,2023. However, since we have not been getting any direct value out of those memberships in recent years but are getting the relevant information through our participation in and dues paid to the Collegiate Licensing Corporation (they tell us when an apparel manufacturer or vendor is under investigation or has been found in violation of the code of conduct), we decided to not renew our WRC membership when it became due this past fall.



# Operations

## Air & Climate

**Points Claimed** 7.93

**Points Available** 11.00

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

| <b>Credit</b>                      | <b>Points</b> |
|------------------------------------|---------------|
| Emissions Inventory and Disclosure | 2.06 / 3.00   |
| Greenhouse Gas Emissions           | 5.87 / 8.00   |

## Emissions Inventory and Disclosure

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### Provisional Score

2.06 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

# Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
  - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
  - Commuting (regular commuting to and from the institution by students and employees)
  - Purchased goods and services (e.g., food and paper)
  - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
  - Fuel- and energy-related activities not included in Scope 1 or 2
  - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
  - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

## Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

---

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

**Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :**

Yes

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

[GHG\\_Reporting\\_1.xlsx](#)

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

Western uses SIMAP . The Sustainability Engagement Institute collects info from many units on campus for input into the calculator and uses the results to report to on and off campus entities.

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

No

**A brief description of the GHG inventory verification process:**

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**Documentation to support the GHG inventory verification process:**

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**Gross Scope 1 GHG emissions, performance year:**

|  | Weight in MTCO <sub>2</sub> e                             |
|--|---|
| Stationary combustion  | 12,725.13 <i>Metric Tons of CO<sub>2</sub> Equivalent</i> |
| Other sources (mobile combustion, process emissions, fugitive emissions) | 290.16 <i>Metric Tons of CO<sub>2</sub> Equivalent</i>    |

**Total gross Scope 1 GHG emissions, performance year:**

13,015.29 *Metric Tons of CO2 Equivalent*

**Gross Scope 2 GHG emissions, performance year (market-based):**

|                         | Weight in MTCO2e                            |
|-------------------------|---|
| Imported electricity    | 649.23 <i>Metric Tons of CO2 Equivalent</i> |
| Imported thermal energy | 0 <i>Metric Tons of CO2 Equivalent</i>      |

**Total gross Scope 2 GHG emissions, performance year:**

649.23 *Metric Tons of CO2 Equivalent*

**Gross GHG emissions from biogenic sources, performance year:**

0 *Metric Tons of CO2 Equivalent*

**Does the GHG emissions inventory include Scope 3 emissions from the following sources?:**

|  | Yes or No | Weight in MTCO2e                              |
|--|-----------|---|
| Business travel  | ---       | 3,581.44 <i>Metric Tons of CO2 Equivalent</i> |
| Commuting  | Yes       | 5,042.24 <i>Metric Tons of CO2 Equivalent</i> |
| Purchased goods and services   | Yes       | 19.14 <i>Metric Tons of CO2 Equivalent</i>    |
| Capital goods  | ---       | ---   |
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | ---       | 0 <i>Metric Tons of CO2 Equivalent</i>        |
| Waste generated in operations  | Yes       | 2,798.77 <i>Metric Tons of CO2 Equivalent</i> |
| Other sources  | ---       | ---   |

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

11,441.59 *Metric Tons of CO2 Equivalent*

**A brief description of how the institution accounted for its Scope 3 emissions:**

Western uses SIMAP . The Sustainability Engagement Institute collects info from many units on campus for input into the calculator and uses the results to report to on and off campus entities. It should be noted due to the COVID-19 pandemic our usual transportation survey was not administered so our most recent data collected was used for this report even though it falls outside the 3 year window. Updated student, staff, and faculty surveys will be administered next year to collect updated data.

**Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:**

Yes

**Annual weight of emissions for::**

|   | Weight of Emissions |
|---|---------------------|
| Nitrogen oxides (NOx)   | 18.90 <i>Tons</i>   |
| Sulfur oxides (SOx)   | ---                 |
| Carbon monoxide (CO)  | ---                 |
| Particulate matter (PM)   | ---                 |
| Ozone (O3)  | ---                 |
| Lead (Pb)   | ---                 |
| Hazardous air pollutants (HAPs)   | ---                 |
| Ozone-depleting compounds (ODCs)  | ---                 |
| Other standard categories of air emissions identified in permits and/or regulations | ---                 |

**Do the air pollutant emissions figures provided include the following sources?:**

|                                 | Yes or No |
|---------------------------------|-----------|
| Major stationary sources        | Yes       |
| Area sources                    | ---       |
| Mobile sources                  | Yes       |
| Commuting                       | Yes       |
| Off-site electricity production | ---       |

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

Western's Steam Plant is regularly audited by the Environmental Protection Agency and Clean Air Agency. Cleaver Brooks, a boiler maintenance contractor, performs air emissions inventory on the boilers which is submitted to above mentioned agencies.

**Gross Scope 2 GHG emissions from purchased electricity (location-based):**

*649.23 Metric Tons of CO2 Equivalent*

**Gross Scope 2 GHG emissions from imported thermal energy (location-based) :**

*0 Metric Tons of CO2 Equivalent*

**Website URL where information about the institution's emissions inventories is available:**

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**Additional documentation to support the submission:**

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## Greenhouse Gas Emissions

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### Provisional Score

5.87 / 8.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## **Part 1. GHG emissions per person**

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



## **Part 2. GHG emissions per unit of floor area**

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO<sub>2</sub>e) per gross square metre (0.02 MTCO<sub>2</sub>e per gross square foot) of floor area.

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

# Carbon sinks

For this credit, the following carbon sinks may be counted:

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

## Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

|  | Performance year                               | Baseline year                                  |
|--|--|--|
| Gross Scope 1 GHG emissions from stationary combustion   | 12,725.13 <i>Metric Tons of CO2 Equivalent</i> | 13,051.90 <i>Metric Tons of CO2 Equivalent</i> |
| Gross Scope 1 GHG emissions from other sources           | 290.16 <i>Metric Tons of CO2 Equivalent</i>    | 906.50 <i>Metric Tons of CO2 Equivalent</i>    |
| Gross Scope 2 GHG emissions from imported electricity    | 649.23 <i>Metric Tons of CO2 Equivalent</i>    | 11,617.80 <i>Metric Tons of CO2 Equivalent</i> |
| Gross Scope 2 GHG emissions from imported thermal energy | 0 <i>Metric Tons of CO2 Equivalent</i>         | 0 <i>Metric Tons of CO2 Equivalent</i>         |
| Total  | 13,664.52 <i>Metric Tons of CO2 Equivalent</i> | 25,576.20 <i>Metric Tons of CO2 Equivalent</i> |

## Figures needed to determine net carbon sinks:

|  | Performance year                        | Baseline year                           |
|--|---|---|
| Third-party verified carbon offsets purchased    | 0 <i>Metric Tons of CO2 Equivalent</i>  | 0 <i>Metric Tons of CO2 Equivalent</i>  |
| Institution-catalyzed carbon offsets generated   | 0 <i>Metric Tons of CO2 Equivalent</i>  | 0 <i>Metric Tons of CO2 Equivalent</i>  |
| Carbon storage from on-site composting           | 35 <i>Metric Tons of CO2 Equivalent</i> | 11 <i>Metric Tons of CO2 Equivalent</i> |
| Carbon storage from non-additional sequestration | 0 <i>Metric Tons of CO2 Equivalent</i>  | ---                                     |

|                            | Performance year                        | Baseline year                           |
|----------------------------|---|---|
| Carbon sold or transferred | 0 <i>Metric Tons of CO2 Equivalent</i>  | 0 <i>Metric Tons of CO2 Equivalent</i>  |
| Net carbon sinks           | 35 <i>Metric Tons of CO2 Equivalent</i> | 11 <i>Metric Tons of CO2 Equivalent</i> |

**A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):**

We have a large on-campus composting facility that receives all material from our campus grounds. All food waste compost get sent off campus to Green Earth Technology.

**Adjusted net Scope 1 and Scope 2 GHG emissions:**

|                            | Performance year                               | Baseline year                                  |
|----------------------------|--|--|
| Adjusted net GHG emissions | 13,629.52 <i>Metric Tons of CO2 Equivalent</i> | 25,565.20 <i>Metric Tons of CO2 Equivalent</i> |

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

|            | Performance year | Baseline year |
|------------|------------------|---------------|
| Start date | July 1, 2021     | July 1, 2005  |
| End date   | June 30, 2022    | June 30, 2006 |

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

Fiscal year 2006 (July 1, 2005 to June 30, 2006) was the first year that Western employed staff able to collect and analyze carbon emissions data.

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

|   | Performance year | Baseline year |
|---|------------------|---------------|
| Number of students resident on-site   | 3,383            | 3,853         |
| Number of employees resident on-site  | 0                | 0             |
| Number of other individuals resident on-site                                | 0                | 0             |
| Total full-time equivalent student enrollment                               | 14,450           | 12,343        |
| Full-time equivalent of employees   | 4,635            | 1,286         |
| Full-time equivalent of students enrolled exclusively in distance education | 255              | 0             |
| Weighted Campus Users   | 14,968.25        | 11,185        |

**Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:**

|   | Performance year                          | Baseline year                             |
|---|---|---|
| Adjusted net Scope 1 and 2 GHG emissions per weighted campus user | 0.91 <i>Metric Tons of CO2 Equivalent</i> | 2.29 <i>Metric Tons of CO2 Equivalent</i> |

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:**  
60.16

**Gross floor area of building space, performance year:**  
3,542,025 *Gross Square Feet*

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

|                              | Floor area                 |
|------------------------------|----------------------------|
| Laboratory space             | 767,271 <i>Square Feet</i> |
| Healthcare space             | 0 <i>Square Feet</i>       |
| Other energy intensive space | 0 <i>Square Feet</i>       |

**EUI-adjusted floor area, performance year:**  
5,076,567 *Gross Square Feet*

**Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**  
0.00 *MtCO2e / GSF*

**A brief description of the institution’s GHG emissions reduction initiatives:**

WWU has worked to both reduce GHG emissions through building efficiency upgrades to reduce our SCOPE 1-2 emissions as well as enacted the Sustainability Action Plan intended to reduce and mitigate impacts of our Scope 3 Emissions. In addition to this ongoing work, we completed a feasibility study and requested funding for the conversion of our steam plant to be a GHG neutral thermal system to support our operations into the next century. This work is coordinated with the intention to ensure that our university is holistic in our approach to managing all scopes of our emissions profile and strategic in our focus areas of intervention namely our steam plant and utility offsets for our resource and energy use.

**Website URL where information about the institution's GHG emissions is available:**  
<https://sustain.wvu.edu/>

**Additional documentation to support the submission:**  
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# Buildings

**Points Claimed** 2.01

**Points Available** 8.00

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

| <b>Credit</b>                       | <b>Points</b> |
|-------------------------------------|---------------|
| Building Design and Construction    | 2.01 / 3.00   |
| Building Operations and Maintenance | 0.00 / 5.00   |

## Building Design and Construction

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### Provisional Score

2.01 / 3.00

### Responsible Party

**Forest Payne**  
Project Manager/Utility Planner  
Capital Planning and Development

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### Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

---

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

### Total floor area of newly constructed or renovated building space:

173,741 Square Feet

### Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

|  | Floor area         |
|--|--------------------|
| Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)                            | 0 Square Feet      |
| Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)  | 86,646 Square Feet |
| Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)  | 0 Square Feet      |
| Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)   | 30,495 Square Feet |
| Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)   | 0 Square Feet      |
| Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction | 0 Square Feet      |

|   | Floor area                 |
|---|----------------------------|
| Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified  | 56,600 <i>Square Feet</i>  |
| Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified | 0 <i>Square Feet</i>       |
| Total   | 173,741 <i>Square Feet</i> |

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

67.42

**A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:**

Multicultural Center (2019)  
LEED v4 ID+C: Commercial Interiors  
Silver

Alma Clark Glass Hall (2021)  
LEED v4 BD+C: New Construction & Major Renovations  
Gold

Interdisciplinary Science Building (2021)  
LEED v4 BD+C: New Construction & Major Renovations  
Anticipating Gold, pending final certification

**An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:**

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**Website URL where information about the institution's green building design and construction program is available:**

<http://apps.leg.wa.gov/rcw/default.aspx?cite=39.35D&full=true>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Groundbreaking for a new net-zero, carbon-neutral energy Advanced Technology academic building took place this Spring (2023). Kaiser Borsari Hall will house electrical and computer engineering, energy science, and computer science building.

## Building Operations and Maintenance

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### Provisional Score

0.00 / 5.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/ program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

### Total floor area of existing building space:

3,542,025 Square Feet

### Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

|   | Existing floor area |
|---|---------------------|
| Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum) | 0 Square Feet       |
| Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)                       | 0 Square Feet       |
| Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)                         | 0 Square Feet       |



|  | Existing floor area |
|--|---------------------|
| Certified at a step above minimum level under a 4 -or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver) | 0 Square Feet       |
| Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)   | 0 Square Feet       |
| Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings                                   | 0 Square Feet       |
| Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system  | 0 Square Feet       |
| Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system                                       | 0 Square Feet       |
| Total  | 0 Square Feet       |

**Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:**

0

**A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:**

Western Washington University has exceeded the minimum green building design designation of LEED Silver and achieved LEED Gold in two buildings and is currently constructing new construction to be ILFI Energy Petal Net Zero and Carbon Neutral construction in an effort to improve the cradle to grave considerations for new building construction beyond the USGBC LEED standard.

More Info:

[http://www.governor.wa.gov/execorders/eoarchive/eo\\_05-01.pdf](http://www.governor.wa.gov/execorders/eoarchive/eo_05-01.pdf)

**Website URL where information about the institution's sustainable operations and maintenance program is available:**

<https://energy.dudesolutions.com/?bbID=WWU1DASH#Login>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

WWU has four buildings that are certified under the LEED standards for New Construction. However, the floor area of these buildings has NOT been included from the "eligible building space". This is because none of them were certified within the previous five-year window according to the "eligible building space" criteria. These buildings and the dates of their LEED New Construction certifications are as follows:

Miller Hall - 2011 - LEED Gold - 135,369 sf  
 Academic Instruction Center - 2009 - LEED Silver - 130,649 sf

Wade King Recreation Center - 2007 - LEED Certified - 98,300 sf  
Communication Facility - 2004 - LEED Silver - 131,365 sf

# Energy

**Points Claimed** 6.78

**Points Available** 10.00

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

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

| <b>Credit</b>              | <b>Points</b> |
|----------------------------|---------------|
| Building Energy Efficiency | 5.90 / 6.00   |
| Clean and Renewable Energy | 0.88 / 4.00   |

## Building Energy Efficiency

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### Provisional Score

5.90 / 6.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## **Part 1. Reduction in source energy use per unit of floor area**

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

## Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

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

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

### Electricity use, performance year (report kilowatt-hours):

|  | kWh                             | MMBtu               |
|--|---------------------------------|---------------------|
| Imported electricity   | 31,983.89 <i>Kilowatt-hours</i> | 109.13 <i>MMBtu</i> |
| Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems) | 7,614.00 <i>Kilowatt-hours</i>  | 25.98 <i>MMBtu</i>  |

### Stationary fuels and thermal energy, performance year (report MMBtu):

|   | MMBtu                   |
|---|-------------------------|
| Stationary fuels used on-site to generate electricity and/or thermal energy | 239,699.14 <i>MMBtu</i> |
| Imported steam, hot water, and/or chilled water                             | 0 <i>MMBtu</i>          |

### Total site energy consumption, performance year:

239,834.25 *MMBtu*

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

3,542,025 *Gross Square Feet*

### Floor area of energy intensive space, performance year:

|                              | Floor area                 |
|------------------------------|----------------------------|
| Laboratory space             | 767,271 <i>Square Feet</i> |
| Healthcare space             | 0 <i>Square Feet</i>       |
| Other energy intensive space | 0 <i>Square Feet</i>       |

### EUI-adjusted floor area, performance year:

5,076,567 *Gross Square Feet*

### Degree days, performance year:

|                     | Degree days                    |
|---------------------|--------------------------------|
| Heating degree days | 5,436 <i>Degree-Days (°F)</i>  |
| Cooling degree days | 211.80 <i>Degree-Days (°F)</i> |

### Total degree days, performance year:

5,647.80 *Degree-Days (°F)*

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

|                    | Start date   | End date      |
|--------------------|--------------|---------------|
| Performance period | July 1, 2021 | June 30, 2022 |

**Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:**

8.36 Btu / GSF / Degree-Day (°F)

**Electricity use, baseline year (report kWh):**

|   | kWh                          | MMBtu            |
|---|------------------------------|------------------|
| Imported electricity  | 34,890,869.26 Kilowatt-hours | 119,047.65 MMBtu |
| Electricity from on-site, non-combustion facilities/ devices (e.g., renewable energy systems) | 0 Kilowatt-hours             | 0 MMBtu          |

**Stationary fuels and thermal energy, baseline year (report MMBtu):**

|   | MMBtu         |
|---|---------------|
| Stationary fuels used on-site to generate electricity and/or thermal energy | 234,370 MMBtu |
| Imported steam, hot water, and/or chilled water                             | 0 MMBtu       |

**Total site energy consumption, baseline year:**

353,417.65 MMBtu

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

3,006,554 Gross Square Feet

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

|                 | Start date   | End date       |
|-----------------|--------------|----------------|
| Baseline period | Oct. 1, 2012 | Sept. 30, 2013 |

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

---

**Source-site ratio for imported electricity:**

3

**Total energy consumption per unit of floor area:**

|                  | Site energy      | Source energy    |
|------------------|------------------|------------------|
| Performance year | 0.07 MMBtu / GSF | 0.07 MMBtu / GSF |
| Baseline year    | 0.12 MMBtu / GSF | 0.20 MMBtu / GSF |

**Percentage reduction in total source energy consumption per unit of floor area from baseline:**

65.55

**Documentation to support the performance year energy consumption figures reported above:**

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**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:**

Western is a continuing member of the Commercial Strategic Energy Management program and regularly publishes engagement material regarding the use of energy in our facilities. This includes awareness regarding office shut down procedures, intersession break periods, as well as ongoing reporting requests from our facility operators.

**A brief description of energy use standards and controls employed by the institution:**

WWU uses electronic timer functions within the computer based Building Automation Control System (BACS). These automated systems have many different industry standard names and acronyms. Also manual bypass occupancy timers are used for some zone control in addition to the BACS controls. All of the major facilities on campus have their Heating, Ventilating & Air Conditioning (HVAC) systems start and stop by these electronic timers. This is time of day scheduling that our Building Automation Control Technicians use to set the operating parameters of the HVAC systems. Additionally most private offices and gathering spaces have occupancy sensors that modulate both HVAC levels and lighting.

**A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:**

During the pandemic 17 facilities were upgraded to LED lighting in common areas. Additionally all perimeter outdoor lighting was replaced with Dark Sky compliant LED high efficiency fixtures. In January of 2023 the last remaining sports field with traditional high energy lighting was replaced with LED.

The university upgrades all failed lamps to LED upon burn out to ensure that any labor and materials related to operations of our buildings results in long term energy and material savings associated with LED lights.

The university also replaced 253 exterior lights and our practice field lights with dark sky compliant LED fixtures.

**A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:**

There are several buildings that employ passive design for heating, ventilation, and lighting. Academic Instruction West is a fully passive ventilated structure with actuated windows controlled through our Building Automation Program. Our Chemistry building utilizes wind tunnel and computer models to disperse the exhaust fumes as efficiently as possible in response to local wind conditions. In addition, our newer buildings utilize thermal walls, natural lighting, and thermal mass to optimize energy use and in two instances are leveraged to be net-zero energy as defined in the ILFI Energy Petal rating system.

**A brief description of co-generation employed by the institution:**

Cogeneration was evaluated and determined to not be feasible in our plant.



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

Western is continually working to upgrade our buildings and monitor opportunities for savings. In 2021 we completed ASHRAE level I-II audits with building models at 10 of our target buildings to identify additional opportunities for savings.

**Website URL where information about the institution's energy conservation and efficiency program is available:**

<https://sustain.wvu.edu/operations-energy-climate/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Infrastructure improvements are being made currently including initial steps to convert the campus heating system from steam to a more energy efficient hot water system.

## Clean and Renewable Energy

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### Provisional Score

0.88 / 4.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

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

## **Clean and renewable electricity**

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

## **Clean and renewable thermal energy**

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

## Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, 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 (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

### Total energy consumption, performance year:

239,834.25 MMBtu

### Clean and renewable electricity (report kilowatt-hours):

|  | kWh                            | MMBtu              |
|--|--------------------------------|--------------------|
| Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases) | 0 <i>Kilowatt-hours</i>        | 0 <i>MMBtu</i>     |
| Electricity from on-site, clean and renewable sources (rights retained/retired)                                | 7,614.00 <i>Kilowatt-hours</i> | 25.98 <i>MMBtu</i> |

### A brief description of the certified/verified sources of clean and renewable electricity:

---

### A brief description of the on-site renewable electricity generating facilities/devices:

WWU currently has installed a 2kW solar array on top of the Viking Union building paid for by a donation from the Bonneville Environmental Foundation . The array is visible from an adjoining plaza. A 5kW array has also been installed on the roof of the Environmental Studies building, paid for by the student-funded Sustainable Action Fund.

### Clean and renewable thermal energy (report MMBtu):

|   |                |
|---|----------------|
|   | MMBtu          |
| Clean and renewable stationary fuels used on-site to generate thermal energy                        | 0 <i>MMBtu</i> |
| Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources | 0 <i>MMBtu</i> |

### A brief description of the clean and renewable stationary fuels:

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**A brief description of the certified/verified sources of clean and renewable thermal energy:**

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**Unbundled renewable energy products (report kWh):**

|  | kWh                                 | MMBtu                  |
|--|-------------------------------------|------------------------|
| Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party | 15,476,285.47 <i>Kilowatt-hours</i> | 52,805.09 <i>MMBtu</i> |

**A brief description of the unbundled renewable energy products:**

Each year, WWU purchases 40,000 RECs from NextEra Energy, a subsidiary of Florida Power and Light. WWU’s REC are generated on the Endeavor Wind Farm in Iowa and fed into the MROW grid region. Our REC vendor was selected based on carbon offset impact as well as site environmental considerations. Western was the first institution on the nation to base REC purchases on this criteria (2007). Western purchases more RECs than needed to offset our carbon emissions from electricity consumption. As the number of RECs we buy has stayed static, our electricity use has decreased.

**Total clean and renewable energy generated or purchased:**

52,831.06 *MMBtu*

**Percentage of total energy consumption from clean and renewable sources:**

22.03

**Website URL where information about the institution’s support for clean and renewable energy is available:**

<https://sustain.wvu.edu/sustainability-action-plan>

**Electricity use, by source (percentage of total, 0-100):**

|  | Percentage of total electricity use (0-100) |
|--|---|
| Biomass                                  | ---   |
| Coal                                     | 17.30                                       |
| Geothermal                               | ---   |
| Hydro                                    | 17.30                                       |
| Natural gas                              | 17.30                                       |
| Nuclear                                  | ---   |
| Solar photovoltaic                       | ---   |
| Wind                                     | 48  |
| Other (please specify and explain below) | ---   |

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

We have two rooftop solar panels, however their contribution to electricity generation is minimal.

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

|  | Percentage of total energy used to heat buildings (0-100) |
|--|---|
| Biomass                                  | ---   |
| Coal                                     | ---   |
| Electricity                              | 3   |
| Fuel oil                                 | ---   |
| Geothermal                               | ---   |
| Natural gas                              | 97  |
| Other (please specify and explain below) | ---   |

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

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Additional Info:

The Environmental Protection Agency's Green Power Partnership, a voluntary program that supports the organizational procurement of green power, ranked Western as 20th among all of higher education's renewable energy users for 2015.

<http://www3.epa.gov/greenpower/toplists/top30ed.htm>

# Food & Dining

**Points Claimed** 3.32

**Points Available** 8.00

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

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

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

| <b>Credit</b>                | <b>Points</b> |
|------------------------------|---------------|
| Food and Beverage Purchasing | 1.32 / 6.00   |
| Sustainable Dining           | 2.00 / 2.00   |



## Food and Beverage Purchasing

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### Provisional Score

1.32 / 6.00

### Responsible Party

**Steve Wadsworth**  
Resident District Manager  
Dinning Services

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### Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

## Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

### **Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:**

8.85

### **Percentage of total annual food and beverage expenditures on plant-based foods:**

26.42

### **An inventory of food and beverage purchases that qualify as sustainably/ethically produced:**

[WWUSTARS\\_2.2\\_Food\\_and\\_Beverage\\_Purchasing\\_Inventory.xlsx](#)

### **A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):**

Timeframe: Jan. 1, 2022 – Dec. 31, 2022 Aramark's Farm to Institution Manager created a report of all food and beverage purchases from Western Washington's vendors and distributors for the appropriate time frame. The local Western Washington team, along with Aramark's Sustainability Director for the West Region, used the Open Fields Program to identify all purchases that qualified as Sustainable or Ethically Sourced (based on third party verification) and/or Plant-Based.

### **Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:**

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### **Which of the following food service providers are present on campus and included in the inventory/assessment?:**

|   | Present? | Included? |
|---|----------|-----------|
| Dining operations and catering services operated by the institution | No       | No        |
| Dining operations and catering services operated by a contractor    | Yes      | Yes       |
| Student-run food/catering services                                  | No       | No        |
| Franchises (e.g., regional or global brands)                        | Yes      | No        |
| Convenience stores  | Yes      | Yes       |

|                  | Present? | Included? |
|------------------|----------|-----------|
| Vending services | Yes      | No        |
| Concessions      | Yes      | No        |

**Total annual dining services budget for food and beverage products:**

\$1 million - \$4.9 million

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

Western Washington Dining aims to purchase local, seasonal, and responsibly raised, grown and sourced products whenever possible. We firmly believe responsible sourcing has a direct impact on people, animals, the environment, and our local community. Local and regional sourcing has been a top priority for many years, and we currently work with approximately 48 local and regional growers and producers. We plan to grow this number even higher as we expand our work with local food hubs and Kitchen Sync Strategies, who connects our operation at Western with even more local farms that are just starting their wholesale business. Aramark’s global commitment to animal welfare and sustainable seafood throughout the supply chain is shifting the marketplace on products we feature

regularly at Western, like Cage Free eggs, American Humane certified poultry, and sustainably certified salmon.

**Website URL where information about the food and beverage purchasing program is available:**

<https://www.campusdish.com/Sustainability>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

<https://www.aramark.com/environmental-social-governance/climate-impact/source-sustainably>

## Sustainable Dining

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**Provisional Score**

2.00 / 2.00

**Responsible Party**

**Steve Wadsworth**  
Resident District Manager  
Dinning Services

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**Criteria**

# Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

## Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

**Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:**

Yes

**A brief description of the farmers market, CSA or urban agriculture project:**

The Viking Support Agriculture Program is Western's Community Supported Agriculture program, bringing students, staff, and faculty in contact with local produce and producers. By signing up, participants receive a box of local, fresh, organic fruits and veggies every week (during summer) or every other week (during winter). The VSA is a program of the WWU Sustainability Engagement Institute.

The Puget Sound Food Hub is a robust farmer-owned cooperative operating in the Puget Sound region. Western Dining is continuing to expand purchasing with Puget Sound and is working with Aramark's Supply Chain team to identify opportunities to work with even more small farms in the region through purchasing commitments.

**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:**

No

**A brief description of the sustainability-themed food outlet:**

Viking Commons, Ridgeway Commons, and Fairhaven Commons are all Green Restaurant Association certified, and received an “A” report card rating from PETA. All three locations feature regular Farm to Fork meals, where all stations feature menus utilizing local produce, seafood, dairy, and other animal proteins. Dine-in service uses 100% reusable service ware and provides a reusable option for customers choosing their meal to-go. All pre and post-consumer organic waste is composted, and all plastics, aluminum, paper, and cardboard are recycled.

**Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:**

Yes

**A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:**

Aramark has a dedicated Supplier Diversity Manager who works with the local team at Western Washington to identify Women and Minority owned businesses, along with disadvantaged businesses and social enterprises available in the region.

**Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:**

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**Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:**

Yes

**A brief description of the low impact dining events and/or plant-forward options:**

Western Washington was one of the pilot schools of Aramark’s “Cool Food Meals” program, which features recipes with a low carbon footprint, as identified by the World Resource Institute. Tabling events were hosted to educate customers on the new Cool Food menu identifier, along with a campaign on social media. Aramark’s Regional Dietician and Sustainability Director hosted plant-forward events at all dining halls to educate meal plan holders on the healthy and environmental benefits of choosing “plant-forward” options.

**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

**A brief description of the vegan dining program:**

“The Root” station at all dining halls features 100% vegan recipes for breakfast, lunch, and dinner. Vegan and vegetarian options are also available throughout the dining halls at other stations, and are identified by specific icons on menu boards.

**Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:**

Yes

**A brief description of the sustainability labelling and signage in dining halls:**

“Cool Food Meals” icons are used on menu boards to inform customers of low impact food choices. We also utilize signage throughout all locations to educate students on our local partners, waste reduction efforts, sustainably certified seafood and animal product options, seasonal produce, composting, and more.

**Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:**

Yes

**A brief description of the food recovery competition or commitment program or food waste prevention system:**

We use the “5 P’s” system of managing food purchases and waste: Plan, Product, Production, Portion, and Post-Analysis. Each one of these steps has a set of tools available to our operators to help them manage food waste along the way. The Western Dining team also hosts “Weigh the Waste” events, which are intended to educate customers on their role to help reduce food waste within the all you care to eat locations, and to inform our culinary team of any improvements or modifications they can implement to further these efforts.

**Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:**

Yes

**A brief description of the trayless dining or modified menu/portion program:**

Trays are not offered in any of the Residential dining locations. The vast majority of stations have a dining employee present to serve food, which allows for proper portioning and oversight. Customers are always welcome to come back for seconds.

**Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:**

Yes

**A brief description of the food donation program:**

Western Dining has worked with the campus chapter of Food Recovery Network, a group of students dedicated to recovering excess food from campus dining locations weekly. This group has been on pause since the start of the Covid pandemic. We currently partner with Swipe Out Hunger to oversee the meal swipe donation program, which is a service offered to any student facing food insecurity. Furthermore, our team has supported campus food pantry pop-up events.

**Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:**

Yes

**A brief description of the food materials diversion program:**



Used fryer oil is collected from dining locations and recycled for biodiesel. Aramark is also working with a group of students on a potential on-site anaerobic digestion system project. We also separate all plastics, aluminum, paper, and cardboard in back of house spaces for recycling.

**Does the institution or its primary dining services contractor have a pre-consumer composting program?:**

Yes

**A brief description of the pre-consumer composting program:**

All campus dining locations have a robust pre-consumer composting program which includes employee training, educational signage, and waste tracking. Appropriate bins are provided to reduce compost stream contamination.

**Does the institution or its primary dining services contractor have a post-consumer composting program?:**

Yes

**A brief description of the post-consumer composting program:**

Employees working in the Residential dining dish rooms are trained on compost procedures and how to properly sort waste that is left on customers' plates. All food waste and napkins left on plates is composted. Front of house compost bins are also available around campus for anyone to utilize, including customers who take their meals to-go from any dining hall.

**Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:**

Yes

**A brief description of the reusable service ware program:**

Reusable plates, bowls, utensils, and hot/cold cups are used in all Residential dining halls for dine-in meals.

**Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:**

Yes

**A brief description of the compostable containers and service ware:**

Each Residential student with a meal plan has access to a reusable to-go container, which can be exchanged for a clean and sanitized container after each use. Customers at Retail locations receive their meal in a certified compostable or recyclable container depending on location and type of meal ordered.

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in "to-go" food service operations?:**

Yes

**A brief description of the reusable container discount or incentives program:**

Discounts are offered to customers who bring reusable mugs to campus coffee locations.

**A brief description of other sustainability-related initiatives not covered above:**

The Western Washington Dining team offers a wide variety of Sustainability and Health & Wellness themed programs and events throughout the academic year. The Chef Spotlight program highlights recipes developed by Aramark chefs with unique and diverse backgrounds, expanding the number of culturally diverse options in our locations to meet the growing demand of our campus community. “Empowering Healthy Consumers” is a key priority of our Sustainability plan, so we have implemented a number of events with a Health & Wellness focus, such as “Dine with the Dietician,” “Nutrition 101,” and “Take 15.” In addition to physical wellness, these events prioritize mental wellness and give students ideas and tools for managing stress. Finally, our Regional support team works together to plan interactive pop-up events around Earth Day, National Nutrition Month, and more.

**Website URL where information about the sustainable dining programs is available:**

<http://www.campusdish.com/sustainability.aspx>

**Additional documentation to support the submission:**

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# Grounds

**Points Claimed** 1.00

**Points Available** 4.00

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 resources.

| <b>Credit</b>        | <b>Points</b>   |
|----------------------|---|
| Landscape Management | 1.00 / 2.00   |
|                      | 0.00 / 2.00   |
| Biodiversity         | <p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none"><li>• Legally protected areas (e.g., IUCN Category I-VI)</li><li>• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)</li><li>• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)</li><li>• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li></ul> <p>2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.</p> |
| Close                |   |

## Landscape Management

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### Provisional Score

1.00 / 2.00

### Responsible Party

**Amanda Cambre**  
Director of Energy & Sustainability  
Facility Development & Operations

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### Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

### Total campus area:

212 Acres

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

|   | Area (double-counting is not allowed) |
|---|---------------------------------------|
| Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides     | 0 Acres                               |
| Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed | 212 Acres                             |
| Area managed using conventional, chemical-based landscape management practices  | 0 Acres                               |
| Total area of managed grounds   | 212 Acres                             |

### A brief description of any land excluded from the area of managed grounds:

Campus buildings are included in the IPM area above, since we use IPM for all pest control, both interior and exterior

### Percentage of grounds managed organically:

0

### A brief description of the organic landscape management program:

---

### Percentage of grounds managed in accordance with an IPM program:

**A copy of the IPM plan or program:**

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**A brief description of the IPM program:**

100 percent of the grounds on campus are covered by an IPM plan. Chemical herbicides and insecticides are not used on campus landscaping. As required by Washington state law, all WWU gardeners go through IPM training to earn a Pesticide Application License. When the university determines that an area should be maintained at a higher standard or more frequently manicured, herbicides and chemical fertilizers may be necessary to achieve the desired goal.

**A brief description of the institution's approach to plant stewardship:**

WWU plants many native species such as vine-maple, red alder, western white pine, Douglas fir, Western hemlock, and the Western red cedar. Plants are matched with an area according to sun and wind exposure, water availability, and space to grow relative to adjacent species. When choosing plants for landscaping the gardening department will take a holistic approach to make sure the right plant is in the right place. Hardy plants with good drought tolerance will often be chosen over plants requiring more maintenance. Usually the design ends up including a mixture of natives, native-varieties, and hardy exotics. Tree preservation is a high priority. Contractors and university staff are held to high standards in this respect. We try to replace each tree that is lost from disease, damage or removal from a construction project.

WWU composts and reuses all vegetative debris generated on campus, thereby maintaining the natural nutrient cycle. Steep slopes are protected from erosion with mulch or vegetation.

**A brief description of the institution's approach to hydrology and water use:**

WWU maintains the natural hydrology of the campus with biofiltration ponds on the south side of campus. These ponds filter the turbidity as well as significantly reducing the quantities of phosphorus and other toxins in the water. Water infiltrates in these ponds to maintain natural hydrology of the basin.

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

WWU generates very little grass trimmings. 90 percent of the lawns are mulched to limit the amount of trimmings produced. The remaining trimmings are composted but our compost is made up primarily of leaves from campus. All woody debris is composted at an nearby university-owned compost lot.

**A brief description of the institution's approach to energy-efficient landscape design:**

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**A brief description of other sustainable landscape management practices employed by the institution:**

The WWU grounds crew has steered away from the use of more harmful ice melts like salt and urea to less harmful products like Calcium Chloride and Magnesium Chloride. WWU pre-applies ice melt before conditions reach freezing temperatures. The pre-application helps to weaken the ice-to-surface bond which in turn reduces the total amount of ice-melt used after freezing conditions have set in.

**Website URL where information about the institution's sustainable landscape management program is available:**

<http://www.wvu.edu/sustain/initiatives/grounds/>

**Additional documentation to support the submission:**

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## Biodiversity

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### Provisional Score

0.00 / 2.00

### Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

**Amanda Cambre**  
Director of Energy &  
Sustainability  
Facility Development  
& Operations

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

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### Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

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

Yes

**A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:**

WWU's main campus is adjacent to the Sehome Arboretum, which is protected by the City of Bellingham as wildlife and native vegetation habitat. WWU operates a satellite campus at Shannon Point, on the Salish Sea near Anacortes, WA. This 80-acre facility is prime habitat for wildlife and migratory birds.

**Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:**

No

**A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:**

---

**Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:**

No

**A brief description of areas of biodiversity importance on land owned or managed by the institution:**

---

**The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:**

---

**A brief description of the scope of the assessment(s):**

---

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

---

**Estimated percentage of areas of biodiversity importance that are also protected areas :**

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**Website URL where information about the institution's biodiversity initiatives is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Western does not designate any area on campus as wildlife habitat specifically. However, all landscaped sections and/or controlled vegetation is maintained according to wildlife protection standards as defined by the Washington State Department of Fish and Wildlife conservation program for public lands. Western's grounds staff makes every effort to have minimal impact on wildlife while keeping grounds maintenance at an acceptable standard.



# Purchasing

**Points Claimed** 3.72

**Points Available** 6.00

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

| <b>Credit</b>                      | <b>Points</b> |
|------------------------------------|---------------|
| Sustainable Procurement            | 2.25 / 3.00   |
| Electronics Purchasing             | 0.00 / 1.00   |
| Cleaning and Janitorial Purchasing | 1.00 / 1.00   |
| Office Paper Purchasing            | 0.47 / 1.00   |

## Sustainable Procurement

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### Provisional Score

2.25 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

# Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

## Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

## Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

| Category   | Examples   |
|--|--|
| A. Chemically intensive products and services<br><br>Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.          | <ul style="list-style-type: none"><li>• Published measures to minimize the use of chemicals.</li><li>• A stated preference for green cleaning services and third party certified products.</li><li>• Including sustainability objectives in contracts with service providers.</li></ul>  |
| B. Consumable office products<br><br>Batteries, lamps, paper, toner cartridges   | <ul style="list-style-type: none"><li>• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., <a href="#">FSC</a>) content.</li><li>• A stated preference for extended use, rechargeable, or remanufactured products.</li><li>• A stated preference for low mercury lamps.</li></ul>                               |
| C. Furniture and furnishings<br><br>Furniture, flooring, ceilings, walls, composite wood.  | <ul style="list-style-type: none"><li>• A stated preference for third party certified materials and products (e.g., <a href="#">FSC</a> or <a href="#">LEVEL certified</a>)</li><li>• A stated preference for furnishings that are low-VOC or free of flame retardants</li></ul>   |
| D. Information technology (IT) and equipment<br><br>Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment. | <ul style="list-style-type: none"><li>• Published measures to reduce the demand for equipment.</li><li>• A stated preference for <a href="#">ENERGY STAR</a>, <a href="#">TCO Certified</a>, <a href="#">Blue Angel</a>, or <a href="#">EPEAT</a> registered products.</li><li>• A stated preference for <a href="#">ACT-labeled</a> laboratory products</li></ul> |
| E. Food service providers<br><br>Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)             | <ul style="list-style-type: none"><li>• Including sustainability objectives in contracts with on-site food service providers.</li><li>• Requiring that dining service contractors pay a living wage to employees.</li></ul>  |

#### F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.
- A stated preference for organic, bio-based, or recycled content textiles.

#### G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

#### H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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

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

### **Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:**

Yes

### **A copy of the policies, guidelines or directives:**

[GreenPurchasingGuide.pdf](#)

### **The policies, guidelines or directives:**

#### 1. WASHINGTON STATE DEPARTMENT OF ENTERPRISE POLICIES GUIDELINES AND DIRECTIVES TO AGENCIES

State of Washington Department of Enterprise Services publishes Environmental Purchasing Preferences, or "EPPs" and a Green Purchasing Guide for State Agencies. (Attached) Washington state agencies are required to:

- Increase purchases of environmentally preferable products.
- Reduce greenhouse gas emissions.
- Reduce the purchase and use of equipment, supplies, and other products that contain persistent, bio-accumulative toxic chemicals.
- Reduce energy use.
- Reduce water use.
- Use green building practices.

#### 2. STATE OF WASHINGTON ENVIRONMENTAL PURCHASING PREFERENCES:

Environmental Purchasing Preference: Recycled Content RCW 39.26.255, RCW 43.19A.060; RCW 43.19A.020 and WAC 200-300-085

Environmental Purchasing Preference: Electronic Products RCW 39.26.265(1)

Environmental Purchasing Preference: Nonmercury-Added Products RCW 70.95M.060

Environmental Purchasing Preference: Hydrofluorocarbon Products RCW 39.26.310

Environmental Purchasing Preference: Polychlorinated Biphenyls (PCBs) RCW 39.26.280

Electronic Product Environmental Assessment Tool EPEAT Registry: RCW 39.26.265(1); RCW 39.26.0101(1)

Environmental Purchasing Preference: Clean Fuel Vehicles RCW 43.19.648; RCW 43.01.250; ePACT, RCW 82.08.809; 194-28 WAC;

### 3. WASHINGTON STATE DEPARTMENT OF ENTERPRISE POLICIES GUIDELINES AND DIRECTIVES TO AGENCIES

RCW 39.26.160 Amends several statutes so that, in determining the lowest responsive and responsible bidder, (in competitive procurements) an agency may consider best value criteria, including but not limited to whether the bid considers human health and environmental impacts

RCW 39.35d Requires all new state-funded facilities over 5,000 square feet to meet green building criteria. Major office and higher education facility projects are required to achieve LEED Silver certification. New K-12 schools are required to meet the Washington Sustainable Schools Protocol or achieve LEED certification. Establishes the use of Washington State-based resources, building materials, products, industries, manufacturers, and other businesses as a priority in green building projects. Check out our Reducing Toxic Threats webpage for information about other legislation that relates to toxics in products.

RCW 43.19.542 Develops markets for less polluting biodiesel fuels by encouraging state agencies to purchase this fuel.

RCW 43.19A.022 Purchasing Priority – Paper, Printers and Copier

RCW 70.95.725 Conservation program, reduce printing and copy paper by 30% of current use; paper recycling program with goal of recycling 100% of all copy and printing paper in all buildings with 25 employees or more

RCW 70.95M.060 and RCW 43.19.637 BEV Electric Vehicle batteries, transition to Electric or Biofuel vehicles; Requires 30% of new vehicles purchased through state contracts be clean-fuel vehicles, and increase at rate of % per year.

RCW 70.95.010 Requires that all governmental entities in the state should set an example by implementing aggressive waste reduction and recycling programs at their workplaces and by purchasing products that are made from recycled materials and are recyclable.

§ State Senate Bill 5022 requires that disposable service ware is provided only upon customer request

§ State Senate Bill 5323 bans plastic bags at the state level

§ City of Bellingham's Single-Use Plastics Ordinance reduces plastic in food service and lodging industries

RCW 39.26.010 Supplier Diversity / Improving Contracting Equity

The following sections list specific laws, rules, and executive orders for environmentally preferable purchasing in Washington state. Laws and rules: · RCW 39.26.280 - Requires the Department of Enterprise Services to establish purchasing and procurement policies that provide a preference for products and products in packaging that does not contain polychlorinated biphenyls, or PCBs. It also specifies that no agency may knowingly purchase products or products in packaging containing polychlorinated biphenyls above the practical quantification limit, except when it is not cost-effective or technically feasible to do so. · RCW 39.26.160 - Amends several statutes so that, in determining the lowest responsive and responsible bidder, an agency may consider best value criteria, including but not limited to whether the bid considers human health and environmental impacts. · Chapter

43.19 RCW - Provides a broad legislative basis for state purchases of recycled-content and energy-saving products. It also provides flexibility for the Office of State Procurement to award state contracts based on environmental considerations. It establishes that factors beyond price, including past performance and life cycle costing, are to be used in determining the responsible bidder. · Chapter 43.19A RCW - Directs state agencies to develop strategies to increase recycled product purchases and to provide specific goals for procurement of recycled products. · RCW 43.19A.022 - Requires state agencies to purchase 100-percent recycled content white cut sheet bond paper for use in printers and copiers. · RCW 70A.205.620 - Requires state agencies to:

- o Develop and implement a paper conservation program to reduce use of printing and copy paper by 30 percent of current use.
- o Develop and implement a paper recycling program with the goal of recycling 100 percent of all copy and printing paper in all buildings with 25 employees or more. · RCW 70A.205.005 - Requires that all governmental entities in the state should set an example by implementing aggressive waste reduction and recycling programs at their workplaces and by purchasing products that are made from recycled materials and are recyclable. · RCW 43.19.642 - Develops markets for less polluting biodiesel fuels by encouraging state agencies to purchase this fuel. · RCW 43.19.637 - Require that at least 30 percent of all new vehicles purchased through state contracts be clean-fuel vehicles. It also states that the percentage of clean-fuel vehicles purchased through a state contract shall increase at the rate of five percent each year. · Chapter 39.35D RCW - Requires all new state-funded facilities over 5,000 square feet to meet green building criteria. Major office and higher education facility projects are required to achieve LEED Silver certification. New K-12 schools are required to meet the Washington Sustainable Schools Protocol or achieve LEED certification. Establishes the use of Washington State-based resources, building materials, products, industries, manufacturers, and other businesses as a priority in green building projects. Check out our Reducing Toxic Threats webpage for information about other legislation that relates to toxics in products.

· RCW 43.19A.160 Use of Compost Products

Executive Orders · Executive Order 02-03 Sustainable Practices by State Agencies — Directs state agencies to establish sustainability objectives and expand markets for environmentally preferable products and services. · Executive Order 04-01 Persistent Toxic Chemicals — Directs state agencies to take steps to reduce persistent toxic chemicals in the environment:

- o Each state agency shall adopt measures to reduce the use of equipment, supplies and other products that contain persistent toxic chemicals.
- o DES shall make products that do not contain persistent toxic chemicals available to state agencies. If such products are not available, preference shall be given to products with the least amount of persistent toxic chemicals. · Executive Order 05-01 Establishing Sustainability and Efficiency Goals for State Operations — Directs state agencies to achieve sustainability goals, many of which have been superseded by legislation. · Executive Order 13-06 Improving the Health and Productivity of State Employees and Access to Healthy Food in State Facilities — Directs state agencies to adopt and begin to implement a food and beverage service policy for state employees. Whenever practical, Washington-grown products shall be purchased and promoted. · Executive Order 18-01 State Efficiency and Environmental Performance — Directs state agencies to comply with guidance on environmentally preferable purchasing. The Department of Enterprise Services and the Department of Ecology will collaborate to provide guidance on reducing toxics and other emissions in purchasing.

**Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:**

Yes

**Which of the following best describes the institution's use of LCCA?:**

Institution employs LCCA less comprehensively, e.g. for certain types of systems or projects and not others

**A brief description of the LCCA policy and/or practices:**

Western Washington University completes LCCAs for major capital projects and construction projects to determine the most cost effective options for energy and water consuming systems. This is in



accordance with both Executive Order 1303 and HB 1280 which requires the evaluation of energy conservation and cogeneration systems in new or major construction.

**Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:**

No

**A brief description of the published sustainability criteria for chemically intensive products and services:**

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**Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:**

Yes

**A brief description of the published sustainability criteria for consumable office products:**

The State of Washington Department of Enterprise Services publishes Environmental Purchasing Preferences, or "EPPs". University's Purchasing web site Western Marketplace provides access to State of Washington Master Agreement and Purchasing Cooperative (NASPO) for consumable office products with sustainability criteria, along with a local office supply business.

Toner Recycling Program:

The University's Copier Support Program recycles used waste toner and toner cartridges through the Central Services department. Washington has a state contract for remanufactured cartridges and Bio-based toner and ink cartridges.

Lighting - T8 fluorescent lamps and LEDs and recycling for lamps and bulbs are both available through Washington state master contracts.

Paper. RCW 49.19A requires agencies purchase 100 percent recycled content white cut sheet bond paper for use in printers and copiers.

See RCW 43.19A, 43.19.022, RCW 70A.205.620; RCW 70A.205.005

**Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:**

Yes

**A brief description of the published sustainability criteria for furniture and furnishings:**

Procurement prioritizes Minority and Women Owned Business Enterprises and locally-owned companies with sustainability in manufacturing process. (Example of Wenaha Group) When arranging delivery, try to organize in group delivery, group projects and trips to save on fuel consumption.

Furniture/Surplus Re-purposing: There is a Surplus program at the State and the University-level. RCW 43.19.1919 Washington State Surplus Operations to transfer items that have a value of more than \$500. The University Central Services has a Surplus program to recycle office furniture and furnishings, to efficiently remove surplus equipment from buildings on campus and act as a responsible environmental steward by finding reuse and recycling markets for surplus property. Includes computers, printers, audio/video equipment, office equipment, recording equipment, furniture and furnishings. The University and the State of Washington have an online surplus auction.

Furniture/Surplus Re-purposing:

Children's safe products RCW 70A.430 and WAC 173-334 prohibit lead, cadmium and phthalates in children's products as well as flame retardants in children's products and residential upholstered furniture.

Choosing surplus furniture and office equipment—rather than buying new—can stretch budgets and prevent waste. (see Surplus program above).

DES Purchasing Guide Lists Recommended multi-attribute third-party environmental and health certifications

Business and Institutional Furniture Manufacturers Association's (BIFMA) Level (2 or higher): Furniture (e.g., office chairs, tables, desks, etc.)

Cradle to Cradle (Silver or Higher) Building materials, carpet and flooring, cleaners, clothing, furniture, hand soap, paint, personal care products, textiles, etc.

Safer Choice Cleaners, deicers, dishwashing and laundry detergents, hand soap, floor maintenance chemicals, furniture and metal polish, etc.

DES Purchasing Guide Lists Recommended single-attribute third-party environmental and health certifications

Carpet and Rug Institute Green Label Plus Carpet, carpet adhesives, carpet cushion and rugs

Forest Stewardship Council (FSC) Janitorial and office paper, lumber and wood products

Scientific Certification Systems (SCS) Indoor Advantage Gold Low-emitting building materials (e.g., sealants, wall paneling, etc.), flooring, furniture and upholstery

UL GREENGUARD Gold Building materials and furniture

Remanufactured Furniture and toner/ink cartridges

Healthier Hospitals Listed or Greenhealth Approved Flooring, furniture, medical equipment

**Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:**

Yes

**A brief description of the published sustainability criteria for Information Technology (IT) and equipment:**

Avoiding hazardous materials in electronics RCW 39.26.265 directs state agencies to purchase sustainable electronic products that meet environmental performance standards to reduce or eliminate hazardous materials.

In addition, Electronics Products Purchasing Preference (POL-DES-265-00) establishes bid preferences authorized in RCW 39.26.265 for agencies purchasing electronic products that meet environmental performance standards relating to the reduction or elimination of hazardous materials. Specifically, all applicable electronics (e.g., servers, computers and displays, imaging equipment, mobile phones and televisions) must be on the EPEAT Registry at the Bronze level or higher or meet another environmental standard that reduces the use of hazardous substances (e.g., TCO or the EU's Restriction of Hazardous Substances (RoHS) Directive). Electronics on the EPEAT Registry at the Silver or Gold level are eligible for a purchasing preference of at least 5%.

University purchases from WA DES Master Agreements

DELL

STATEWIDE AGREEMENT 05815

**Does the institution have published sustainability criteria to be applied when evaluating food service providers?:**

No

**A brief description of the published sustainability criteria for food service providers:**

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**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

No

**A brief description of the published sustainability criteria for garments and linens:**

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**Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:**

Yes

**A brief description of the published sustainability criteria for professional service providers:**

Subject to Washington State policy defined in the Governor's Executive Order 05-01. This order calls for construction of publicly funded buildings over 25,000 gross square feet to be "built and certified to the U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) Silver Standard, or certified by the Department of General Administration (GA) to an equivalent standard." Our capital projects professional services for work over \$300k includes ensuring that they have the skills and qualifications to design per the sustainability standards set forth in the regulations for our new buildings as noted above. Reference above, there is a contractual requirement for these professional services firms to be able to design sustainably as they related to our compliance with the regulations noted above as well as supporting our ability to achieve above minimum standard with our LEED Gold and ILFI Energy Petal for major renovations and new construction.

**Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:**

Yes

**A brief description of the published sustainability criteria for transportation and fuels:**

The WWU Sustainability Action Plan has published and adopted guidance for reducing staff travel and prioritizing efficient fleet vehicles and grounds equipment. The university also compiles an annual Greenhouse Gas report that documents all fuel sources including our carbon neutral electricity service. The university completed a study to convert the Steam Plant to be decarbonized. S.A.P. Procurement section Goal 5 includes life cycle considerations for fleet replacements, the Travel section discusses initiatives aimed at reducing commuter travel emissions, airline use and fleet use.

**Website URL where information about the institution's sustainable procurement program or initiatives is available:**

<https://business-services.wwu.edu/sustainability/westerns-sustainability-commitment>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

<https://sustain.wvu.edu/sustainability-action-plan/procurement>

## Electronics Purchasing

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### Provisional Score

0.00 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

### Data source(s) and notes about the submission:

Expenditures on environmentally or socially preferable electronics

#### COMPUTERS AND MONITORS

The University has purchasing agreements through State of Washington DES Master Agreement with NASPO and majority of purchases computers and monitors are from Dell and Apple.

DELL - All Laptops 2018 GOLD

DELL - Desktops are either 2018 SILVER OR GOLD

DELL - Monitors EP Gold

#### MOBILE PHONES

Mobile Phones – State Master Agreement – Tony Gomez

RCW 39.26.235

Washington State is a Participating in the NASPO ValuePoint contract with Verizon, AT&T and Sprint under MA149 and Participating Addendum 04718.

MA149 Includes EPEAT rating criteria of mobile phones that address the life cycle of the products

MA149: 1.3 Green Awards End users of the Master Agreement may have requirements to purchase products and services that adhere best practices of sustainability and environmental consciousness. Contractor should anticipate addressing these needs as they arise in the Participating Addendum process.

This Master Contract included EPEAT rating criteria that address the life cycle of the products, including material extraction, hazardous substance reduction, end-of-life management, packaging, and corporate sustainability.

EPEAT is a rating system designed to help large-volume purchasers evaluate, compare, and select electronic products based upon their environmental attributes. The EPEAT category for Mobile Phones is based in part on the ANSI/UL 110 Standard for Sustainability of Mobile Phones. The EPEAT registration criteria and a database of all registered products are provided at

<http://www.epeat.net>

and products provided under this contract are required to have achieved a Bronze rating or higher in the EPEAT system.

WA State AT&T Washington Participating Addendum covers Cellular Wireless Services, Equipment and Accessories and Turnkey Wireless and IoT Solutions (Fleet Management, Mobile Device Management/ Enterprise Mobility and Mobile Integration/Mobile Substitution Solutions).

#### PCB-Free Products

Washington Addendums include PCZB-Free Products Notice but no specific EPEAT Requirements: PCB-FREE PRODUCTS NOTICE: Polychlorinated biphenyls, commonly known as PCBs, have adverse effects on human health and the environment. Accordingly, the State of Washington, through its procurements of goods, is trying to minimize the purchase of products with PCBs and to incentive its vendors to sell products and products- in - packaging without them.

Carriers report back to the State of WA DES on MA 149-1 Attachments - which includes EPEAT and Energy Starr Compliant reporting Can we request MA 149-1 Attachments from Department of Enterprise Services for Category 2 [NOTE: JANETTE HAS EMAIL OUT TO DES CONTRACT CONTACT TO SEE IF THERE IS DATA ON PURCHASE BY EPEAT CATEGORY FOR WWU]

Network Equipment

Photovoltaic Modules and Inverters

Servers

Televisions

#### IMAGING EQUIPMENT

The University participates in a Ricoh agreement University Multi-Functional Copier Program through NASPO on State of Washington Department of Enterprise Services Agreement 06619. MFD (minimum EPEAT Bronze standard), Production Equipment, Single-function Printers (minimum EPEAT Bronze standard and Energy Star Compliant), Wide-Format Equipment, Scanners. All devices must be compatible with using recycled paper up to 100% post-consumer waste paper.

Ricoh received a 2022 Gold Sustainability Rating from EcoVadis with four areas evaluated Environment, Labor and Human Rights, Ethics, Sustainable Procurement.

WASHINGTON EXECUTIVE ORDER 18-03 - WORKERS' RIGHTS (MANDATORY INDIVIDUAL ARBITRATION). Contractor represents and warrants, that Contractor does NOT require its employees, as a condition of employment, to sign or agree to mandatory individual arbitration clauses or class or collective action waivers. Contractor further represents and warrants that, during the term of this Master Contract, Contractor shall not, as a condition of employment, require its employees to sign or agree to mandatory individual arbitration clauses or class or collective action waivers.

GREEN/SUSTAINABLE. Contractor represents and warrants that Contractor shall endeavor to supply and delivery goods in alignment with the State of Washington's green/sustainability strategy which, at a minimum is designed to minimize the use of unnecessary product packaging, reduce the use of toxic chemicals, and offer Purchasers, where practicable, 'green products' that provide equivalent performance.

§ Group A - MFD, A3 § Group B - MFD, A4 § Group C - Production Equipment § Group D - Single-function Printers § Group E - Large/Wide Format Equipment § Group F - Scanners § Managed Print Services (MPS) § Supplies § Software § Accessories for Discontinued Base Units

The Washington State Department of Enterprise Services is committed to providing the maximum practicable opportunity for small and diverse businesses to participate in state contracting opportunities. Accordingly, please identify each authorized dealer (the person or firm you contractually authorize to fulfill contractual duties as set forth in the Master Agreement) and, for each authorized dealer, please identify whether the authorized dealer is a small business, microbusiness, Minibusines, Washington State Office of Minority and Women's Business Enterprise (OMWBE) certified minority owned (MBE) or women owned business (WBE), or Washington Department of Veteran's Affairs (DVA) certified veteran-owned business.

\_\_\_\_ \$US/Canadian

EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard

\_\_\_\_ \$US/Canadian Computers and Displays

Imaging Equipment

Mobile Phones - NO - State Master Agreement - Tony Gomez

Network Equipment

Photovoltaic Modules and Inverters

Servers

Televisions

EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard

\_\_\_\_ \$US/Canadian Computers and Displays

Imaging Equipment

Mobile Phones - Tony -

Network Equipment

Photovoltaic Modules and Inverters

Servers

Televisions

Labeled under a single-attribute standard Computers and Displays

Imaging Equipment

Mobile Phones

Network Equipment

Photovoltaic Modules and Inverters

Servers

Televisions

\_\_\_\_ \$US/Canadian

Do the figures reported above include leased equipment? YES - RICOH

A brief description of the time period from which the figures reported above are drawn

Fiscal Year 2022 - July 1, 2021 - June 30, 2022

## Cleaning and Janitorial Purchasing

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### Provisional Score

1.00 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

### Total annual expenditures on cleaning products:

14,283.53 US/Canadian \$

### Annual expenditures on certified green cleaning products:

14,283.53 US/Canadian \$

### Total annual expenditures on janitorial paper products:

128,946.55 US/Canadian \$

### Annual expenditures on certified green janitorial paper products:

128,946.55 US/Canadian \$

**A brief description of the time period on which the figures reported above are based :**



Figures above based on inventory releases between January 3rd and December 30th of 2022.

**Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:**

100

**Website URL where information about the institution's cleaning and janitorial purchasing is available:**

[https://www.greenpolicy360.net/w/Western\\_Washington\\_University\\_Green\\_Purchasing\\_Policy](https://www.greenpolicy360.net/w/Western_Washington_University_Green_Purchasing_Policy)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The totals above are based on materials released from our inventory program during the period between January 3rd and December 30th of 2022. The cleaning products data is based on the primary cleaning chemicals only. There are other chemicals in use at much lower volumes that may not meet green certification. However, for this report the known commodities were the focus. The paper products are all green certified.

Link for additional information on Green Cleaning Products:

[https://greenseal.org/cleaning-leader-diversey-shares-thoughts-on-ecolabelling/?gclid=EAlaIQobChMIxO-H4ZfX\\_gIVZQ99Ch3KagUzEAAAYASAAEgIK3vD\\_BwE](https://greenseal.org/cleaning-leader-diversey-shares-thoughts-on-ecolabelling/?gclid=EAlaIQobChMIxO-H4ZfX_gIVZQ99Ch3KagUzEAAAYASAAEgIK3vD_BwE)

## Office Paper Purchasing

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### Provisional Score

0.47 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

### Total annual expenditures on office paper:

48,441 US/Canadian \$

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

|   | Expenditure Per Level |
|---|-----------------------|
| 10-29 percent                               | 0 US/Canadian \$      |
| 30-49 percent                               | 2,392 US/Canadian \$  |
| 50-69 percent                               | 114 US/Canadian \$    |
| 70-89 percent (or FSC Mix label)            | 0 US/Canadian \$      |
| 90-100 percent (or FSC Recycled/100% label) | 21,600 US/Canadian \$ |

### A brief description of the time period from which the figures reported above are drawn:

Figures were drawn in 2023 for the fiscal year 2021-2022 (a one year time period).

### Website URL where information about the institution's paper purchasing is available:

<https://business-services.wvu.edu/sustainability/westerns-sustainability-commitment>

### Additional documentation to support the submission:

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### Data source(s) and notes about the submission:

All office paper is recycled content per requirements for all WA agencies. There was a fire in the recycled paper factory and any orders that were not recycled was related to a supply chain issue, not a management decision.

# Transportation

**Points Claimed** 4.23

**Points Available** 7.00

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

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

| <b>Credit</b>                          | <b>Points</b> |
|--|---------------|
| Campus Fleet                           | 0.09 / 1.00   |
| Commute Modal Split                    | 3.54 / 5.00   |
| Support for Sustainable Transportation | 0.60 / 1.00   |

## Campus Fleet

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### Provisional Score

0.09 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

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

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

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

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

### Total number of vehicles in the institution's fleet:

215

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

|  | Number of Vehicles |
|--|--------------------|
| Gasoline-only                            | 192                |
| Diesel-only                              | 3                  |
| Gasoline-electric hybrid                 | 11                 |
| Diesel-electric hybrid                   | 0                  |
| Plug-in hybrid                           | 0                  |
| 100 percent electric                     | 9                  |
| Fueled with Compressed Natural Gas (CNG) | 0                  |
| Hydrogen fueled                          | 0                  |
| Fueled with B20 or higher biofuel        | 0                  |

Number of Vehicles

Fueled with locally produced, low-level biofuel 0

**Do the figures reported above include leased vehicles?:**

Yes

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

There remains no centralized institutional process to incorporate alternative fuel or other technologies into its campus fleet. Independently, Facilities Development and Operations (FDO) has been developing transition plans to fully electrify its fleet following executive orders (State of Washington Executive Order 21-04) and guidance from the campus sustainability council. FDO will continue to prioritize electric vehicles for future purchases and recommend their adoption to other campus members.

**Website URL where information about the institution's motorized fleet is available:**

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**Additional documentation to support the submission:**

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## Commute Modal Split

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### Provisional Score

3.54 / 5.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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## Criteria

## **Part 1. Student commute modal split**

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

## Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

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

### **Total full-time equivalent student enrollment:**

14,450

### **Full-time equivalent of employees:**

4,635

### **Has the institution gathered data about student commuting behavior?:**

Yes

### **Total percentage of students that use more sustainable commuting options as their primary mode of transportation:**

80

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

Sustainable Transportation is included in the 2nd Year Survey, which consists of a mixture of open ended, multiple choice, and numerical response questions. This survey targeted freshmen (including running start students) who remained at WWU for at least a second year. These students were completing their second complete year on campus at the time of the survey. As part of OSR's efforts to paint a longitudinal portrait of Western's students, these students also were surveyed immediately prior to beginning their Western careers. Due to the COVID-19 pandemic an updated transportation survey was not administered in 2021 as planned, the next transportation survey has been scheduled to be administered in Fall 2023. There has been no significant shifts in commute modal split over time. For this report data was carried over from our 2019 report.

### **Has the institution gathered data about employee commuting behavior?:**

Yes

### **Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:**

42.10

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

All employees are asked to participate in the statewide transportation survey. Although the state requires a 70% response rate, Western's goal is 100%.

Western has surveyed employees every other year, starting in 1997, using the same methodology, and during the same time of year.

The state provides a survey ( either write-in - fill in the bubble - type, or a secure online survey.

Employees are anonymous, but are tracked, so that each only submits one survey.

Western has always succeeded in getting a survey return rate of 70% or better.

Due to the COVID-19 pandemic an updated transportation survey was not administered in 2021 as planned, the next transportation survey has been scheduled to be administered in Fall 2023. There



has been no significant shifts in commute modal split over time. For this report data was carried over from our 2019 report.

**Percentage of students and employees that use the following as their primary mode of transportation:**

|  | Percentage of students<br>(0-100) | Percentage of employees<br>(0-100) |
|--|-----------------------------------|------------------------------------|
| Single-occupancy vehicle                     | 20                                | 57.90                              |
| Zero-emissions vehicle                       | 2.97                              | 1.26                               |
| Walk, cycle, or other non-motorized mode     | 41                                | 18.15                              |
| Vanpool or carpool                           | 6                                 | 10                                 |
| Public transport or campus shuttle           | 30.03                             | 12.69                              |
| Motorcycle, motorized scooter/bike, or moped | 0                                 | 0                                  |
| Distance education / telecommute             | ---                               | ---                                |

**Website URL where information about student or employee commuting is available:**

<http://www.wvu.edu/transportation>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

After Zipcar pulled out of our market, transportation services conducted a couple of searches and there are not any companies interested in operating a similar rideshare program at Western. They will continue to pursue a rideshare program on campus. Additionally, they are working with the FDO fleet manager to see if there's any companies interested in a rental fleet management program for Western owned vehicles. If there is, this might also be an opportunity to incorporate a rideshare for students and employees. However, this is in the initial discussion phase and any future program is several years away (2022).

Transportation data is from 2019 as our transportation survey was not administered on schedule due to the pandemic. There are updated surveys planned for students, faculty, and staff to gather updated data over the next fiscal year.

## Support for Sustainable Transportation

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### Provisional Score

0.60 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

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

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
  - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
  - Offers preferential parking or other incentives for fuel efficient vehicles.
  - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
  - Has incentives or programs to encourage employees to live close to campus.
  - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
- 

"---" 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?:

No

### A brief description of the bicycle sharing program:

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### Does the institution participate in a car sharing program?:

No

### A brief description of the car sharing program:

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### Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:

Yes

### A brief description of the incentives for fuel efficient vehicles:

Free charging stations are available (after paying for parking).

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

Western has 23 electric vehicle charging spots. All the chargers are Level 2. Users do not pay for the electricity. They are required to pay to park at a charging station and are asked to move their vehicle once it is charged.

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

No

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

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**Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:**

Yes

**A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:**

Western actively participates in the Smart Trips program through the Whatcom Council of Governments. Smart Trips participants log their daily active and transit commutes and receive mile based incentives and are entered in a prize drawing each month.

Western's Transportation Services department provides trip planning services to help people commute using active transportation and transit and Confident City Cycling classes to help students and employees commute by bicycle to campus.

During their employee orientation, all new employees receive information about how to travel to campus without a personal motor vehicle and how to ride buses for free.

Messaging from Transportation Services about parking permits includes strategies for not using a personal vehicle for commuting to campus.

A Western student bus pass costs less than the equivalent bus pass sold to the general public. Discounted Western bus passes are provided through a partnership with the Whatcom Transit Authority (WTA) and Skagit Transit and they can be used to ride all the bus routes in Whatcom and Skagit Counties. Western transit passes are embedded in each person's Western ID card. The bus pass program is funded by a mandatory \$30 Active Transportation Fee (ATF) that students taking 6 or more credits pay each quarter. Students taking less than 6 credits who want a bus pass can opt-in to the ATF. The ATF also funds a late night student shuttle that operates seven days a week. Service begins when public transit ends and goes until 2:30 am.

Employee bus passes are free.

<https://transportation.wvu.edu/employee-bus-pass>

**Website URL where information about the institution's support for sustainable transportation is available:**

<https://transportation.wvu.edu/>

**Additional documentation to support the submission:**

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# Waste

**Points Claimed** 1.94

**Points Available** 10.00

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

| <b>Credit</b>                               | <b>Points</b> |
|---|---------------|
| Waste Minimization and Diversion            | 0.22 / 8.00   |
| Construction and Demolition Waste Diversion | 0.72 / 1.00   |
| Hazardous Waste Management                  | 1.00 / 1.00   |

## Waste Minimization and Diversion

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### Provisional Score

0.22 / 8.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## **Part 1. Reduction in total waste per person**

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

## **Part 2. Total waste per person**

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.



## Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S. Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

### Figures needed to determine total waste generated (and diverted):

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Materials recycled  | 297.29 Tons      | 432.80 Tons   |
| Materials composted   | 650 Tons         | 78.12 Tons    |
| Materials donated or re-sold                                  | 5.28 Tons        | 21.94 Tons    |
| Materials disposed through post-recycling residual conversion | 0 Tons           | 0 Tons        |
| Materials disposed in a solid waste landfill or incinerator   | 12,315 Tons      | 1,604.85 Tons |
| Total waste generated   | 13,267.57 Tons   | 2,137.71 Tons |

### A brief description of the residual conversion facility:

---

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

|                    | Start Date    | End Date      |
|--------------------|---------------|---------------|
| Performance Period | Jan. 1, 2022  | Dec. 31, 2022 |
| Baseline Period    | July 30, 2015 | Aug. 1, 2016  |

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

The baseline we use comes from the most recent STARS submission. No official policies and plans have included a baseline for measuring our waste measurement.

**Figures needed to determine "Weighted Campus Users":**

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of students resident on-site   | 3,383            | 3,882         |
| Number of employees resident on-site  | 0                | 0             |
| Number of other individuals resident on-site                                | 0                | 0             |
| Total full-time equivalent student enrollment                               | 14,450           | 14,486.20     |
| Full-time equivalent of employees   | 4,635            | 1,914         |
| Full-time equivalent of students enrolled exclusively in distance education | 255              | 134           |
| Weighted campus users   | 14,968.25        | 13,170.15     |

**Total waste generated per weighted campus user:**

|  | Performance Year | Baseline Year    |
|--|------------------|------------------|
| Total waste generated per weighted campus user | 0.89 <i>Tons</i> | 0.16 <i>Tons</i> |

**Percentage reduction in total waste generated per weighted campus user from baseline:**

0

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

7.18

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

7.18

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

|   | Yes or No |
|---|-----------|
| Paper, plastics, glass, metals, and other recyclable containers | Yes       |
| Food  | Yes       |
| Cooking oil   | Yes       |
| Plant materials   | Yes       |
| Animal bedding  | No        |
| White goods (i.e. appliances)                                   | Yes       |
| Electronics   | Yes       |

|                                       | Yes or No |
|---------------------------------------|-----------|
| Laboratory equipment                  | Yes       |
| Furniture                             | Yes       |
| Residence hall move-in/move-out waste | Yes       |
| Scrap metal                           | Yes       |
| Pallets                               | Yes       |
| Tires                                 | Yes       |
| Other (please specify below)          | Yes       |

**A brief description of other materials the institution has recycled, composted, donated and/or re-sold:**

All used PLA material is reused for 3D printers along with the reels in which the material is packaged. All state-owned equipment and goods goes to the surplus first and is either re-used or recycled by the surplus facility.

**Materials intended for disposal but subsequently recovered and reused on campus, performance year:**

---

**Does the institution use single stream recycling to collect standard recyclables in common areas?:**

No

**Does the institution use dual stream recycling to collect standard recyclables in common areas?:**

Yes

**Does the institution use multi-stream recycling to collect standard recyclables in common areas?:**

Yes

**Average contamination rate for the institution's recycling program:**

9.76

**A brief description of any recycling quality control mechanisms employed:**

When collected by AS Recycle Center employees barrels of recycling are sorted for contamination. This involves removing material that is in the wrong type of recycling bin or items that should be sent to a landfill or composted.

**A brief description of the institution's waste-related behavior change initiatives:**

Some 100-level classes and residence hall groups receive waste sorting on-campus lessons from the Zero Waste Coordinators. This involves a PowerPoint lesson on sorting recycling, compost, and landfill. This is intended to target new students on campus who have a broad range of backgrounds in waste sorting. There is current work on campus to standardize recycling and compost signage to minimize contamination and improve our recycling stream. Additionally, some student groups and

employees are working on creating a waste sorting virtual course that would be taken by all students and staff.

**A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:**

Waste audits of different types of waste streams are performed by the campus Zero Waste Coordinators. These involve hand sorting all the recycling from a collection period, and a representative sample of the trash and compost from one building per audit. The waste is then re-sorted into appropriate categories and the contamination percentage and sources are recorded. Audits are performed for the different types of waste streams that come from residential, academic, and food service buildings to better understand each stream. Visual audits of the compost contamination and volume are accessed weekly by Housing Facility Assistants to target where more frequent waste collection and education are needed.

**A brief description of the institution's procurement policies designed to prevent waste:**

Banned the use of single use plastic bags per state law in 2021.

**A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:**

WWU offers a materials exchange program for furniture and a few other office supplies. These items include tables, chairs, couches, file cabinets, and various other pieces.

<https://business-services.wwu.edu/central-services/surplus-equipment>

**A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:**

The Residence Hall Reuse Program is a program run on residence hall donations including mini-fridges, microwaves, rugs, plates, and many other things for residence hall rooms. Students can rent these items for use in their residence hall rooms free of charge.

Furniture Fest is a student-run furniture exchange program where students donate furniture when they move out in the spring, the furniture is stored over the summer, and then students in the fall can take the items free of charge.

Additionally, there are many clothing swaps run on campus hosted by clubs and programs that allow students to donate clothes they don't wear anymore and others can exchange their clothes for items they want to wear instead. There are many free pantries on campus where staff and students leave non-perishable food and items they do not want and others can take them. There is also the Recovery Drive run by the AS recycle center which collects items from residence halls like half-used shampoo, old binders, and abandoned plants and they are properly disposed of or donated.

**A brief description of the institution's limits on paper and ink consumption:**

Western Washington limits on campus printing for students. Starting in the fall of 2011 a new printing quota was implemented where every student receives \$2.50 of printing on campus per quarter paid

through the Student Technology Fee. Once the quarterly quota has been met students are required to pay \$.05 per black and white page and \$.25 per color page.

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

Western Washington University administration makes sure to only print out necessary materials. Course schedules and catalogs as well as directories are available online and are promoted to be viewed in that fashion. If an individual requests one of these documents in print form they will receive them on 100% recycled paper.

**A brief description of the institution's program to reduce residence hall move-in/move-out waste:**

The Residence Hall Reuse Program is a program run on residence hall donations including mini-fridges, microwaves, rugs, plates, and many other things. Students can rent these items for use in their residence hall rooms free of charge. Furniture Fest is a student-run furniture exchange program where students donate furniture when they move out in the spring, the furniture is stored over the summer, and then students in the fall can take the items free of charge. There is also the Recovery Drive run by the AS recycle center which collects items from residence halls like half-used shampoo, old binders, and abandoned plants and they are properly disposed of or donated. (Additional) During move-in and move-out seasons, there are more frequent recycling center runs to manage additional waste.

**A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:**

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**Website URL where information about the institution's waste minimization and diversion efforts is available:**

<https://as.wwu.edu/recycle/>

**Additional documentation to support the submission:**

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## Construction and Demolition Waste Diversion

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### Provisional Score

0.72 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator. Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

677.55 Tons

### Construction and demolition materials landfilled or incinerated:

268.77 Tons

### Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

71.60

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

Lautenbach Recycle Park was used to recycle all of the construction waste.

### Website URL where information about the institution's C&D waste diversion efforts is available:

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### Additional documentation to support the submission:

[Lautenbach\\_Recycling\\_RCI\\_Certificate.pdf](#)

### Data source(s) and notes about the submission:

These numbers reported are based on the construction of Alma Clark Glass residence hall (2020) and the Interdisciplinary Science Building (2022). All other remaining campus projects that would generate waste represent a very small sample by comparison and would not sway the overall percentage by a significant amount.

## Hazardous Waste Management

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**Provisional Score**

1.00 / 1.00

**Responsible Party**

**Bruce Boyer**  
Interim Director  
Environmental Health and Safety

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**Criteria**

## **Part 1. Hazardous waste minimization and disposal**

Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.



## Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards<sup>®</sup> and/or Responsible Recycling (R2) standards.

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

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

Yes

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

Hazardous waste is managed in accordance with the Washington Administrative Code 173-303. The process of collecting hazardous waste from various locations on campus is described on EHS's Chemical Waste website. The majority of Western's hazardous waste is disposed of through the state contract holder for hazardous waste, Clean Harbors.

[http://www.wwu.edu/ehs/waste\\_recycle\\_disposal/chemical.shtml](http://www.wwu.edu/ehs/waste_recycle_disposal/chemical.shtml)

Universal waste, such as batteries, fluorescent lamps and mercury switches, is also managed according to the Washington Administrative Code 173-303. Western recycles waste as much as possible. The majority of WWU's universal waste is disposed of through Pacific Power Batteries and Northwest Recycling.

Unwanted materials, such as light ballasts and oil, containing polychlorinated biphenyls (PCB's) are a federally regulated waste stream that Western has been addressing for several years. WWU received energy grants in 2008 to address replacing PCB ballasts on campus with more energy efficient and environmentally friendly electronic and non-PCB ballasts. WWU's Facilities Management department continues to remove and replace PCB ballasts in the everyday operations of the university.

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

Western properly disposes of all toxic chemicals, whether they are identified in federal or state regulations or not. A very limited number of chemicals are disposed of via the sanitary sewer as they are broken down to non-toxic components in the digestion process.

WWU seeks to minimize the presence of hazardous, universal and non-regulated waste materials on campus by providing an annual Pollution Prevention report to the Department of Ecology. The University works with Ecology to create attainable goals within certain time frames. These goals include reducing chemical use, substitution of highly hazardous chemicals with less hazardous chemicals, and education outreach.

### **A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

Not Applicable

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

Western utilizes CHIMERA, an on-line chemical inventory system with a component for identifying chemicals that are able to be shared between users.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:**

An electronic waste bin is located in the bookstore, for batteries, cell phones, laptops, etc. The waste is collected by WWU Recycling Center.

The Waste Disposal Matrix on the EHS website has some links to ReElectronics and Whatcom County's Recycling Webpage. These two links contain information for individuals who would like to dispose of personal electronic waste responsibly.

Western is participating in Ricoh's Greenline printer program, a program that remanufactures printers. As these shared printers become available many offices across Western's campus are choosing this option (cheaper and high quality).

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

Yes

**Website URL where information about the institution's hazardous waste program is available:**

[http://www.wvu.edu/ehs/waste\\_recycle\\_disposal/recycle\\_disposal.shtml](http://www.wvu.edu/ehs/waste_recycle_disposal/recycle_disposal.shtml)

**Additional documentation to support the submission:**

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# Water

**Points Claimed** 5.15

**Points Available** 6.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

| Credit               | Points   |                                |  |
|----------------------|--|--------------------------------|--|
| 3.15 / 4.00          | <p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> |                                |  |
|                      | Physical Risk QUANTITY   | Points available for each part | Total available points for this credit |
| Water Use            | Low and Low to Medium Risk   | 1 $\frac{1}{3}$                | 4                                      |
|                      | Medium to High Risk  | 1 $\frac{2}{3}$                | 5                                      |
|                      | High and Extremely High Risk   | 2                              | 6                                      |
| Close                |  |                                |  |
| Rainwater Management | 2.00 / 2.00  |                                |  |

## Water Use

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### Provisional Score

3.15 / 4.00

### Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

| Physical Risk QUANTITY       | Points available for each part | Total available points for this credit | Ashley Olson<br>Data<br>Ambassador<br>Sustainability<br>Engagement<br>Institute |
|------------------------------|--------------------------------|--|---|
| Low and Low to Medium Risk   | 1 $\frac{1}{3}$                | 4                                      |   |
| Medium to High Risk          | 1 $\frac{2}{3}$                | 5                                      |   |
| High and Extremely High Risk | 2                              | 6                                      |   |

[Close](#)

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## Criteria

## **Part 1. Reduction in potable water use per person**

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

## **Part 2. Reduction in potable water use per unit of floor area**

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

## Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

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

### Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Low to Medium

### Total water withdrawal (potable and non-potable combined):

|                        | Performance Year   | Baseline Year      |
|------------------------|--------------------|--------------------|
| Total water withdrawal | 60,255,277 Gallons | 69,869,548 Gallons |

### Potable water use:

|                   | Performance Year   | Baseline Year      |
|-------------------|--------------------|--------------------|
| Potable water use | 60,255,277 Gallons | 69,869,548 Gallons |

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

|                    | Start Date   | End Date       |
|--------------------|--------------|----------------|
| Performance Period | July 1, 2021 | June 30, 2022  |
| Baseline Period    | Oct. 1, 2012 | Sept. 30, 2013 |

### A brief description of when and why the water use baseline was adopted:

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### Figures needed to determine "Weighted Campus Users":

|   | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of students resident on-site   | 3,383            | 3,984         |
| Number of employees resident on-site  | 0                | 0             |
| Number of other individuals resident on-site                                | 0                | 0             |
| Total full-time equivalent student enrollment                               | 14,450           | 13,960.50     |
| Full-time equivalent of employees   | 4,635            | 1,699         |
| Full-time equivalent of students enrolled exclusively in distance education | 255              | 0             |
| Weighted campus users   | 14,968.25        | 12,740.63     |

**Potable water use per weighted campus user:**

|  | Performance Year        | Baseline Year           |
|--|-------------------------|-------------------------|
| Potable water use per weighted campus user | 4,025.54 <i>Gallons</i> | 5,484.00 <i>Gallons</i> |

**Percentage reduction in potable water use per weighted campus user from baseline:**  
26.59

**Gross floor area of building space:**

|                  | Performance Year                   | Baseline Year                      |
|------------------|------------------------------------|------------------------------------|
| Gross floor area | 3,542,025 <i>Gross Square Feet</i> | 3,517,967 <i>Gross Square Feet</i> |

**Potable water use per unit of floor area:**

|  | Performance Year           | Baseline Year              |
|--|----------------------------|----------------------------|
| Potable water use per unit of floor area | 17.01 <i>Gallons / GSF</i> | 19.86 <i>Gallons / GSF</i> |

**Percentage reduction in potable water use per unit of floor area from baseline:**  
14.35

**Area of vegetated grounds:**

|                   | Performance Year    | Baseline Year  |
|-------------------|---------------------|----------------|
| Vegetated grounds | 115.97 <i>Acres</i> | 0 <i>Acres</i> |

**Total water withdrawal per unit of vegetated grounds:**

|  | Performance Year                 | Baseline Year                    |
|--|----------------------------------|----------------------------------|
| Total water withdrawal per unit of vegetated grounds | 519,558.50 <i>Gallons / Acre</i> | 69,869,548 <i>Gallons / Acre</i> |

**Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:**  
99.26

**A brief description of the institution's water-related behavior change initiatives:**

Part of the institutions behavior and operational program includes encouraging residents to take shorter showers, supporting our grounds crew in irrigation repairs and rain sensors, as well as annual shutdown and inspection of our irrigation system.

**A brief description of the institution's water recovery and reuse initiatives:**

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**A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:**

All of our fixtures are water sense compliant low flow fixtures. Our plumbing shop regularly researches the best fixtures to satisfy user requests with water efficient shower heads. All of our new construction projects are designed with water efficient fixtures.



**Website URL where information about the institution's water conservation and efficiency efforts is available:**

<https://sustain.wvu.edu/sustainability-action-plan>

**Additional documentation to support the submission:**

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## Rainwater Management

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### Provisional Score

2.00 / 2.00

### Responsible Party

**Amanda Cambre**  
Director of Energy & Sustainability  
Facility Development & Operations

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### Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

### **Which of the following best describes the institution's approach to rainwater management?:**

Comprehensive policies, plans or guidelines that require LID practices for all new projects

### **A brief description of the institution's green infrastructure and LID practices:**

WWU employs a combination of permeable pavement, green roofs, bioinfiltration swales, rain gardens, detention vaults, and engineered stormwater treatment units to maintain natural hydrology and remove pollutants from stormwater.

Western has purchased our own street sweeper that is used to remove debris and reduce pollutants entering water ways from our impervious roads and parking areas.

### **A copy of the institution's rainwater management policy, plan, and/or guidelines:**

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### **A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:**

WWU is covered under the State of Washington's NPDES Phase 2 Stormwater Permit, which mandates stormwater BMP's to maintain natural hydrology and treat stormwater to remove pollutants. It also mandates routine inspection and maintenance of all stormwater facilities, spill cleanup and reporting procedures, LID for new construction, and annual reporting.

<https://ecology.wa.gov/Regulations-Permits/Permits-certifications/Stormwater-general-permits/Municipal-stormwater-general-permits/Western-Washington-Phase-II-Municipal-Stormwater>

Western also installed rain water sensors in irrigated areas and actively inspects our irrigation systems, weatherizes and shuts off irrigation meters during winter and proactively looks for leaks during the irrigation season.

**Website URL where information about the institution's green infrastructure and LID practices is available:**

<https://www.fm.wvu.edu/facilities-maintenance-operations/stormwater-management-program/>

**Additional documentation to support the submission:**

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# Planning & Administration

## Coordination & Planning

**Points Claimed** 7.50

**Points Available** 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

| <b>Credit</b>                          | <b>Points</b> |
|--|---------------|
| Sustainability Coordination            | 1.00 / 1.00   |
| Sustainability Planning                | 3.00 / 4.00   |
| Inclusive and Participatory Governance | 2.50 / 3.00   |
| Reporting Assurance                    | 1.00 / 1.00   |

## Sustainability Coordination

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### Provisional Score

1.00 / 1.00

### Responsible Party

**Lindsey MacDonald**  
Associate Director  
Sustainability Engagement Institute

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### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

### Does the institution have at least one sustainability committee?:

Yes

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

#### Charge

The President's Sustainability Council advises the President, via the Provost and the Vice President for Business and Financial Affairs, on sustainability and resilience at Western Washington University. The Council coordinates the work of the Climate Commitment signed in 2007. The Climate Commitment requires three simultaneous efforts organized under three tracks: academic, resilience, and carbon. The academic track of the Climate Commitment focuses on integrating sustainability into the curriculum and research. The resilience track of the Climate Commitment focuses on climate adaptation and community capacity-building to deal with a changing climate and resulting extremes. The carbon track of the Climate Commitment focuses on reducing Greenhouse Gas emissions and achieving carbon neutrality as soon as possible.

The Council also leads campus efforts to engage the campus in implementation of the 2017 Sustainability Action Plan. This includes collaborating with surrounding communities on issues related to sustainability and resilience. The Council will ensure WWU complies with the Climate Commitment and oversees the implementation of the 2017 Sustainability Plan over time. The Sustainability Action Plan is a living document which will change over the course of the next twenty years and requires regular reporting mechanisms to keep the campus informed of progress made and to inform future iterations of each chapter. All recommendations shall be made to the Provost and the Vice President for Business and Financial Affairs who will share such with the President. They will also develop an annual reporting and public communication structure to ensure the entire community is aware of the progress and accomplishments of the Council.

The President's Sustainability Council will be the body charged with expressing, upholding, and advancing the institution's full commitment to sustainability, resilience, and adaptability.

#### Background

Western has been a leader in many areas of sustainability since it established the nation's first

College of the Environment in 1969. Our students voted to collectively fund the purchase of Renewable Energy Credits in 2005, making Western the first campus in the U.S. to offset 100% of its carbon emissions from electricity usage with a self-imposed student fee. In 2007 Western became one of the first 50 signatories to the American College and University President's Climate Commitment. In 2005 Western established the Institute for Energy Studies, an interdisciplinary program that brings together science, technology, public policy, business, and economics to prepare graduates to address the complex issues in sustainable energy. In 2017 the Sierra Club recognized Western as one of the top 30 sustainable schools in the U.S. In 2018, WWU students launched one of the first residence hall compost programs in the country. Western continues to innovate through its academic programs, student programs, and staff enterprises to create innovative solutions to antiquated practices. Western remains committed to the vision of every member of the Western community assisting with putting sustainable practices into action on campus and in our community. We recognize sustainability is interconnected with our core values of social and economic justice. A global and informed perspective clearly shows that a truly sustainable world must be as just as it is green.

#### Membership

President's Sustainability Council membership is representative of all campus units and includes students, faculty, and staff. Membership votes are representative of their constituencies. Members gather input and report back to identified constituencies and are required to serve on a sub-council. Participation by non-Council faculty, students, staff, and community members is encouraged as needed to fulfill the responsibilities of the Council. Meetings of the PSC are open.

#### Chair

Director, Sustainability Engagement Institute (

<https://sustain.wwu.edu/>

)

#### Faculty

Recommended by Faculty Senate for three-year staggered terms

- Two faculty from different colleges with expertise, experience, and/or commitment to sustainability and resilience

#### Students

Appointed by Associated Students for one-year terms

- Two students with expertise, experience, and/or commitment to sustainability and resilience

#### Staff

Appointed by Vice President for University Relations & Marketing

- Relations & Marketing designee

Appointed by Provost

- Library designee
- Dean designee
- IT designee

Appointed by Vice President for Business and Financial Affairs

- Purchasing/Contracts designee
- Transportation Services designee
- Facilities Operations designee
- Space Management designee

Appointed by Vice President for Enrollment and Student Services

- University Residences designee
- Student Engagement designee
- Dining Services designee

Appointed by Vice President for University Advancement

- Development designee

Sustainability Staff - individuals who by nature of their position should serve on the council and help support the work

Student terms are for one year. All other appointed terms are for three years, with half of the initial appointed terms being for two years to ensure staggered membership terms over time. No more than

two consecutive terms may be served by members. After a one-year hiatus, a member may request to be recommended again by the relevant body.

#### Meeting Schedule

The full Council meets up to six times during the academic year. Sub-councils are expected to work outside of the regular meetings. For groups whose work occurs year-round, meetings will occur during the summer as needed and desired.

#### First-Year Goals/Tasks

In the first year of existence, the Council will:

1. Establish a vision and mission that informs the work of the Council and Western.
2. Establish a governance structure guiding attendance, member expectations, communication mechanisms, and other procedural matters.
3. Develop and execute a plan to create the three required sub-councils that form the pillars for the Climate Commitment: carbon, resilience, and academic, as well as a sub-council for marketing and outreach in support of the Council.
4. Develop and submit a report on the Sustainability Action Plan 2017 which includes progress made on existing goals in the plan and steps necessary to update the plan to identify the relevant goals for the coming two years, expected completion by June 2022.
5. Review the Greenhouse Gas inventory and ensure it is completed and maintained.

### **Members of each committee, including affiliations and role:**

Grace Wang: Chair / Professor & Chair, Dept. of Urban & Environmental Planning & Policy / Director, Sustainability Engagement Institute

Matt Bryant: Division Assessment Consultant, Student Success initiatives /ESS-Student Engagement Designee

Kate Cabe: Assistant Dean of Libraries

Amanda Cambre: BFA Sustainability staff-related position

Craig Dunn: Professor, Management Department / College of Business and Economics

Teena Gabrielson: Dean, College of the Environment

Wayne Galloway: Assistant Director, Facilities Services / BFA Sustainability staff-related position

Seb Genge: Associated Students Representative

Leonard Jones: Director of University Residences / ESS University Residences Designee

Lindsey MacDonald: Associate Director, Sustainability Engagement Institute

Chris Miller: Director, Enterprise Infrastructure Services / Academic Affairs Representative

Forest Payne: Project Manager/University Planner, Capital Planning & Development /BFA Space Management Designee

Avinash Rahrurkar: Associate Vice President, Facilities Development & Operations

Janette Rosebrook: Contracts Specialist / BFA Purchasing/Contracts Designee

Chris Roselli: Director of Community Relations / URM Designee

Karen Stout: Bowman Professor / Director, Morse Leadership Institute

Manca Valum: Sr. Director for Strategic Initiatives / Corporate Relationships

Stephen Wadsworth: Aramark Resident District Manager / ESS Dining Services Designee

Ryan Wyckoff: Equipment Technician, Facilities Management / BFA Facilities Operations Designee

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:**

Yes

**A brief description of each sustainability office:**

Western's Sustainability Engagement Institute develops educational opportunities and systems-change for a more sustainable, just future. We engage in initiatives that create economic vitality, promote well-being, protect the environment, and uphold social justice. This includes academic, operational, and co-curricular sustainability efforts across campus.

The Associated Students' Environmental and Sustainability Programs office is the hub for student engagement in sustainability issues and includes: Western Student Transportation, The Outback farm, and the Environmental Center.

**Full-time equivalent of people employed in the sustainability office(s):**

5.77

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Lindsey MacDonald: Sustainability Engagement Institute Associate Director, Dr. Grace Wang: Sustainability Engagement Institute Director

**Does the institution have a mechanism for broad sustainability coordination for the entire institution?:**

Yes

**A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:**

Sustainability Engagement Institute Accomplishments over the last three years:

- Western is now receiving energy from the Skookumchuck Wind Facility as part of Puget Sound Energy's Green Direct program, a ground-breaking initiative designed to provide PSE corporate and governmental customers the ability to purchase 100 percent of their energy from a dedicated, local, renewable energy resource, while providing them with a stable, cost-efficient solution. Western is the first university to buy 100 percent renewable energy from new, additional wind and solar farms in a regulated electric market. This is an important step in realizing WWU's carbon-neutral goal.
- Post COVID re-launch of Sustainable Office Certification Program. No offices are signed up, yet, but the infrastructure is built for offices to engage.

<https://sustain.wvu.edu/sustainable-office-certification-soc#Application>

- Western started a dashboard project to visualize sustainability metrics associated with the Sustainability Action Plan.

<https://sustain.wvu.edu/dashboard>

- Western received a grant to engage in community climate resilience projects through the Sustainable Communities Partnership program. The Sustainable Communities Partnership program



focuses the energy and ideas of faculty and students upon the issues that communities face as our society transitions to a more sustainable future. The grant has allowed eight faculty to work with their students on projects in surrounding communities with topics ranging from perceptions of air quality to climate change education.

- The Sustainability, Equity, and Justice Program continued through COVID. In the last three years, the program has funded over \_\_ projects, awarding \_\_\$. The most recent projects are listed here.

- Affordable Housing – Opportunities and Challenges to Creating More (\$500): Several student-oriented opportunities were hosted, including attending a session on missing middle housing at the Washington/Oregon American Planning Association virtual conference, and inviting a guest speaker from Mercy Housing, a local nonprofit organization involved in developing affordable housing projects in Whatcom County.

- Film Screening: Expedition Reclamation (\$800): A screening of a documentary that served to amplify minoritized stories in the outdoors; the film presented the experiences of Black, Indigenous, and other women of color in outdoor recreation, and provided alternative narratives around the term “outdoorsy.” This project also supported bringing the film’s producers to campus for a Q&A session.

- Waiwai Ho’opa’a: Equitable Access to Housing, Food Security, and Recreation for families in Puna (\$4,690): Funding to support a cohort of graduate students in a research project meant to determine gaps in housing policy, land use, and inclusive access to recreation in Puna, Hawaii.

- Washington/Oregon Higher Education Sustainability Conference (WOHESC) Scholarships (\$11,480): Funding to provide scholarships for up to 40 Western students to attend WOHESC.

- Period Postal (\$34,000): Program focused on distributing high-quality, environmentally responsible, and ethically made menstrual products to students through a mail-order system.

- Strengthening Experiences for Black and Brown Men at Western Washington University (\$25,000): Proposal to send students from WWU’s Black & Brown Male Success Collective to the Men of Color National Summit in South Carolina; the leadership conference included workshops and dialogues that emphasized the importance of education, best practices, and choices to increase high school and college graduation rates among men of color.

- The Cabo Verde Islands Education Abroad Project (\$50,000): Proposal to send a cohort of students, mainly of African descent selected from student organizations such as the Black Student Union and the African Caribbean Club, to Cabo Verde for an educational trip.

- Climate Leadership Certificate and Sustainability Pathways Capacity Development (\$197,394.80): Proposal to continue the pilot phase of the Climate Leadership Certificate program and Sustainability Pathways program. The majority of this funding goes toward paying for paid practicum experiences within local organizations.

- Mobile Field Station Housing for WWU Sustainability Pathways Students in the Methow Valley (\$189,000): Proposal to continue the pilot of the Climate Leadership Certificate program, which was funded by the SEJF in spring of 2020, and bolsters the Sustainability Pathways Program.

- Furniture Fest (\$2,348.80): Program aimed to reduce furniture waste from the streets of Bellingham and redistribute quality furniture to students for free.

- Western has continued to host walking campus sustainability tours that highlight various sustainability initiatives across campus. These tours tend to happen two to four times per academic year. We added an off-campus tour focused on sustainable food and agriculture in which local farmers, restaurants, and food-focused organizations were highlighted.

- Western developed pop-up food pantries during the height of COVID lockdown. Sustainability Engagement Institute staff wrote a Sustainability, Equity, and Justice Fund grant to purchase fresh, local, organic produce to include in the pop-up pantries.

- In 2022 President Sabah Randhawa created the President’s Sustainability Council. The President’s Sustainability Council advises the President, via the Provost and the Vice President for Business and Financial Affairs, on sustainability and resilience at Western Washington University. The Council has

developed a mission and vision, has just published the first comprehensive Sustainability Action Plan Progress Report, and is working on updating the Sustainability Action Plan that was published in 2017.

- In 2021, Student Sustainability Roundtables were initiated in which students gather on a monthly to quarterly basis to collaborate on sustainability topics of their choosing. The roundtables are facilitated by a Sustainability Engagement Institute student staff member in collaboration with a student employee from the Associated Students.
- A Climate Leadership Certificate program was developed that is open to all students with junior standing. The Climate Leadership Certificate provides the training and experience needed for students to apply a variety of skills to critical work in climate action and justice, as well as other vital areas of sustainability, including social justice, economic vitality, and well-being. Throughout the one-and-a-half year program, students engage in curriculum targeted at sustainability literacy, planning, and leadership, while also participating in hands-on practicum work with a variety of sustainability organizations in Whatcom County and the Methow Valley. The first cohort of 13-students completed the program in spring of 2022. A total of 37 students have or are participating in this program.
- The Sustainability Engagement Institute continues to partner with local farms to bring fresh, organic produce shares to campus for much of the year. While most of campus was closed during COVID-19, we continued to manage this program, ensuring local farmers were receiving support and that our campus community was being well-nourished.
- During COVID-19, the Sustainability Engagement Institute initiated a sustainability pledge program in which Western community members can make sustainability commitments.
- Starting in 2022, the Sustainability Engagement Institute has partnered with the Center for Community Learning and a local school to host a “Learning Together Through Climate Upheaval Series” in which we host monthly social learning gatherings on the UN Sustainable Development Goals. These events are open to Western faculty, staff, and students, but also to the broader Bellingham community.

**Job title of the sustainability officer position:**

Associate Director of Sustainability Engagement Institute

**Job description for the sustainability officer position:**

[Associate\\_Director\\_Position\\_Description.docx](#)

**Job description for the sustainability officer position:**

Title: Associate Director for the Sustainability Engagement Institute

Overview: The Associate Director for sustainability institute directs the internal operations of the Institute while supporting strategic initiatives across the university. With respect to the Sustainability Action Plan, this position supports and convenes executive leadership and the sustainability committees on execution of non-curricular plan elements as well as implements Institute actions and those of other units at the request of executive leadership. This position oversees plan monitoring, reporting and periodic revision. In addition, this position is designated to: Develop and maintain internal and external networks; identify and act on opportunities to integrate sustainability and climate solutions within the areas of the co-curriculum, operations, and external affairs; and management and supervision roles within the Institute. This position supports the Director as liaison to local and national sustainability organizations. Overall, work promotes innovations toward sustainability and climate solutions, and creates a community-wide culture of social and environmental action.

Responsibilities:

- 15% Strategic Coordination
  - o Coordinate with sustainability focused initiatives around campus and beyond to advance the SAP, and to ensure that sustainability and climate change work advances generally at Western
  - o Develop and maintain partnerships for sustainability
  - o Serve on the Washington and Oregon Higher Education Sustainability Conference (WOHESC) Planning Committee

- 25% Leadership
  - o Convene cross-disciplinary groups across and beyond campus for the purpose of advancing sustainability at WWU and within the broader community
  - o Convene and support groups across campus who will advance the Sustainability Action Plan
  - o Develop and oversee the Climate Leadership Certificate
  - o Oversee all co-curricular, operational, and outreach programs within the Institute.
  - o Lead annual staff training
  - o Lead staff meetings
- 20% Teaching and Related Activities
  - o Teach within the Sustainability Studies Minor and Climate Leadership Certificate curriculum as needed
  - o Facilitate an annual field-based one-week orientation trip for each incoming cohort of climate leadership certificate participants
  - o Mentor climate leadership certificate participants
  - o Develop internship placements
  - o Meet on a monthly basis with the cohort
- 25% Supervision
  - o Supervise some programmatic leads, other student employees, and the office coordinator within the Institute
- 15% Program support
  - o Participate in strategic conversations with Institute Director and program leads
  - o Oversee internal and external reporting
  - o Support Institute staff in developing processes and systems that advance their work, and therefore the SAP
  - o Support Institute Director in advancing Curriculum for the Bioregion
  - o Work with Institute Director and Communications Manager to identify new sources of funding for sustainability and climate change work at WWU

Requirements:

- Bachelor's degree in sustainability, or related field
- Minimum of five years' experience implementing environmental or sustainability programs
- Experience in a university environment or a non-profit
- Leadership experience in environmental initiatives, resource management, and teaching/presenting information.
- Knowledge of environmental management principles, policies, issues, and initiatives. Experience with energy, water and waste conservation, in buildings.

Preferred requirements:

Degree

- Master's or other advanced degree sustainability, or related field

Knowledge

- Understanding of sustainability theories as well as local, national, and global sustainability initiatives and best practices. Proven ability to apply these theories in practical applications yielding positive outcomes.
- Understanding of sustainability best practices in universities.
- Recognized as a resource among those in the field, applies a high degree of knowledge of the overall field; applies principles, practices, and procedures of a particular field within the discipline to complete assignments.

Skills

- Proven ability to develop and execute new programs within an academic setting; understanding of how to institutionalize new sustainability efforts; skilled at problem solving, thinking analytically and developing sustainability programs that support the institution's strategic objectives and mission.
- Demonstrated ability to manage and prioritize multiple tasks, and to work with shifting priorities and schedules.
- Excellent oral and written communication skills, comfort with public speaking, ability to listen and learn and engender trust among various constituencies.
- Skill in application of the principals and practices of effective leadership, management and supervision.
- Excellent team-building, relationship-building, and networking skills.
- Strong persuasion, influencing and negotiating skills.

- Political acumen and skill in understanding and navigating organizational complexity.
- Project management and change management skills.
- Strong interpersonal skills, working with diverse groups of individuals and building partnerships.
- Ability to work independently, to be a team leader and to work as a team member.

Abilities

- Proven ability to foster collaboration across diverse constituencies in an institution and inspire confidence and motivate groups to collectively meet common objectives. Experience in participatory leadership.
- Demonstrated strong skills and a track record for sustained measurement of program outcomes, and ability to work independently and with and through others to achieve desired results.
- Ability to craft and execute strategy to achieve organizational goals.
- Ability to build and sustain excellent working relationships which facilitate information flow and productivity.
- Sound judgment, good critical thinking, and ability to analyze and synthesize issues and derive effective solutions.
- Ability to handle ambiguity and to approach issues in creative and original ways.
- Ability to handle multiple constituencies, agendas, and projects concurrently, and to learn quickly.
- Ability to function well, and take effective action, under pressure.

**Job title of the sustainability officer position (2nd position):**

Director of Sustainability Engagement Institute

**Job description for the sustainability officer position (2nd position):**

[Sustainability\\_Director\\_Position\\_Description.pdf](#)

**Job description for the sustainability officer position (2nd position):**

Position Description:

This is a 0.5FTE administrative appointment reporting to the Associate Vice President for Academic Affairs. The other 0.5 FTE will be teaching, research, and service in the Program Director's academic department. To the extent possible, specific course assignments should complement the vision of the Program, and support the department.

The Director's duties include:

- Serve as lead academic advisor for the Sustainability Studies Minor.
- Maintain and coordinate curricular aspects of sustainability on campus. This will include outreach to Colleges, Programs, and Departments.
- Integrate and serve as liaison between faculty and staff interested in sustainability studies on campus.
- Coordinate the Sustainability Academy.
- Recruit and facilitate faculty and staff for the Faculty Fellows in Sustainability.
- o Convene and facilitate work sessions
- Represent the Program at regional and national conferences.

Compensation

- Half-time course release (3 courses over the academic year, as negotiated with Program Director's academic department).
- Summer compensation to be negotiated with the A VP.

**Job title of the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Website URL where information about the institution's sustainability coordination is available:**

<https://sustain.wvu.edu/>

**Additional documentation to support the submission:**

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## Sustainability Planning

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**Provisional Score**

3.00 / 4.00

**Responsible Party**

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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**Criteria**

# Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

## Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

### **Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:**

Yes

### **A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:**

Taken from Western's Sustainability Action Plan:

Goal 1: Western's curricula provide all students opportunities to nurture and create the conditions for a thriving society, economy, and environment (SEE).

- Objective 1.1: Increase enrollment to 50 students by 2022 in the Sustainability Studies minor.
- Objective 1.2: Every major has curricular options that include sustainability content by 2020.
- Objective 1.3: Identify and promote opportunities for engaged learning in the area of sustainability by 2020.

Goal 2: Western supports scholarship and teaching that contribute to the understanding and promotion of sustainability.

- Objective 2.1: Commit resources to promote Washington Higher Education Sustainability Conference (WAHESC) by 2020.
- Objective 2.2: Provide funding for three (3) faculty and staff across disciplines to attend conferences that promote sustainability beginning 2018. [E.g.: WAHESC, OHESC & Association for the Advancement of Sustainability in Higher Education (AASHE)]

Goal 3: Western recruits and retains faculty and staff who focus on sustainability.

- Objective 3.1: Maintain annual funding of a total of \$10K for up to ten (10) Sustainability Fellows.
- Objective 3.2: Create a tenure-track faculty line devoted to sustainability by next biennium (2019-2021).
- Objective 3.3: Increase faculty capacity to offer sustainability-related curriculum by 2019.

Goal 4: Western is home to an Institute for Sustainability (IS).

- Objective 4.1: Develop a 5-year strategic plan for the IS by 2019.
- Objective 4.2: Begin fundraising campaign for IS in 2019.

### **Does the institution have a published plan or plans that include measurable**



**sustainability objectives that address student, employee, or community engagement for sustainability?:**

Yes

**A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:**

Taken from Western's Sustainability Action Plan:

Goal 1: Western is internally organized to support university and community engagement to advance sustainability.

- Objective 1.1: Complete a university-wide public engagement alignment process to enhance Western's structure and function for public engagement by fall 2019.
- Objective 1.2: Commit to a university-wide system for qualitative and quantitative assessment of public engagement efforts by fall 2019.
- Objective 1.3: Follow recommendations of alignment process to incentivize community engagement for faculty, staff, and students throughout the university beginning fall 2021.

Goal 2: Western's culture and community engagement efforts reflect a strong commitment to sustainability.

- Objective 2.1: Redevelop student, staff, faculty, and visitor orientation programs to emphasize Western's commitment to education for sustainability beginning spring 2017.
- Objective 2.2: Expand courses and co-curricular programs for first-year students that teach about local and regional sustainability issues through community engagement beginning fall 2018.
- Objective 2.3: Improve interpretation of Western-owned grounds to enhance understanding and appreciation of the unique cultural and environmental history of the area by 2020.
- Objective 2.4: Establish sustainability-related interactive experiences, cooperatively designed and supported by WWU and community partners, to help build relationships among members of Western, and with the broader community by 2019.
- Objective 2.5: Create a system for continually learning about (listening and dialoguing) evolving local to global sustainability opportunities and challenges by 2020.
- Objective 2.6: Support the efforts of regional campuses to enhance their sustainability activities.

Goal 3: Western's sustainability resources are easily accessed by the public.

- Objective 3.1: Enhance web materials that enable the public to access sustainability resources beginning fall 2017.
- Objective 3.2: Increase use of vibrant, visible, and accessible venues across the Salish Sea Region for community sustainability events beginning fall 2018.

Goal 4: Western engages respectfully with Coast Salish Peoples in recognition that the University occupies traditional Coast Salish lands.

- Objective 4.1: Create a University-wide tribal advisory committee to advise the President and University community on issues such as curriculum, campus life and gathering spaces, interactive facilities and operations, and engagement opportunities by 2018.
- Objective 4.2: Establish a permanent tribal liaison position to build relationships between Western and the Coast Salish communities by 2018.
- Objective 4.3: Expand and enhance institutional partnerships and collaborations with tribal institutions beginning fall 2017.

**Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:**

Yes

**A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:**

Taken from Western's Sustainability Action Plan:

Built Environment

Goal 1: Carbon Neutrality: Reduce the carbon intensity of university energy supply sources and

achieve 100% net university carbon reduction.

- Objective 1.1: In the short term, identify and implement financially viable carbon reduction projects to reduce carbon emissions by 15%, per state requirements, by 2020.
- Objective 1.2: In the mid-term, where reduction is not yet technologically feasible, seek and commit to credible carbon offsets for all continuing direct hydrocarbon use by 2030.
- Objective 1.3: In the long term, achieve carbon neutrality by 2035, first through reduction and secondly through offset.

Goal 2: Maximize cost-effective energy efficiency investments in university buildings, while steadily improving building performance and occupant comfort and health.

- Objective 2.1: Continue to reduce the need for new construction by prioritizing the use of current facilities.
- Objective 2.2: Develop energy performance targets and sustainable design standards by 2018.
- Objective 2.4: Adopt policies or guidelines designed to minimize energy use and emissions from non-fixed assets such as refrigerators, freezers, custodial and other mobile equipment by 2025.
- Objective 2.5: Employ clean, renewable energy sources on- or off-campus to offset existing and new demands by 2030.
- Objective 2.6: Design a university plan to support deep, holistic renovations and energy efficiency investments by 2035.
- Objective 2.7: Design, construct, renovate, and operate buildings using a closed-loop process involving minimal to no waste in all processes by 2035.

Goal 3: Green Building Certification: Acquire third party certification of the environmental performance of new and existing university buildings through the USGBC's LEED certification or equivalent process

- Objective 3.1: Complete the USGBC's LEED Gold certification or equivalent for all new and fully renovated university buildings starting in 2018.

Goal 4: Utilize accepted Low Impact Development (LID) practices as standard to reduce rainwater/storm-water

volume, improve outgoing water quality, and make on-campus use of collected rainwater.

- Objective 4.1: Apply LID to all new construction, major renovation and other projects that increase paved surface area or otherwise significantly change university grounds by 2035.

Goal 5: Build and maintain publicly accessible databases of energy use, water consumption, and carbon emissions for all university buildings.

- Objective 5.1: Build and maintain a publicly-accessible database of available information for ongoing energy consumption and emissions for all university buildings by 2018.
- Objective 5.2: Build and maintain a publicly accessible database of available information for ongoing water consumption for all university buildings by 2018.
- Objective 5.3: Build and maintain a publicly accessible database of available information for ongoing carbon emissions for all university buildings by 2018.

Goal 6: Develop an active learning, living laboratory within Western's built environment.

- Objective 6.1: Expand support for courses and co-curricular programs for students that teach about local and regional stewardship solutions through skill development and campus and community engagement beginning fall 2017.

## Dining Services

Goal 1: Research and explore new and emerging technologies, practices, and policies to increase sustainable performance in existing and new dining facilities.

- Objective 1.1: Create a more efficient model to deliver food service to campus by 2019.
- Objective 1.2: Achieve sustainable maintenance and renovation practices, and equipment purchasing processes by 2035.
- Objective 1.3: Reduce resource consumption (such as water, energy) by 10% of current baseline by 2035.

Goal 2: Increase environmental best practices for dining service providers and vendors.

- Objective 2.1: Ensure 100% goods' packaging that University Dining Services produces is compostable/recyclable by 2020.
- Objective 2.2: Increase local/regional food purchasing; WA, OR, ID, BC to 25% by 2020.
- Objective 2.3: Increase REAL food purchases to 25% by 2020.
- Objective 2.4: Implement a vendor environmental practices survey by 2020.

Goal 3: Provide resources and opportunities for the campus and community to increase understanding and engage in sustainable food practices.

- Objective 3.1: Continue educating campus and surrounding community about healthy and sustainable consumption practices.
- Objective 3.2: Develop a mutually-enhancing relationship between Outback and University Dining Services beginning in 2017.
- Objective 3.3: Explore funding options to offset increased costs to students as UDS works to meet Real Food Challenge and other local and regional food commitments beginning in 2017.
- Objective 3.4: Continue to engage with the local and regional community to develop a sustainable food system model that links local producers with larger consumer entities.

Goal 4: Become zero-waste in all campus dining locations.

- Objective 4.1: Develop a recycling and compost program for all retail (dining) locations and their offices that results in zero waste by 2020.
- Objective 4.2: Develop a recycling and compost program for all residential dining halls and their offices that results in zero waste by 2020.
- Objective 4.3: Develop a recycling and compost program for all catering sites and their offices that results in zero waste by 2020.
- Objective 4.4: Establish a monitoring system to identify base-line waste metrics by 2025.

#### Grounds

Goal 1: Reduce the consumption of natural resources in grounds maintenance.

- Objective 1.1: Develop and implement the use of a preferred plant species list to reduce water consumption for each landscape type—formal, semi-formal, and native—by fall 2017.
- Objective 1.2: Develop a dashboard of irrigation water consumption per irrigated area by fall 2017.
- Objective 1.3: Evaluate the viability of rain and soil moisture sensors to reduce excess water consumption starting fall 2017.
- Objective 1.4: Increase and enhance the use of compost and yard debris used on campus for moisture retention and weed suppression beginning 2018.

Goal 2: Reduce air and noise pollution using sustainable landscape equipment.

- Objective 2.1: Evaluate all equipment requests to determine whether a viable electric alternative exists beginning 2017.
- Objective 2.2: Reduce carbon impact of vehicles and equipment to the Outdoor Maintenance shop as budget allows.

Goal 3: Reduce pesticide use through Integrated Pest Management.

- Objective 3.1: Continuing education classes in Integrated Pest Management for all gardeners, annually.
- Objective 3.2: Establish baseline of pesticide reduction by 2018.

Goal 4: Enhance stormwater treatment and reduce pollutant runoff from impervious surfaces across campus.

- Objective 4.1: Continue to protect water quality by complying with all DOE-required stormwater maintenance activities.
- Objective 4.2: Establish regular street-sweeping contract to reduce potential pollution runoff to surface waters by 2020.

Goal 5: Provide education on sustainable practices and utilize campus grounds to foster environmental stewardship.

- Objective 5.1: Continue goal of employing at least six (6) seasonal student employees in the Outdoor Maintenance shop.
- Objective 5.2: Continue to improve the educational component of the student employee program.
- Objective 5.3: Make available educational opportunities on and around Western-owned grounds to enhance understanding and appreciation of the unique environmental setting of Western and its relationship to other global ecosystems.

#### Procurement

Goal 1: Encourage the use of sustainable businesses.

- Objective 1.1: Develop “Sustainable Purchasing Guidelines” within Procurement processes, inclusive of lifecycle accountability, vendor information, embodied energy and emissions, and social equity practices.
- Objective 1.2: Acknowledge the importance of purchases from local and regional business.

Goal 2: Increase the percentage of use of sustainable products and natural resources throughout our supply chain.

- Objective 2.1: Increase the use of recycled and reclaimed products.

Goal 3: Increase the number of sustainable materials and supplies available in the bookstore for students and greater campus.

- Objective 3.1: Increase percentage of purchases from local and regional businesses by 10% by fiscal year 2018.
- Objective 3.2: Increase sustainable textbook options by 10% by fiscal year 2018.
- Objective 3.3: Develop key criteria to evaluate suppliers when we consider the introduction of new products and the replenishing of existing ones by fiscal year 2018.
- Objective 3.4: Continue to improve the visibility of the bookstore's sustainable offerings.

Goal 4: Prioritize methods of accessing library materials that have a smaller carbon footprint.

- Objective 4.1: Encourage faculty to request and use materials purchased in e-form rather than paper.
- Objective 4.2: Encourage faculty to use resource sharing opportunities like document delivery and InterLibrary Loan (ILL), rather than ordering materials.
- Objective 4.3: Encourage publishers to use more sustainable materials in their publications.

Goal 5: Designate the Facilities Management Fleet Services as the institutional office responsible for coordinating and supporting all university vehicle (specialized, departmental, and fleet) purchase and life-cycle decisions.

- Objective 5.1: Consolidate the coordination of university vehicle purchases and life cycle management by [date].
- Objective 5.2: Develop a vehicle procurement guide as part of the greater university e-procurement process by [date].

## Transportation

Goal 1: Western recognizes its role as a member of the larger transportation community and engages in local, regional, and state transportation issues and solutions.

- Objective 1.1: Develop an integrated University Transportation Plan, including all components of campus transportation by fall 2018.
- Objective 1.2: Pursue Western representation on the City of Bellingham Transportation Commission for sharing data, providing input on planning processes, and cooperation on shared goals beginning in 2017.
- Objective 1.3: Pursue an integrated relationship between Western and Whatcom Transportation Authority (WTA) executive and planning staff, and the WTA Board, establishing a framework for collaboration on current and future goals beginning in 2017.
- Objective 1.4: Include Western employee and student transportation options in community resilience and disaster preparedness planning, and in communication to the broader campus community by 2020.
- Objective 1.5: Identify and measure the current efficacy of transportation options for equitable access to local institutions of higher education, including Western's extension campuses by 2025.
- Objective 1.6: Begin advocacy at the state level for regional connectivity that supports reduced student reliance on automobile travel starting in fall 2017.

Goal 2: Improve safety for users of all transportation modes through education and infrastructure improvements, prioritizing by vulnerability.

- Objective 2.1: Adopt Vision Zero for campus by fall 2018.
- Objective 2.2: Identify and develop a list of pedestrian and bicycle access and safety improvements to campus infrastructure, including service roads by June 2018.

Goal 3: Reduce climate impacts of employee and student Western-related ground travel.

- Objective 3.1: Reduce employee drive alone commute rates by 10% annually over the next five (5) years improving bus, bicycle, walking, and carpooling options.
- Objective 3.2: Reduce commuter student-driving rates by 10% annually for the next five years; improving bus, bicycle, walking, rideshare and car-share, and carpooling options.
- Objective 3.3: Reduce impacts of regional university-related ground travel 10% annually over the next five years.

Goal 4: Reduce climate impacts of Western-related air travel.

- Objective 4.1: Collect and make publicly available, data on all air travel by fall 2018.
- Objective 4.2: Provide options to travelers for off-setting carbon by 2020.
- Objective 4.3: Pursue a carbon off-setting system that benefits the local community beginning in 2020.

Goal 5: Annually decrease impacts of university fleet vehicles.

- Objective 5.1: Reduce the GHG emissions of the university fleet [by 10%] by fall 2018.
- Objective 5.2: All Western-owned vehicles continually meet Washington State requirements for greenhouse gas emissions.
- Objective 5.3: Collect information for all university fleet vehicle usage and energy consumption by 2018.
- Objective 5.4: Carbon neutrality for every university-owned vehicle by 2035.

Waste

Goal 1: Create uniform waste collection receptacle standards across Western, providing compost, recycling, and landfill bins.

- Objective 1.1: Provide portable recycling and composting receptacles with appropriate signage for all events hosted on Western property and by Western-affiliated groups, beginning fall 2018.
- Objective 1.2: Eliminate paper towel waste by 2020.
- Objective 1.3: Expand and improve collection of non-traditional recyclable materials beginning fall 2020.
- Objective 1.4: Divert waste from the landfill by providing opportunities for campus to recycle and compost effectively and efficiently by 2025.
- Objective 1.5: Identify funding sources to expand Big Belly recycling program during the 2017-2019 biennium.

Goal 2: Institutionalize management practices and policies for waste collection.

- Objective 2.1: Create mechanisms to connect the different departments that manage waste by fall 2020.
- Objective 2.2: Institute quarterly waste management meetings across stakeholders to address issues and propose improvements to waste reduction systems, by fall 2017.
- Objective 2.3: Formalize, with Facility Design and Capital Budget staff, Big Belly recycling stations as a university standard for outdoor bins by 2018.
- Objective 2.4: Formalize Western's Ban on Single-Use water bottle sales by fall 2017.
- Objective 2.5: Create an engaged citizenry, consistent expectations, and student buy-in to waste reduction by fall 2020.
- Objective 2.6: Manage waste wisely at all events hosted on Western property and by Western-affiliated groups by fall 2020.
- Objective 2.7: Initiate systematic waste data-collection beginning winter 2019.
- Objective 2.8: Implement a Zero Waste Certification program beginning winter 2020.

Goal 3: Provide opportunities for waste reduction education to Western faculty, staff, students, and visitors on accepted waste reduction practices.

- Objective 3.1: Continue to create and improve opportunities for students to be directly involved with Zero Waste Western.
- Objective 3.2: Provide waste reduction training to all staff and faculty beginning in 2020.

Goal 4: Reduce electronic and hazardous waste.

- Objective 4.1: Develop a framework for a university-wide, centralized chemical purchasing system by 2022.
- Objective 4.2: Reduce quantity of hazardous academic lab waste per student by 2030.
- Objective 4.3: Improve university-wide usage and replacement of computers, especially in general use computer labs by 2022.

**Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:**

Yes

**A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:**

Taken from Western's Sustainability Action Plan:

**Investments**

Goal 1: Increase awareness and adoption of environmental, social, and governance (ESG) criteria in the selection of WWU investments.

- Objective 1.1: Give due consideration to ESG criteria exercised by the companies and/or funds in which University investments are made.
- Objective 1.2: Make investment holdings information publicly available, including but not limited to fund performance against ESG metrics (as available).

Goal 2: Through its decision-making and communication processes, the university will ask the Foundation Board to consider including additional investment criteria, including ESG, in its selection of investments or investment managers, and communicate those decisions to the university community.

- Objective 2.1: Support the Foundation in publicizing its Climate Aware Investment option to prospective donors, by the end of 2018.
- Objective 2.2: Ask the Foundation Board to consider setting a goal to have a meaningful amount of endowment holdings invested in the Climate Aware Fund by June 30, 2021.
- Objective 2.3: Ask the Foundation Board to consider requiring investment advisors to include ESG criteria as part of their due diligence process when hiring investment managers that may manage Foundation funds, either directly or indirectly, by the end of 2018.
- Objective 2.4: Ask the Foundation Board to consider mandating that any investment advisor responding to an RFP be a signatory to (UNPRI) by the end of 2018.
- Objective 2.5: By the end of 2018, ask the Foundation Board to consider inclusion in any agreement with an investment advisor that if the advisor ceases to be a signatory to UNPRI or follow those principles, the Foundation may terminate the agreement.
- Objective 2.6: Ask the Foundation Board to consider, at such time as the Foundation makes investments itself, becoming a signatory to UNPRI.

Goal 3: Students understand both Western's and the Foundation's investment processes.

- Objective 3.1: Advance educational opportunities for greater student learning in the management and oversight of endowments and sustainable investing.
- Objective 3.2: Provide learning opportunities for students to evaluate the critical difference(s) between various types of sustainable investing and traditional investments.

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

Yes

**The institution's highest guiding document (upload):**

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**Website URL where the institution's highest guiding document is publicly available:**

<https://president.wvu.edu/mission-statement-and-strategic-plan>

**Which of the following best describes the inclusion of sustainability in the highest guiding document?:**

Minor theme

**The institution's sustainability plan (upload):**

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**Website URL where the institution's sustainability plan is publicly available:**

<https://sustain.wvu.edu/sustainability-action-plan/>

**Does the institution have a formal statement in support of sustainability endorsed by its governing body?:**

No

**The formal statement in support of sustainability:**

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**The institution's definition of sustainability:**

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**Is the institution an endorser or signatory of the following? :**

|   | Yes or No |
|---|-----------|
| The Earth Charter   | No        |
| The Higher Education Sustainability Initiative (HESI)   | No        |
| ISCN-GULF Sustainable Campus Charter  | No        |
| Pan-Canadian Protocol for Sustainability  | No        |
| SDG Accord  | No        |
| Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment | Yes       |
| The Talloires Declaration (TD)  | No        |
| UN Global Compact   | No        |
| Other multi-dimensional sustainability commitments (please specify below)   | Yes       |

**A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:**

Western signed the American College and University President's Climate Commitment in 2007 and was one of the first 50 signatories in the nation.

As part of a comprehensive plan to improve student and employee health and wellbeing, Western Washington University has adopted the Okanagan Charter:

<https://www.wvu.edu/okanagan-charter>

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**Website URL where information about the institution's sustainability planning efforts is available:**

<https://provost.wvu.edu/strategic-plan-2018-2025>

**Additional documentation to support the submission:**

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## Inclusive and Participatory Governance

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**Provisional Score**

2.50 / 3.00

**Responsible Party**

**Lindsey MacDonald**

Sustainable Cities Partnership Coordinator  
Office of Sustainability

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**Criteria**



## Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

## **Part 2. Campus stakeholder representation in governance**

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

## **Part 3. Gender equity in governance**

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

## Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

### Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

|                    | Yes or No |
|--------------------|-----------|
| Students           | Yes       |
| Academic staff     | Yes       |
| Non-academic staff | Yes       |

### A brief description of the institution's formal participatory or shared governance bodies:

#### Board of Trustees

Western Washington University is governed by an eight-member Board of Trustees. Seven members are appointed by the governor of the State of Washington with the consent of the Senate for terms of six years, and one additional University student member, is appointed annually by the governor for a one-year term. The Board appoints the President of the University and elects the principal officers of the Board for two-year terms.

#### Faculty Senate

The Faculty Senate represents the faculty in matters concerning university academics, budget, planning, and policy. The Executive Council of the Senate prepares the agenda for Senate meetings, meets on a scheduled basis with the President of the University and/or Provost/Vice President for Academic Affairs, and performs such other duties as may be delegated to it by the Faculty Senate. The Faculty Senate consists of 30 voting Senators, and the President of the University and Provost/Vice President for Academic Affairs as ex officio, non-voting members.

#### Associated Students

An organization designed and run by Western students, the Associated Students (AS) seeks to ensure a fulfilling college and academic experience for all university students through the many services, facilities and programs it offers. The AS also acts as the student voice in university administration, with governance consisting of a student Executive Board of Directors, Student Senate, Legislative Liaison, business office, personnel office, communications office, and general services.

#### Professional Staff Organization

The mission of the Professional Staff Organization (PSO) is to represent the interests of professional staff of Western Washington University by: Promoting an active role for professional staff in University Governance, providing a voice in establishing University operating policies and procedures, and representing professional staff in policies pertaining to professional staff personal and professional welfare.

#### Classified Staff

Western's classified staff provide academic, administrative, and operational support services across the University, including communications, library, budgeting and fiscal functions, program administration, custodial services, facilities maintenance and operations, campus safety, information technology, procurement, and engineering. They are represented in collective bargaining agreements by the Public School Employees ("PSE") or Washington Federation of State Employees ("WFSE") and participate in shared governance through the President's Cabinet and the University Planning and Resources Council (UPRC).

**Total number of individuals on the institution's highest governing body:**

8

**Number of students representing their peers as official members of the institution's highest governing body:**

1

**Number of academic staff representing their peers as official members of the institution's highest governing body:**

0

**Number of non-academic staff representing their peers as official members of the institution's highest governing body:**

0

**Number of women serving as official members of the institution's highest governing body:**

4

**Percentage of official members of the highest governing body that are women:**

50

**Website URL where information about the institution's highest governing body may be found:**

<https://trustees.wvu.edu/>

**Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:**

Yes

**A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:**

Western's Colleges and many institutes/centers have advisory boards comprised of members from related professional backgrounds. These advisory boards provide a unique lens that helps guide the Colleges and offer mentoring opportunities for students.

Western participates in many community commissions where community members are able to voice their ideas and concerns as it relates to Western's impact in the community.

The Director of Community Relations is a representative on the Mayor's Neighborhood Advisory Commission where representatives of Bellingham's 25 neighborhoods share ideas and concerns. Concerns lead to collaborative projects where WWU can support the needs of surrounding neighborhoods. Outcomes have included:

- Adding students on Neighborhood Association Boards
- Trail and community cleanups
- Tree planting in neighborhoods
- Parking and noise resolutions
- Promoting an open campus and ensuring community utilizes our services open to the public and accesses our many activities open to the public.

Community Relations typically hosts an annual State of the University event with the University President where community stakeholders are invited to learn about the university and our goals for the year while providing an opportunity for key stakeholders to provide input.

Western's online newsletter, Western Today, is available to the public which provides updates and information for the campus and broader community.

The Director of Community Relations works closely with four key neighborhoods that border the university's campus while working to maintain a positive relationship and listening to feedback and concerns.

The Director of Community Relations is the Chair of the Executive Committee for the Countywide Commission against Domestic Violence and Sexual Assault. Their work provides input to WWU's work in our Health and Wellness programs, Counseling and Sexual Assault Services, among others.

University Advancement has a Board of community members who provide guidance to the university's alumni outreach and fundraising efforts.

WWU's Career Services Center has an advisory board of Western's top employers which provide guidance and updates to hiring practices, workforce development, and best practices related to career fairs and other hiring opportunities for students and alumni.

**Number of people from underrepresented groups serving as official members of the institution's highest governing body.:**

3

**Website URL where information about the institution's governance structure is available:**

<https://president.wvu.edu/leadership>

**Additional documentation to support the submission:**

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## Reporting Assurance

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### Provisional Score

1.00 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

## Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
  - All required reporting fields, attachments, inventories, and URLs are included;
  - Reported information meets credit criteria and is consistent with required timeframes; AND
  - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
  - A statement of affirmation from each reviewer, AND
  - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

---

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

### **Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:**

Yes

### **Did the assurance process include internal review, an external audit, or both?:**

Internal review

### **The name, title, and organizational affiliation of each reviewer:**

Ashley Olson, Data Ambassador, Sustainability Engagement Institute (SEI)  
Lindsey MacDonald, Associate Director, SEI  
Grace Wang, Director, SEI  
Linda Sterling, Institute Coordinator, SEI  
Maia Heffernan, Staff Ambassador, SEI  
Amanda Cambre, Director of Sustainability, WWU Facility Development and Operations  
Matt Bryant, Planning and Assessment Consultant, WWU Enrollment and Student Services  
Jacob Parvankin, Student, Renewable Energy Club

### **A brief description of the institution's assurance process:**

Each section of the report was sent through a first reviewer and second reviewer with Sustainability Engagement Institute (SEI) responses after each round of review. Both the first and second reviewer



for each section were independent from content and data collection for that section. All feedback concerning additional content, inconsistencies, and errors was documented and resolved by SEI staff.

**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:**

[Affirmation\\_of\\_Review\\_STARS\\_PA-4\\_Reporting\\_Assurance\\_Section.pdf](#)

**Completed STARS Review Template:**

[STARS\\_Review\\_2021-2022.xlsx](#)

**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):**

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**Completed STARS Review Template (2nd review):**

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**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):**

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**Copy of completed STARS Review Template (3rd review):**

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**Website URL where information about the institution's reporting assurance is available:**

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**Additional documentation to support the submission:**

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# Diversity & Affordability

**Points Claimed** 7.12

**Points Available** 10.00

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

| <b>Credit</b>                       | <b>Points</b> |
|-------------------------------------|---------------|
| Diversity and Equity Coordination   | 1.33 / 2.00   |
| Assessing Diversity and Equity      | 1.00 / 1.00   |
| Support for Underrepresented Groups | 2.00 / 3.00   |
| Affordability and Access            | 2.79 / 4.00   |

## Diversity and Equity Coordination

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### Provisional Score

1.33 / 2.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

## Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:**

Yes

**Does the committee, office and/or officer focus on students, employees, or both?:**

Both students and employees

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

In support of its institutional commitment to advance inclusive success and pursue justice and equity in programming, policies, and practices, Western created a two-fold structure in the fall of 2020, building on the Recommendation to Create a Structural Equity and Bias Response Team (SEBRT) advanced by the President's Council on Equity, Inclusion, and Social Justice in 2019 - 2020. In SEBRT, the Structural Equity Team (SET) creates an annual public report as a result of independent work undertaken by the SET, which informs the future work of the SEBRT and Western as a whole.

In 2021, Western created the Office of Equity, which brings together a compliance function and a much broader and more robust education and community development function leading to proactive equity and diversity work. Since 2022, this new office has been led by the newly created Chief Diversity Officer (CDO) and Executive Director of the Office of Equity, a cabinet-level position designed to serve at the helm of the Office of Equity and to influence and inform the Accessibility, Diversity, Equity and Inclusion (ADEI) initiatives of the institution.

In supporting the CDO in the development of the ADEI education and community development function of the Office, the Structural Equity Team (SET) was charged during the 2021-2022 academic year to gather information and create an inventory of current educational and development efforts at Western with respect to ADEI (See Appendix for the Structural Equity Team Composition). This would include the scope, goals, and impact of departments, committees, and educational programs.

**Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

Some

**Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

Some

**Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

Some

**A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

We do not have data, immediately available, on the proportion of students, faculty, and staff who have participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities. Curriculum is currently being developed by WWU experts in each of the aforementioned areas. Preliminary work is also currently in process for in-person, on-line, and hybrid trainings.

**Website URL where information about the institution's diversity and equity office or trainings is available:**

<https://equity.wvu.edu/reports>

**Additional documentation to support the submission:**

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## Assessing Diversity and Equity

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### Provisional Score

1.00 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

### **Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:**

Yes

### **A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:**

2021-2022 HEDS Diversity and Equity Campus Climate Survey

This survey asked about perceptions of WWU's climate in support of diversity and equity, respondent experiences with discrimination and harassment at WWU. The survey was administered to students, faculty, staff, and administrators to develop a better understanding of the extent to which our campus climate supports diversity and equity. Participation was voluntary.

### **Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:**

Yes

### **Does the assessment process address student outcomes related to diversity, equity and success?:**

Yes

### **Does the assessment process address employee outcomes related to diversity and equity?:**

Yes

**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:**

The nearly 1,000 WWU students, faculty, and staff who responded to the survey said that we have some work to do when it comes to fostering an inclusive environment, building a broader sense of belonging, and making our people feel more valued. Although the results from the survey have informed our understanding of the campus climate, it is necessary for us to broaden our knowledge and understanding of the campus climate and where we are in our ADEI work to ensure that we are intentional about the work ahead. Building off the survey, the Office of Equity conducted a series of listening sessions last fall to engage the university community in dialogue about our lived experiences.

**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

Yes

**A brief description of how the assessment results are shared with the campus community:**

Assessment results are available on the Office of Equity website.

<https://equity.wvu.edu/reports>

**Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:**

Yes

**The diversity and equity assessment report or summary (upload):**

[Climate\\_Survey-2018-22.xlsx](#)

**Website URL where the diversity and equity assessment report or summary is publicly posted:**

<https://www.wvu.edu/climate-survey-2021>

**Website URL where information about the institution's diversity and equity assessment efforts is available:**

<https://equity.wvu.edu/reports>

**Additional documentation to support the submission:**

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## Support for Underrepresented Groups

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### Provisional Score

2.00 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). 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.)
  - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
  - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

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

### Does the institution have a publicly posted non-discrimination statement? :

Yes

### The non-discrimination statement, including the website URL where the policy is publicly accessible:

At Western Washington University we see equity, justice, and inclusion as fundamental principles integral to our success. We value diverse experiences and perspectives, and strive to create learning, living, and working environments that promote respect, access, opportunity, and equity for all.

<https://www.wwu.edu/diversity>

**Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:**

Yes

**A brief description of the institution's discrimination response protocol or team:**

The BRT's role is to identify and collaboratively coordinate caring, prompt, and effective responses to bias incidents to (1) support Western students, staff, and faculty who are targeted or impacted by these incidents and (2) educate the Western community about impacts and histories of such bias and actions to prevent future similar acts. The BRT also educates the university community about how to notify BRT of bias incidents.

The BRT does not replace or supersede existing processes through the Office of Civil Rights and Title IX Compliance, Student Conduct, or University Police to investigate alleged violations of university policy or civil rights or criminal law. People may choose to notify the BRT of an incident and also report to University Police and/or the Office of Civil Rights and Title IX Compliance. The BRT's role is one of support and education; the BRT does not impose discipline or sanctions.

46 incidents of bias were responded to during FY 2021-2022.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:**

Yes

**Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:**

Yes

**A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:**

**STUDENTS:**

Diversity Scholarships - Western Washington University has included in its design for excellence the need to diversify its student body, faculty, and staff. Western offers scholarships to this diverse group of students who demonstrate strong academic promise, talent and community service activity.

**STAFF AND FACULTY:**

Multiple federal and state civil rights laws require that all job applicants be provided with an equal opportunity to seek employment at Western. Affirmative action regulations likewise require that search committees engage in proactive efforts to build diverse applicant pools for staff positions.

Diversity statements (ADEI) are required for many new hires.

**Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:**

Yes

**A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:**

**FACULTY, STAFF, AND STUDENTS:**

**Lesbian, Gay, Bisexual & Transgender Advocacy Council:**

The LGBT Advocacy Council (LGBTAC) is a university committee composed of faculty and staff, with student representation, who meet on a regular basis and serve the needs and interests of the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Ally population on Western's campus.

Council responsibilities include assessing or responding to campus climate issues that have been identified, providing Safe Zone training in concert with the Associated Students Queer Resource Center, sponsoring campus speakers and events, hosting Rainbow graduation, and participating in Back to Bellingham. Council committees include Institutional Commitment to LGBT Issues, Integrating LGBT Q Issues into Curriculum and Pedagogy, Attracting and Retaining LGBTQ and Ally Faculty, Staff and Students, and Providing Educational Programming and Safe Zone Training.

**FACULTY AND STAFF**

**Faculty and Staff of Color Council (FSOCC):**

The Faculty and Staff of Color Council is an advisory board that makes recommendations to the President via the Special Assistant to the President on Diversity on all matters pertaining to diversity, or issues that affect faculty/staff of color. The Council also serves as a catalyst for social engagement and community for faculty and staff of color. All activities shall advance the educational and cultural philosophical principles of inclusiveness and advocacy, and engender mutual respect for all groups.

**STUDENTS:**

**Counseling Center:**

The Mission of the Counseling Center is to facilitate student success and psychological well-being through culturally sensitive clinical services, outreach, and consultation. Group Counseling is a program organized by the Center, which provides help specifically to underrepresented groups. The Counseling Center therapy group meetings that are focused on sharing personal experiences, connecting with other group members, and offering cultural, financial, and academic support. The therapy groups are designed to facilitate connection, promote personal growth and self-understanding and build resilience. Some of these specific groups are:

**After Silence**

A confidential space for students who identify on the feminine gender spectrum to learn resilience skills and connect with others after experiencing interpersonal violence.

**Rainbow POcket**

A safe and confidential space for students to be seen and heard as their intersectional identities of being Queer People of Color. A space to gain and give support related to their POC and LGBTQIA identities. All are welcome, including those questioning their identity.

**STUDENTS:**

**Student Outreach Services**

Student Outreach Services serves first-generation, multicultural and non-traditional students and engages students in personalized academic coaching, peer mentoring and specialized programs using a global and multicultural focus to support student persistence and academic achievement.

-The Social Issues Resource Center (SIRC) is responsible for raising awareness about social issues, including those not commonly represented in the mainstream media, and inspiring students to be more active and engaged citizens. The SIRC facilitates the sharing of diverse perspectives by providing resources, information, and the coordination of events. It also serves as a networking center for related AS clubs and community organization.

[socialissues.as.wvu.edu](http://socialissues.as.wvu.edu)

-The Veterans Outreach Center (VOC) helps veterans and concerned individuals with information about employment, educational opportunities, counseling, disabilities, and benefit information. The VOC also serves as an advocate for veterans on Western's campus while striving to create a united community of support and understanding.

[voc.as.wvu.edu](http://voc.as.wvu.edu)

-The Women's Center is committed to supporting, empowering, educating and connecting all people on campus around gender related interests and issues. We provide a safe space to share experiences, resources and referrals, and programs that raise awareness and spark and foster dialogue. The WC promotes gender equality, solidarity against violence and a healthy, inclusive culture for people of all identities.

[women.as.wvu.edu](http://women.as.wvu.edu)

-The Queer Resource Center (QRC) provides non-judgmental and unbiased programs, safe space, and resources to both students who identify as Queer and their allies. The QRC does this by reaching out and building community among Western students of diverse backgrounds, advocating for and educating about the Queer identity through events and resources, creating and affirming positive self-identities, networking with Queer clubs, providing peer counseling services, and addressing current issues relevant to the Queer community.

<https://win.wvu.edu/organization/qrc>

-Student Outreach Services' Peer Mentor Program

Student Outreach Services' Peer Mentor Program serves first-year students by fostering excellence through social and academic integration. The Peer Mentor Program is made up of juniors and seniors who help, guide, and provide resources for incoming first-year and transfer students. As active student leaders, Peer Mentors share personal experiences to assist and help ease the transition from high school and other colleges to Western's campus by providing support and building bridges between their mentees and departments and resources across campus.

-The Ethnic Student Center (ESC)

The Ethnic Student Center (ESC) is a student-run organization within the Association Students (AS) of Western Washington University and was established in 1991. ESC's goal is to help students affirm their identity, Build a sense of community, and Cultivate leadership. The ESC is a home to several diverse clubs open to students of all backgrounds, among which are:

- African Caribbean Club
- Arab Student Association
- Blue Group
- Black Student Union
- Chinese Student Association
- Fillipino American Student Association
- Japanese Student Association
- Khmer Student Association
- Korean Student Association

Latinx Student Union  
Middle Eastern Student Association  
Mixed Student Organization  
Movimiento Estudiantil Chicano de Aztlán  
Native American Student Union  
Pacific Islander Student Association  
Queer Trans People of Color  
South Asian Student Association  
Vietnamese Student Association  
Western Hmong Student Association

<https://mss.wvu.edu/esc/esc-clubs>

#### Western Success Scholars

Western Success Scholars (WSS) is a campus-based supportive program designed to assist all incoming WVU first year, transfer and continuing students who have experienced foster care or homelessness. The Program fosters academic success and a sense of community and belonging by providing a place where students can have a voice, support services and resources as they persist towards graduation. We offer a welcoming community focused on building a safe and caring space with peers who have similar life experiences. This is an inclusive program where all former foster youth, unaccompanied homeless youth, and students who have experienced homelessness are invited to participate and enjoy a community of support.

<https://wss.wvu.edu/>

#### Disability Access Center

Through services, programming, and advocacy centering disabled Western students, the DAC advances holistic student development and inclusive achievement. Focusing on disability outreach services, DAC helps ensure institutional legal compliance and fosters a justice-oriented campus community that centers disability-positive identity formation. DAC increases access, equity, and inclusion for disabled Western students through collaborative transformation of structures, policies, and practices.

<https://disability.wvu.edu/>

**Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:**

No

**A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:**

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**Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:**

Yes

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Website URL where information about the institution's support for underrepresented groups is available:**

<https://www.wvu.edu/diversity>

**Additional documentation to support the submission:**

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## Affordability and Access

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### Provisional Score

2.79 / 4.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

### **Percentage of need met, on average, for students who were awarded any need-based aid :**

80

### **Percentage of students graduating without student loan debt:**

55

### **Percentage of entering students that are low-income:**

20.10

### **Graduation/success rate for low-income students:**

54.80

### **A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:**

Grants, scholarships, loans, and work study provide funding to subsidize the cost of attendance for low-income students. An overview of these resources can be found here: Financial Aid | Admissions | Western Washington University (

[wwu.edu](http://wwu.edu)

)

<https://admissions.wwu.edu/cost/financial-aid>

More detailed information on these forms of financial aid can be found here (see "Aid Types" in the

navigation bar): Financial Aid Services Center | Western Washington University (

[www.wvu.edu](http://www.wvu.edu)

)

<https://www.finaid.wvu.edu/client-services/pages/>

The Student Emergency Fund provides assistance to help students alleviate or minimize an unforeseen financial burden. More information on this program can be found here: Scholarship Center | Financial Aid | Western Washington University (

[www.wvu.edu](http://www.wvu.edu)

)

<https://www.finaid.wvu.edu/scholarships/pages/>

To further support low-income students, the university provides various food and shelter resources for low-income students. Information on campus food and shelter resources can be found here: Food and Shelter Assistance | Financial Aid | Western Washington University (

[www.wvu.edu](http://www.wvu.edu)

)

<https://www.finaid.wvu.edu/client-services/pages/resources/food-and-shelter.php>

### **A brief description of notable policies or programs to support non-traditional students:**

Yes, including our Multicultural Student Services (

<https://mss.wvu.edu/>

), LGBTQ+ (

<https://lgbtq.wvu.edu/>

), Disability Access & Outreach (

<https://ess-adei.wvu.edu/>

), and Veterans Services (

<https://wp.wvu.edu/veteranservices/>

) offices. A variety of student clubs and identity center also support non-traditional students, including the Blue Resource Center (

<https://mss.wvu.edu/brc>

), Black Student Coalition (

<https://mss.wvu.edu/bsc>



), and Ethnic Student Center (

<https://mss.wvu.edu/esc>

), Western Success Scholars (

<https://wss.wvu.edu/>

).

**Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**Website URL where information about the institution's accessibility and affordability initiatives is available:**

<http://www.finaid.wvu.edu/>

**Additional documentation to support the submission:**

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# Investment & Finance

**Points Claimed** 3.00

**Points Available** 6.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

| <b>Credit</b>   |  | <b>Points</b>                                |  |  |  |                        |                     |   |                     |   |                         |   |
|---|--|--|--|--|--|------------------------|---------------------|---|---------------------|---|-------------------------|---|
| Committee on Investor Responsibility  | 0.00 / 2.00  |  |  |  |  |                        |                     |   |                     |   |                         |   |
|   | 3.00 / 3.00  |  |  |  |  |                        |                     |   |                     |   |                         |   |
| <p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> <table border="1"> <thead> <tr> <th></th> <th><b>Total value of the investment pool (US/ Canadian dollars)</b></th> <th><b>Total points available for the credit</b></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Sustainable Investment</td> <td>\$1 billion or more</td> <td>5</td> </tr> <tr> <td>\$500 - 999 million</td> <td>4</td> </tr> <tr> <td>Less than \$500 million</td> <td>3</td> </tr> </tbody> </table> |  |  |  | <b>Total value of the investment pool (US/ Canadian dollars)</b> | <b>Total points available for the credit</b> | Sustainable Investment | \$1 billion or more | 5 | \$500 - 999 million | 4 | Less than \$500 million | 3 |
|   | <b>Total value of the investment pool (US/ Canadian dollars)</b> | <b>Total points available for the credit</b> |  |  |  |                        |                     |   |                     |   |                         |   |
| Sustainable Investment  | \$1 billion or more  | 5  |  |  |  |                        |                     |   |                     |   |                         |   |
|   | \$500 - 999 million  | 4  |  |  |  |                        |                     |   |                     |   |                         |   |
|   | Less than \$500 million  | 3  |  |  |  |                        |                     |   |                     |   |                         |   |
| Investment Disclosure   | 0.00 / 1.00  |  |  |  |  |                        |                     |   |                     |   |                         |   |

## Committee on Investor Responsibility

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### Provisional Score

0.00 / 2.00

### Responsible Party

**Michael Ulrich**  
Controller, Director of Financial Services  
Accounting Services

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### Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

### **Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:**

No

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

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### **Does the CIR include academic staff representation?:**

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### **Does the CIR include non-academic staff representation?:**

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### **Does the CIR include student representation?:**

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### **Members of the CIR, including affiliations and role:**

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### **Examples of CIR actions during the previous three years:**

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**Website URL where information about the institution's committee on investor responsibility is available:**

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**Additional documentation to support the submission:**

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## Sustainable Investment

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### Provisional Score

3.00 / 3.00

### Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

#### Total value of the investment pool (US/ Canadian dollars)

#### Total points available for the credit

\$1 billion or more

5

\$500 - 999 million

4

Less than \$500 million

3

**Mark Brovak**  
Senior Director  
University  
Advancement

[Close](#)

---

### Criteria

# Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

## Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

---

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

### Total value of the investment pool:

107,972,727 US/Canadian \$

### Value of holdings in each of the following categories:

|  | Value of holdings         |
|--|---------------------------|
| Sustainable industries (e.g., renewable energy or sustainable forestry)  | 0 US/Canadian \$          |
| Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy) | 0 US/Canadian \$          |
| Sustainability investment funds (e.g., a renewable energy or impact investment fund)   | 59,100,000 US/Canadian \$ |
| Community development financial institutions (CDFIs) or the equivalent   | 0 US/Canadian \$          |
| Socially responsible mutual funds with positive screens (or the equivalent)  | 0 US/Canadian \$          |
| Green revolving funds funded from the endowment  | 285,000 US/Canadian \$    |

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

The Foundation invests in a proprietary institutional fund provided by our investment advisor, Russell Investments. This fund is called the Sustainable Multi-Asset Strategy Fund. The premise of the fund is that it reduces investments in companies that have either a high carbon reserves or high emissions so that the fund has less than 50% of carbon exposure compared to a traditional fund. These are then reinvested into companies that are tending toward more green energy solutions.

**Percentage of the institution's investment pool in positive sustainability investments:**  
55.00

**Does the institution have a publicly available sustainable investment policy?:**  
Yes

**A copy of the sustainable investment policy:**  
[image002.png](#)

**The sustainable investment policy:**

The Foundation has an Investment Policy Statement that includes a section on Social Responsibility.

**Does the institution use its sustainable investment policy to select and guide investment managers?:**  
Yes

**A brief description of how the sustainable investment policy is applied:**

The investment advisor uses ESG screens to underweight and overweight certain equity investments so as to reduce the funds carbon reserves and carbon emissions.

**Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**  
No

**A copy of the proxy voting guidelines or proxy record:**  
---

**A brief description of how managers are adhering to proxy voting guidelines:**

The institution has not, however, the investment advisor does actively vote proxys.

**Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**  
No

**Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**  
---

**Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:**  
No

**A brief description of the divestment effort or negative screens and how they have been implemented:**  
---



**Approximate percentage of endowment that the divestment effort and/or negative screens apply to:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:**

No

**A brief description of the investor networks and/or collaborations:**

---

**Website URL where information about the institution's sustainable investment efforts is available:**

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**Additional documentation to support the submission:**

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## Investment Disclosure

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### Provisional Score

0.00 / 1.00

### Responsible Party

**Michael Ulrich**  
Controller, Director of Financial Services  
Accounting Services

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### Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

### Does the institution make a snapshot of its investment holdings available to the public?:

No

### A copy of the investment holdings snapshot:

---

### Website URL where the investment holdings snapshot is publicly available:

---

### Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

|  | Percentage<br>(0-100) |
|--|-----------------------|
| Specific funds and/or companies  | ---                   |
| Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies | ---                   |

### Does the institution engage in proxy voting?:

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### Are proxy voting records included in the snapshot of investment holdings?:

---

### Website URL where information about the institution's investment pool is available:

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### Additional documentation to support the submission:

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# Wellbeing & Work

**Points Claimed** 4.39

**Points Available** 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

| <b>Credit</b>                   | <b>Points</b> |
|---------------------------------|---------------|
| Employee Compensation           | 0.75 / 3.00   |
| Assessing Employee Satisfaction | 1.00 / 1.00   |
| Wellness Program                | 0.75 / 1.00   |
| Workplace Health and Safety     | 1.89 / 2.00   |

## Employee Compensation

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### Provisional Score

0.75 / 3.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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## Criteria

## **Part 1. Living wage for employees**

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

## **Part 2. Living wage for employees of contractors**

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

## **Part 3. Minimum total compensation for employees**

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

# Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

## **The local living wage (based on a family of four and expressed as an hourly wage):**

25.98 US/Canadian \$

## **Percentage of employees that receive a living wage (benefits excluded):**

69.57

## **Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:**

Yes

## **A list or brief description of significant on-site contractors:**

Aramark-Dining Services

## **Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):**

100

## **Total compensation provided to the institution’s lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:**

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

## **A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade:**

Represented Classified Employees (which include the college’s lowest paid positions) are covered by Washington State Human Resources policies and the state’s contract with the Washington Federation of State Employees. Permanent Represented Classified Employees are guaranteed a minimum of \$15.74/hour (or as close as the Washington State General Salary Schedule allows based on the assigned salary range and step) after successful completion of their probation period.

Medical, dental, and dependent benefits are provided by state law and every employee is paid at or above minimum wage but the lowest paid regular, part-time or full time employee or pay grade is below the living wage.



**Has the institution made a formal commitment to pay a living wage?:**

No

**A copy or brief description of the institution's written policy stating its commitment to a living wage:**

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**Website URL where information about employee compensation is available:**

<https://fiscal.wa.gov/Staffing/Salaries>

**Additional documentation to support the submission:**

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## Assessing Employee Satisfaction

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### Provisional Score

1.00 / 1.00

### Responsible Party

**Buffi Jones**  
HR and Onboarding Specialist  
Human Resources

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### Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

### **Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:**

Yes

### **Percentage of employees assessed, directly or by representative sample:**

100

### **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

All WWU perm employees are encouraged to participate in Employee Engagement Surveys.

Western has recently started participating in the annual WA State Employee Engagement Survey via the Office of Financial Mgmt. (OFM). We are currently working on a format to distribute survey results to all WWU perm employees.

Western also participates in Modern Think's annual Great Colleges to Work For Survey and has been awarded for the past several years as a "Great College to Work For."

### **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:**

As the past three years have included the pandemic, Western did not participate in the state survey until 2021/2022. The results from these surveys will be shared with campus, then compiled for leadership review to determine what avenues to take regarding employee satisfaction moving forward.

### **Website URL where information about the employee satisfaction and engagement evaluation is available:**

<http://www.wvu.edu/eoo/diversity-climate-survey-reports.shtml>

**Additional documentation to support the submission:**

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## Wellness Program

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### Provisional Score

0.75 / 1.00

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

## **Part 1. Wellness program**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

## Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

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

### **Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:**

Yes

### **Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:**

Yes

### **Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:**

Yes

### **A brief description of the institution's wellness and/or employee assistance program(s):**

The Counseling Center provides students with a variety of resources designed to assist with academic progress and personal development. Counseling services include individual and couples counseling, group counseling, survivor support and advocacy, substance abuse prevention, gender-affirming care, and off campus referrals as mental health services.

<https://cwc.wwu.edu/>

The Student Health Center provides as broad a range of care as one would find in a family practice physician's office. A team of physicians, nurse practitioners, nurses, medical assistants, and health counselors staff the Health Center.

<https://studenthealth.wwu.edu/>

Prevention and Wellness Services (PWS) offers Western students opportunities to get involved in improving their own health and the health of their community. PWS provides assistance to students who may face specific challenges to their well-being such as alcohol and drug concerns or sexual assault, and PWS offers numerous professional and peer-led programs that can help you achieve high-level wellness.

Western Washington University offers a confidential Employee Assistance Program (EAP) and a Faculty & Staff Wellness Program (FSWP) for all employees.

The EAP offers free counseling, legal, financial and other programs/services through the Washington State Department of Personnel, and has been a part of Washington state-wide policy effective since April 1st, 2009.

<https://hr.wvu.edu/employee-assistance-program>

<https://des.wa.gov/services/employee-assistance-program>

The FSWP offers free fitness assessments and free one-on-one wellness consultations. The FSWP also offers a comprehensive lunchtime wellness program that has many different class options to get people moving during lunchtime. Classes range from bootcamp classes, to yoga, to meditation and everything in-between. Classes are low-cost to employees. The FSWP average cost of a 2 day per week class is roughly \$50 per quarter, and the program enrolls hundreds of employees each quarter. Courses are offered for as low as \$15 per term. In addition, Wade King Recreation Center memberships are subsidized by Western. Additionally, a quarterly membership is available for current WWU faculty and staff which includes access to the Student Recreation Center from Monday through Friday 6am-1pm (6:30am-1pm during summer quarter) and all hours on weekends. As part of the program the \$60 membership rate will be reduced to \$30 thanks to a \$30 University match.

<https://wp.wvu.edu/wellness/>

**Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:**

Yes

**Does the institution restrict outdoor smoking?:**

Yes

**Does the institution prohibit smoking and tobacco use across the entire campus?:**

No

**A copy of the institution's smoke-free policy:**

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**The institution's smoke-free policy:**

[https://news.wvu.edu/western-moving-towards-becoming-a-100-smoke-free-campus-in-june?  
utm\\_source](https://news.wvu.edu/western-moving-towards-becoming-a-100-smoke-free-campus-in-june?utm_source)

[=Western+Today+distribution&utm\\_campaign=1306186fdb-  
WTemail\\_COPY\\_25&utm\\_medium=email&utm\\_term=0](https://news.wvu.edu/western-moving-towards-becoming-a-100-smoke-free-campus-in-june?utm_source=Western+Today+distribution&utm_campaign=1306186fdb-WTemail_COPY_25&utm_medium=email&utm_term=0)

[\\_bd027a69be-1306186fdb-223098249](https://news.wvu.edu/western-moving-towards-becoming-a-100-smoke-free-campus-in-june?utm_source=Western+Today+distribution&utm_campaign=1306186fdb-WTemail_COPY_25&utm_medium=email&utm_term=0_bd027a69be-1306186fdb-223098249)

<https://ehs.wvu.edu/smoke-free-campus>

WWU will become a 100% smoke-free and tobacco-free campus in June 2023.

**Website URL where information about the institution's wellness programs is available:**

<http://www.wvu.edu/employeeewellness>

**Additional documentation to support the submission:**

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## Workplace Health and Safety

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### Provisional Score

1.89 / 2.00

### Responsible Party

**Bruce Boyer**  
Interim Director  
Environmental Health and Safety

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### Criteria

## **Part 1. Health and safety management system**

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

## Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

---

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

### **Does the institution have an occupational health and safety management system (OHSMS)?:**

Yes

### **Does the system use a nationally or internationally recognized standard or guideline?:**

Yes

### **The nationally or internationally recognized OHSMS standard or guideline used:**

U.S. Occupational Safety and Health Administration (OSHA) Voluntary Protection Program (VPP)

### **A brief description of the key components of the custom OHSMS:**

Western utilizes Vector EHS software for tracking incidents, hazards, near misses, workers' compensation claims, and laboratory/shop/studio inspections.

[https://www.vectorsolutions.com/solutions/vector-ehs-management-software/?utm\\_term=vector%20ehs](https://www.vectorsolutions.com/solutions/vector-ehs-management-software/?utm_term=vector%20ehs)

&utm\_campaign=&utm\_source=adwords&utm\_medium=ppc&hsa\_acc=3834284501&hsa\_cam=17711773159&hsa\_ad=147202567828&hsa\_ad=609592311544&hsa\_src=g&hsa\_tgt=kwd-1211507120093&hsa\_kw=vector%20ehs&hsa\_net=adwords&hsa\_ver=3&gclid=EAlaIqobChMI5Yr78aCQ\_AIV9BB9Ch0KogptEAAYAiAAEgIWQvD\_BwE

### **Annual number of recordable incidents of work-related injury or ill health:**

13

### **Full-time equivalent of employees:**

4,635

### **Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:**

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### **A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :**

Western utilizes Vector EHS software for tracking incidents, hazards, near misses, workers' compensation claims, and laboratory/shop/studio inspections.

[https://www.vectorsolutions.com/solutions/vector-ehs-management-software/?utm\\_term=vector%20ehs](https://www.vectorsolutions.com/solutions/vector-ehs-management-software/?utm_term=vector%20ehs)

&utm\_campaign=&utm\_source=adwords&utm\_medium=ppc&hsa\_acc=3834284501&hsa\_cam=17711773159&hsa\_ad=147202567828&hsa\_ad=609592311544&hsa\_src=g&hsa\_tgt=kwd-1211507120093&hsa\_kw=vector%20ehs&

**Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:**

0.28

**Website URL where information about the occupational health and safety program is available:**

[http://www.wvu.edu/ehs/workers\\_comp/workers.shtml](http://www.wvu.edu/ehs/workers_comp/workers.shtml)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Annual number of recordable incidents of work-related injury or ill health was lower than normal due to impact of pandemic on operations.

# Innovation & Leadership

## Innovation & Leadership

**Points Claimed** 4.00

**Points Available** 4.00

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

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

# Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

| <b>Credit</b>                                   | <b>Points</b> |
|---|---------------|
| Bicycle Friendly University                     | 0.00 / 0.50   |
| Center for Sustainability Across the Curriculum | 0.50 / 0.50   |
| Community Garden                                | 0.50 / 0.50   |
| Food Bank                                       | 0.50 / 0.50   |
| Laboratory Animal Welfare                       | 0.50 / 0.50   |
| Nitrogen Footprint                              | 0.50 / 0.50   |
| Pay Scale Equity                                | 0.50 / 0.50   |
| Single-Use Plastic Ban                          | 0.50 / 0.50   |
| Sustainability Projects Fund                    | 0.50 / 0.50   |
| Innovation A                                    | 0.50 / 0.50   |
| Innovation B                                    | 0.50 / 0.50   |

## Bicycle Friendly University

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### Provisional Score

0.00 / 0.50

### Responsible Party

**Jillian Trinkaus**  
Transportation Program Coordinator  
Office of Sustainability

---

### Criteria

Institution is currently recognized by one of the following:

- League of American Bicyclists: Bicycle Friendly University
  - Mouvement Velosympathique (Quebec)
  - Share the Road (Canada)
  - Cycle Friendly Employer (CFE-UK)
  - An equivalent third party certification program for cycling infrastructure and support approved by AASHE.
- 

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

### Is the institution currently recognized by one of the following bicycle-friendly recognition programs?:

|  | Yes or No |
|--|-----------|
| League of American Bicyclists: Bicycle Friendly University                             | Yes       |
| Mouvement Velosympathique (Quebec)   | ---       |
| Share the Road (Canada)  | ---       |
| Cycle Friendly Employer (CFE-UK)   | ---       |
| An equivalent third party certification program for cycling infrastructure and support | ---       |

### Which of the following best describes the institution's bicycle-friendly recognition level?:

At mid-level or below

### Documentation affirming the bicycle-friendly recognition:

[BFU\\_Award\\_List\\_2022\\_ALL.pdf](#)

### Website URL affirming the bicycle-friendly recognition:

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### Additional documentation to support the submission:

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## Center for Sustainability Across the Curriculum

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### Provisional Score

0.50 / 0.50

### Responsible Party

#### Grace Wang

Professor, Dept. Chair, Director  
Urban & Environmental Planning & Policy; Director, Sustainability Engagement Institute

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### Criteria

Institution has, within the previous three years:

- Served as an AASHE [Center for Sustainability Across the Curriculum](#), OR
  - Offered one or more professional development opportunities (e.g., a workshop) on sustainability in the curriculum for academic staff (i.e., faculty members) from multiple institutions.
- 

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

### A brief description of the institution's professional development opportunities on sustainability in the curriculum:

#### Sustainability Fellows Program

Interested in connecting sustainability-related issues into your teaching? Based on Emory University's Piedmont Project, Western is bringing together 8-10 faculty members from all disciplines across the university to design or re-design existing courses to better incorporate sustainability into the curriculum.

Participants will engage in meetings with other Sustainability Fellows, explore sustainability from a variety of perspectives, and re-design an existing course (or create a new course). Sustainability issues explore a wide array of disciplines and might include: economic development, social justice, education, public health, energy, land use, water, among many others.

Participants receive a stipend of \$500 upon completion of the program, and by submitting a course syllabus that includes significant coverage of sustainability.

#### Program Commitments

- Attend a ½-day introductory workshop in January and 4 2-hour meetings during winter and spring quarters 2023.
- Redesign a syllabus for a current course (or develop a syllabus for a new course), infusing sustainability into your curriculum.

#### Program Outcomes

- Re-design or add a significant sustainability component to a course.
- Form partnerships and supportive teaching and learning networks.
- Reflect on sustainability as both personal and civic modes of thinking. Through readings, dialogue, and presentations, you'll learn some "best practices" in teaching for and about sustainability.



**Have academic staff from other institutions participated in the professional development opportunities on sustainability with the previous three years?:**

Yes

**Website URL where information about the sustainability-oriented training for academic staff is available:**

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**Additional documentation to support the submission:**

[Western\\_Washington\\_University\\_\\_Seattle\\_University\\_-\\_Centers\\_MOU\\_-\\_signed.pdf](#)

## Community Garden

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

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

### A brief description of the institution's community garden:

We are WWU's 5-acre farm on south campus between Fairhaven College and Buchanan Towers. Started in 1972, the Outback is a place of experimentation, learning, reflection, advocacy, and agriculture. We feature permaculture practices and teachings and are home to community gardens, chickens, production rows, a teaching apiary, vernal pools and a delineated wetland. We're a student-driven farm with three year-long Coordinator positions and a team of work/study students focused on growing food for the WWU community. We also have a part-time permanent farm manager. All students are welcome to come and engage in ecosystem restoration, community building, and food justice. Everyone has a right to know about their food - and the Outback is a place where students can explore the importance of farming for empowerment, resilience, and health. The Outback was even named as one of the top 40 ranking college farms in America by

[CollegeRanker.com](http://CollegeRanker.com)

!

The Outback hosts 61 garden plots that are used by students, campus groups, WWU faculty and staff, alumni and other members of our Bellingham community.

### Website URL where information about the community garden is available:

<https://fairhaven.wwu.edu/outback-farm>

### Estimated number of individuals that use the institution's community garden annually:

1,200

### Additional documentation to support the submission:

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## Food Bank

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

### **Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:**

Yes

### **A brief description of the food bank, pantry, or equivalent resource:**

Western has five food pantries on campus open to all students. Campus food pantries are stocked from a variety of different sources. The CEED pantry in Miller Hall operates in partnership with Acme Farms and four of the pantries on campus are supplied through a partnership with the local nonprofit Miracle Food Network. The Outback Farm also supplies the Fairhaven pantry with in-season produce. Department pantries are often stocked by faculty or department staff.

Western Hub Of Living Essentials (W.H.O.L.E.) Pantry: Located in Viking Union 435. Open the same hours as Viking Union. Provides perishable and non-perishable food and hygiene products.

CEED Pantry: Located in Miller Hall 150. Open Tuesday - Friday, 12 p.m. - 5 p.m. Provides perishable and non-perishable food products.

Fairhaven Pantry: Located on the third floor of Fairhaven College directly across from the main office. Open 7 a.m. - 11 p.m. (same as the building hours). Provides fresh produce from the Outback Farm and other suppliers, snacks, herbs and teas.

Journalism Department Pantry: Located on the second floor of the Communications Facility, near the journalism faculty offices. Open 7 a.m. - 11 p.m. (same as the building hours). Provides snacks, fresh fruit, ready-to-cook meals and hygiene products.

Linguistics Department Pantry: Located in Bond Hall 403:Open from 7 a.m. - 9:30 p.m (same as building hours). Provides perishable and non-perishable food items.

Students can also sign up to receive free meals from any of the dining halls — Fairhaven Commons, Ridgeway Commons and Viking Commons — with Western's Swipe Out Hunger Program. The program requires students to first request meal swipes to be added to their account. If students have a campus meal plan, they can donate swipes.

### **Website URL where information about the food bank is available:**

<https://osl.wvu.edu/basic-needs>

### **Additional documentation to support the submission:**

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## Laboratory Animal Welfare

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has a written policy explicitly prohibiting laboratory animals in its care from being subjected to severe and unrelieved pain and distress. Policies that prohibit animal testing altogether also qualify.

To earn this credit, an institution must be engaged in animal research and/or research that could potentially include animal subjects.

Policies at the national, regional or state/provincial level to which the institution adheres count if such policies fully meet the criteria outlined above. Policies that could potentially allow severe pain and distress (e.g., U.S. federal guidelines) do not count.

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

### **Does the institution have a written policy explicitly prohibiting laboratory animals in its care from being subjected to severe and unrelieved pain and distress?:**

Yes

### **The written policy explicitly prohibiting laboratory animals in the institution's care from being subjected to severe and unrelieved pain and distress:**

#### Policy Statements

1. Research and Sponsored Programs (RSP) Administers Animal Care and Use on the University Campus and its Satellite Locations

2. Investigators Must Submit a Descriptive Research Protocol

Research protocols must include research methods and procedures addressing the following:

i. Scientific rationale for the species and number of animals used as well as consideration of alternatives for animal use,

ii. An explanation that the investigator has considered alternatives to procedures that may cause more than momentary or slight pain or distress to the animals,

iii. A written narrative description of the methods and sources used to determine that alternatives to animal use are not available, and

iv. A written assurance that the research activities do not unnecessarily duplicate previous experiments.

Protocols must be submitted at least four weeks prior to the planned research start date.

3. Care for Animals Must Comply with Standards Established by the Guide for the Care and Use of Laboratory Animals

Care and use of laboratory animals standards include:

a. Investigators must provide animals with appropriate environmental enrichment including social groupings and the enrichment of the animals' physical environment, whenever possible.

b. Animals must receive care seven days a week.

- c. Dietary or water restrictions must be scientifically justified and must be approved by the IACUC.
  - d. Animals cannot be removed from the vivarium for more than 24 hours without IACUC approval.
  - e. Investigators must use pharmaceutical grade drugs whenever available. Use of nonpharmaceutical grade drugs should be described and justified in the animal care and use protocol, and approved by the IACUC.
  - f. Procedures that may cause more than momentary or slight pain or distress to the animals will be performed with appropriate sedation, analgesia, or anesthesia, unless justified for scientific reasons in writing by the investigator, and approved by the IACUC.
  - g. Investigators must euthanize animals in a humane way as established in the American Veterinarian Medical Association Guidelines for Euthanasia of Animals.
4. Protocol Approval Is Required Prior to Animal Use  
AICUC approves all research protocols. Investigators shall not use animals for research or instruction prior to AICUC approval.
5. Investigators Must Renew Protocols Annually and Resubmit A New Protocol Every Three Years
6. Allergy Medical Evaluation Is Required for Investigators with Animal Contact  
Investigators having direct, physical contact with animals must complete allergy medical evaluation and submit it to the University Health Center if:
- a. The faculty or staff member has 24 or more hours of animal contact per year, or
  - b. The student has contact in an instructional setting of one quarter duration.
7. Investigators Retain Data, Lab Books, and Data Analysis for Six Years Following the Completion of the Research
8. Investigators May Not Convey Animals to Third Parties Without IACUC Approval  
Investigators may not supply animals to individuals or organizations for use in experiments, as pets, or for other purposes except as approved by the IACUC.
9. Failing to Comply with this Policy May Constitute Research Misconduct

**A copy of the written policy explicitly prohibiting laboratory animals in the institution's care from being subjected to severe and unrelieved pain and distress:**  
[WWU\\_POL-U4520.09\\_Addressing\\_Animal\\_Care\\_And\\_Use\\_in\\_Research\\_And\\_Instruction.pdf](#)

**Website URL where information about the laboratory animal welfare program is available:**  
<https://policy.wvu.edu/POL-U4520.09-Addressing-Animal-Care-And-Use-in-Research-And-Instruction>

**Additional documentation to support the submission:**

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## Nitrogen Footprint

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has calculated and publicly reported on its nitrogen footprint within the previous three years.

The nitrogen footprint includes utilities, food consumption, fertilizer use and transportation and may also include food production and research animals, if applicable.

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

### A copy of the institution's nitrogen footprint:

[WWU\\_Nitrogen\\_Annual\\_Report\\_FY\\_2022\\_1.csv](#)

### Website URL where the institution's nitrogen footprint is available:

<https://sustain.wwu.edu/dashboard/transportation>

### Are the following included in the institution's nitrogen footprint?:

|                  | Yes, No, or N/A |
|------------------|-----------------|
| Utilities        | Yes             |
| Food consumption | Yes             |
| Food production  | Not applicable  |
| Fertilizer use   | Yes             |
| Transportation   | Yes             |
| Research animals | Not applicable  |

### Year the institution's nitrogen footprint was completed or last updated:

2,022

### A brief description of the methodology or tool used to calculate the institution's nitrogen footprint:

Western Washington University uses SIMAP to produce the annual report for our nitrogen footprint.

### Additional documentation to support the submission:

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## Pay Scale Equity

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has a maximum compensation scale ratio of 1:15, where 1 represents the compensation of the lowest-paid full-time employee and 15 represents the compensation of the highest paid senior administrator (e.g. president or chancellor).

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

### The factor by which the compensation of the highest compensated senior administrator exceeds that of the lowest compensated full-time employee:

12.78

### Documentation supporting the institution's reported pay scale ratio:

[STARS\\_Pay\\_Scale\\_Equity\\_2021\\_1.pdf](#)

### Documentation supporting the institution's reported pay scale ratio:

Comparison of lowest and highest full time salaried employee using Washington State employee reporting data.

### Website URL where information about pay scale equity at the institution is available:

<https://fiscal.wa.gov/Staffing/Salaries>

### Additional documentation to support the submission:

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## Single-Use Plastic Ban

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic, for example:

- Straws
- Beverage bottles
- Shopping bags
- Food serviceware, containers, or utensils
- Polystyrene (Styrofoam™) products
- Individually packaged items (e.g., napkins, condiments, and baked goods)

To qualify, a single-use disposable plastic must have been banned or eliminated across the entire institution. Biodegradable plastic options may be used if they are both certified compostable and used in conjunction with a campus composting program.

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

### **Has the institution banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic?:**

Yes

### **A brief description of the single-use disposable plastics that have been banned or eliminated:**

Single use plastic shopping bags were banned statewide in Washington State as of October 2021.

<https://ecology.wa.gov/Waste-Toxics/Reducing-recycling-waste/Waste-reduction-programs/Plastics/Plastic-bag-ban>

<https://ecology.wa.gov/Waste-Toxics/Reducing-recycling-waste/Waste-reduction-programs/Plastics/2021-plastic-pollution-laws>

WWU also does not sell plastic bottled water, aluminum canned water is sold instead throughout campus.



**Website URL where information about the single-use disposable plastic ban(s) is available:**

<https://ecology.wa.gov/Waste-Toxics/Reducing-recycling-waste/Waste-reduction-programs/Plastics/2021-plastic-pollution-laws>

**Additional documentation to support the submission:**

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## Sustainability Projects Fund

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

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

### Name of the institution's sustainability projects fund:

Sustainability, Equity, and Justice Fund

### Which of the following best describes the primary source of funding for the sustainability projects fund?:

Student fees

### Year the institution's sustainability projects fund was established:

2,010

### A brief description of the institution's sustainability projects fund:

The Sustainability, Equity, & Justice Fund is a student-fee funded grant program that supports new sustainability initiatives at Western Washington University. Project teams work to create and implement projects that positively impact environmental, social, health, and economic practices on our campus and in our community. The funding is available to all current Western students, staff, and faculty, as long as the projects are student-focused and fit within the mission and priorities of the SEJF program. Grants are awarded in a three-tier structure:

Small Grants: up to \$5,000

Medium Grants: \$5,000-\$35,000

Large Grants: over \$35,000

This program is a co-curricular opportunity: SEJF program staff assist project teams in developing their sustainability ideas, support the research and writing phase of all proposals, and ensure that projects are successfully implemented. SEJF program staff conduct numerous outreach methods to educate the Western community on grant opportunities, one of which is hosting quarterly informational sessions called "Idea Labs." These info sessions are an easy way for students to learn about the grant program, determine whether their idea aligns with the SEJF mission, and ask questions about how to navigate the grant submission process. Each team is also provided with a toolkit - a document that leads teams through every step of the grant process.

### A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

For any project proposals larger than \$5,000 or with multiple/complex stakeholders, the decision-making process is handed over to the SEJF Committee. This committee is comprised of a mix of students from various campus affiliations (i.e. the Associated Students Vice President for

Sustainability, The Environmental Justice Coordinator, an Associated Students senator, etc.). Staff and faculty representatives are also part of the committee, to ensure representation from various stakeholders on campus. Aside from these voting members, the committee also includes non-voting members for program background and advising purposes, such as the SEJF Program Coordinator and the Sustainability Engagement Institute's Associate Director.

Project proposals, once written and submitted, are presented to the SEJF Committee. Once proposals have been thoroughly reviewed and discussed, committee members vote on the proposals in a subsequent meeting. A proposal is approved by a simple majority vote, and then projects are ready for the implementation phase. If a project is denied funding, teams have an opportunity to revise/rewrite the proposal per feedback from the committee and then go through the presentation and review phase for a second chance.

**Website URL where information about the sustainability projects fund is available:**

<https://sustain.wvu.edu/sejf>

**Additional documentation to support the submission:**

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## Innovation A

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Net-Zero Energy/Carbon-Neutral Building

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

Kaiser Borsari Hall

The internationally acclaimed sustainable design expert, Jason F. McLennan, is guiding the net-zero energy/zero carbon design strategy for the building. The building will be a "smart building", exceed LEED standards for energy use, carbon, and other environmental indicators, and will pursue certification through the International Living Future Institute. As the region's only carbon neutral academic facility, and one of only a handful in the nation, Kaiser Borsari Hall will significantly advance Western's vision to become the region's first carbon neutral university campus. The 54,000 square foot building will house the university's computer engineering, energy science, and computer science programs.

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

<https://cpd.wvu.edu/PW758-kaiser-borsari-hall>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

[https://www.constructiondive.com/news/mortenson-zero-carbon-engineering-building-WWU/651185/?utm\\_source=Western+Today+distribution&utm\\_campaign=cd580d695e-WTemail\\_COPY\\_44&utm\\_medium=email&utm\\_term=0\\_bd027a69be-cd580d695e-223192297](https://www.constructiondive.com/news/mortenson-zero-carbon-engineering-building-WWU/651185/?utm_source=Western+Today+distribution&utm_campaign=cd580d695e-WTemail_COPY_44&utm_medium=email&utm_term=0_bd027a69be-cd580d695e-223192297)

<https://kgmi.com/news/007700-wwu-breaking-ground-on-new-carbon-neutral-engineering-building/>

<https://www.asumag.com/planning-design/new-construction/article/21265447/science-and-engineering-facility-at-western-washington-university-aims-to-be-net-zero-energy-building>

## Innovation B

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### Provisional Score

0.50 / 0.50

### Responsible Party

**Ashley Olson**  
Data Ambassador  
Sustainability Engagement Institute

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Heating System Conversion

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

Western Washington University's Heating Conversion Project will be supported by the state, at \$10M (funded with the Washington State Climate Commitment Act).

Western Washington University (Western) currently relies on an aging, natural gas fired central steam plant and distribution system to provide heating and hot water to the main campus. The system accounts for nearly 97% of Western's annual greenhouse gas emission (GHG) and about 57% of Western's FY23 utility budget. While the plant is well maintained and operates as efficiently as possible, its economic and operational efficiency are ultimately limited by a mid-twentieth century design. In addition, qualified operators must be on site twenty-four hours a day, and as the industry

slowly transitions away from steam heating it is becoming increasingly difficult to find and retain these personnel.

From an engineering standpoint, the transition from steam to hot water distribution and natural gas combustion to electric heat pumps will increase energy efficiency by over 300%. When added to the existing purchase agreement for fully renewable clean electric power, the change will nearly eliminate fossil fuel burning for campus heating and hot water production and dramatically reduce annual CO2 emissions. Western's strong commitment to being a regional leader in mitigating climate change includes exceeding state requirements and reaching carbon neutrality by 2035, as outlined in the Sustainability Action Plan, and being a signatory on the Presidents' Climate Commitment. This alternative approach to heating infrastructure will align with those commitments.

Within this context, Western commissioned a consultant team to analyze the economic and engineering requirements of such a conversion. Feasible low carbon options for new central plant configurations were developed and their relative advantages identified. Energy and carbon savings and other operational costs were estimated and balanced against the initial costs of construction using a total cost of ownership (life cycle cost) model. The financial analysis also considered the increasing need for major renewal and replacement of the steam system over the coming years, as well as the eventual renewal and modernization of heating and cooling systems in all buildings. Based on the financial and technical analyses completed, a Preferred Alternative was identified.

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

[Final\\_WWU\\_Heating\\_Feasibility\\_Study\\_Report\\_2.pdf](#)

**The website URL where information about the programs or initiatives is available:**

<https://cpd.wvu.edu/files/2020-01/Heating-System-Carbon-Reduction-proposal-binder-with-cover.pdf>

**Additional documentation to support the submission:**

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