Seattle Central College
STARS REPORT

Date Submitted: Dec. 18, 2017

Rating: Bronze

Score: 41.59

Online Report: Seattle Central College

STARS Version: 2.1

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) 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.

Table of Contents

Summary of Results **5**

Institutional Characteristics **6**

Institutional Characteristics 6

Academics **13**

Curriculum 13

Research 34

Engagement **38**

Campus Engagement 38

Public Engagement 58

Operations **72**

Air & Climate 72

Buildings 81

Energy 90

Food & Dining 97

Grounds 107

Purchasing 111

Transportation 123

Waste 134

Water 141

Planning & Administration **149**

Coordination & Planning 149

Diversity & Affordability 167

Investment & Finance 182

Wellbeing & Work 187

Innovation & Leadership **196**

Exemplary Practice 196

Innovation 200

Summary of Results

Score 41.59

Rating: Bronze

Institutional Characteristics		
b	Institutional Characteristics	0.00 / 0.00
Academics		
b	Curriculum	14.74 / 37.00
b	Research	0.00 / 0.00
Engagement		
b	Campus Engagement	7.25 / 21.00
b	Public Engagement	5.61 / 18.00
Operations		
b	Air & Climate	4.83 / 11.00
b	Buildings	2.88 / 8.00
b	Energy	2.73 / 10.00
b	Food & Dining	1.25 / 8.00
b	Grounds	0.00 / 3.00
b	Purchasing	4.71 / 6.00
b	Transportation	5.02 / 7.00
b	Waste	1.69 / 10.00
b	Water	3.91 / 7.00
Planning & Administration		
b	Coordination & Planning	5.75 / 8.00
b	Diversity & Affordability	7.15 / 10.00
b	Investment & Finance	0.00 / 7.00
b	Wellbeing & Work	2.95 / 7.00
Innovation & Leadership		
b	Exemplary Practice	1.00 / 1.00
b	Innovation	1.00 / 1.00

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.

Institutional Characteristics

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 academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

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

Institutional Boundary

Score	Responsible Party
0.00 /	**Adam Maurer** District Sustainability Coordinator Office of Sustainability
Total adjusted for non-applicable credits	
Close	

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, below.

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Associate

Institutional control (Public, Private for-profit, or Private non-profit):

Public

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

Seattle Central's main campus is located in densely populated urban neighborhood, Capitol Hill, in Seattle, WA. There is little "green space" on campus grounds, but Cal Anderson Park, a Seattle City Park, is located across the street from main campus. The building stock on main campus varies, but most of the buildings were constructed between the late 1960's-2000's. The main campus is vary accessible via public transportation and other alternative forms of transportation, including rail, bus, bicycle, and walking. Seattle Central also consists of three satellite campuses, Seattle Vocational Institute, Wood Technology Center, and Seattle Maritime Academy. All three satellite campuses are included in this report. Seattle Central also occupies space at the Pacific Medical Tower in Seattle, but we are one of many tenants and do not have any daily operational control. Pacific Tower is not included in the building or physical campus scope of this report, but courses and programs hosted at Pacific Tower are.

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 and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	No
Satellite campus	Yes	Yes
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No
Hospital	No	No

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

Seattle Central also occupies space at the Pacific Medical Tower in Seattle, but we are one of many tenants and do not have any daily operational control. Pacific Tower is not included in the building or physical campus scope of this report, but courses and programs hosted at Pacific Tower are.

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	**Adam Maurer** District Sustainability Coordinator Office of Sustainability
Total adjusted for non-applicable credits	
Close	

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:

8,853,098 *US/Canadian $*

Total campus area (i.e. the total amount of land within the institutional boundary):

20 *Acres*

Locale:

Large city

IECC climate zone:

4 - Mixed

Gross floor area of building space:

1,002,039 *Gross Square Feet*

Floor area of laboratory space:

17,380 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space, e.g. data centers, food production space, convenience stores:

42,052 *Square Feet*

Additional documentation to support the submission :

Score	Responsible Party
0.00 /	**Adam Maurer** District Sustainability Coordinator Office of Sustainability
Total adjusted for non-applicable credits	
Close	

Criteria

This section includes variables that provide information about the institution's academic programs, students, faculty and staff. 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 (e.g. colleges, schools):

11

Number of academic departments (or the equivalent):

46

Number of students enrolled for credit:

17,055

Total number of employees (staff + faculty):

1,146

Full-time equivalent student enrollment (undergraduate and graduate):

4,686

Full-time equivalent of employees (staff + faculty):

942

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

27

Number of students resident on-site:

0

Number of employees resident on-site:

0

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

4,200.75

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 14.74

Points Available 37.00

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.

Credit	Points
Academic Courses	6.53 / 14.00
Learning Outcomes	0.01 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	3.20 / 4.00

Score	Responsible Party
6.53 / 14.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; 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.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement, G. Standards and Terms,* andthe Credit Example, below. 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 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

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

"---" *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	6,051	0
Number of sustainability courses offered	32	0
Number of courses offered that include sustainability	671	0

Percentage of courses that are sustainability course offerings:

11.62

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

46

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

13

Percentage of academic departments with sustainability course offerings:

28.26

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

Central_SustCourses_summer14-spring16_STARS.xlsx

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

Two

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing

and/or validating the course inventory :

A sustainability course list for Seattle Central was established circa 2014 for STARS. This submission worked off of that previous list. The District Sustainability Committee has a subgroup for curriculum, the Curriculum Working Group. That Curriculum Working Group surveyed the course catalog and added courses that appeared to be sustainability or sustainability-related based on the Earth Charter. The new courses to be considered were added to the 2014 list and this course list was sent to the respective deans for their review. Dean feedback was considered and the list was finalized.

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

Each offering or section of a course was counted as an individual course

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

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	No
Special topics	No
Thesis / dissertation	No
Clinical	No
Physical education	No
Performance arts	No

The website URL where information about the programs or initiatives is available:

http://sustainability.seattlecolleges.edu/academic-programs/sustainability-course-list/

Additional documentation to support the submission:

Learning Outcomes

Score	Responsible Party
0.01 / 8.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

1,330

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

1

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

0.08

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

One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

No

A list or brief description of the institution level or division level sustainability learning outcomes:

N/A

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

Sustainable Agriculture Education (SAgE)program
1. Analyze and evaluate local to global food system dynamics and trends (Think)
2. Apply ecological principles to food production and natural resources management and conservation (Think)
3. Identify a network of community resources working toward bioregional sustainability (Collaborate)
4. Demonstrate knowledge, skills, and real-world experience in future education and/or work environments (Connect, Continue Learning)
5. Visualize and create a personal, academic, and/or professional track in sustainable agriculture (Continue Learning)

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

No

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution offers at least one:

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

  And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:

Sustainable Agriculture Education

A brief description of the undergraduate degree program:

Learn about food production methods and food systems models for sustainable bioregions. Study and apply an ecological approach to small–scale agriculture from a bioregional perspective while analyzing and evaluating the cultural, political, and economic dynamics that influence the sustainability of food systems.

The website URL for the undergraduate degree program:

http://www.seattlecentral.edu/sustainable-agriculture/

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

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

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

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

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

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

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

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

No

Name of the sustainability-focused undergraduate minor, concentration or certificate:

A brief description of the undergraduate minor, concentration or certificate:

The website URL for the undergraduate minor, concentration or certificate:

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

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

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

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

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

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

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

Additional documentation to support the submission:

Graduate Program

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

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, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

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

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

  And/or

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

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

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

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

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

Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

Seattle Colleges also promote sustainability in its international outreach efforts through its annual Global Impact programs in countries such as Tanzania, Peru, Vietnam and India. In addition to providing health care outreach, participants are actively involved in infrastructure projects that promote community health and which are green in nature: installing composting toilets and water filters; building efficient stoves in the homes of villagers currently heating and cooking over open fires; establishing organic farming plots for orphanages and garden plots and worm bins for village homes.

The website URL where information about the programs or initiatives is available:

http://www.seattlecolleges.com/globalimpact/

Additional documentation to support the submission:

globalimpactposter_summer2017.pdf

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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 primarily 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 are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

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

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

Incentives for Developing Courses

Score	Responsible Party
0.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

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

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

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

Campus as a Living Laboratory

Score	Responsible Party
3.20 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees 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).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit,credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

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.

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

As part of Integrated Assignments, which showcase one assignment across various courses, one student group proposed garden beds on unused balconies. The students created a poster and presented it at the poster presentation for Integrated Studies.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

As part of SBST 325, five students over three quarters (fall 2015, winter 2016, and spring 2016) completed internships with Seattle Central (South Seattle College is part of the Seattle Colleges district. Seattle Central is also in that district). The students helped prepare documentation for an energy metering and management system, ICONICS. The students completed a total of 750 hours.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

As part of Integrated Assignments, which showcase one assignment across various courses, one student group assessed the food available at the cafeteria on the main campus. They proposed more affordable, nutritous lunch alternatives.The students created a poster and presented it at the poster presentation for Integrated Studies.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

From seed to maturity, Seattle Culinary Academy students learn all about edible gardening in our new Plant Science Lab (PSL)/green house. Focus is on herb identification and the delicious contribution each makes to the recipes prepared in our kitchens back at the SCA. Seattle Culinary Academy also works collaboratively with the Science and Math department to plant and utilize heritage seeds from Seed Savers Exchange, a nationally recognized organization of people who are committed to "collecting, conserving and sharing heirloom seeds and plants, while educating people about the value of genetic and cultural diversity."

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

Several Seattle Culinary Academy courses require students to create local and seasonally available menus for which the students have to source the ingredients. This proves their menu can be created with ethically and environmentally conscious ingredients.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

Students are involved in the district transportation committee where they are pushing for discounted ORCA transit cards by writing and conducting surveys to campus students.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

As part of Integrated Assignments, which showcase one assignment across various courses, one student group proposed water bottle refill stations across the main campus. The student proposal was successful and facilities soon thereafter installed many water bottle refill stations on main campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

Food security is an affordability problem some Seattle Central students face, making attending college difficult. As part of Integrated Assignments, which showcase one assignment across various courses, one student group proposed a campus food pantry for students (also available to faculty and staff). The student proposal successfully gained the support of one enthusiastic staff member who took the proposal and created a food pantry on campus, making attending campus a little more affordable.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Research

Points Claimed	0.00
Points Available	0.00

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.

Credit	Points
Research and Scholarship	Not Applicable
Support for Research	Not Applicable
Open Access to Research	Not Applicable

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

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

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

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

Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.

Support for Research

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

Research is not considered during faculty tenure and promotion decisions as a matter of policy or standard practice.

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Research is not considered in faculty promotion or tenure decisions as a matter of policy or standard practice

Engagement

Campus Engagement

Points Claimed 7.25

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, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	0.00 / 2.00
Student Life	1.50 / 2.00
Outreach Materials and Publications	1.75 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.00 / 1.00
Staff Professional Development	0.00 / 2.00

Student Educators Program

Score	Responsible Party
0.00 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students enrolled for credit. 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 by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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.

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

Student Orientation

Score	Responsible Party
0.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

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.

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

Score	Responsible Party
1.50 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

The SCC Sustainable Food Systems' aim is to raise awareness about the ways in which the Seattle Central community (and the community at large) can engage with their local and regional food system.

The website URL where information about the student groups is available (optional):

https://www.facebook.com/sccsustainablefood/

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects 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:

The Seattle Central College Plant Science Laboratory offers students hands-on experience with urban agriculture and greenhouses. It is a laboratory/greenhouse space open to the general public for viewing and used by students of Seattle Central College for plant-related science activities. The Seattle Culinary Academy, part of Seattle Central College, uses a part of the Plant Science Laboratory to grow greens that they incorporate in their prepared meals.

The website URL where information about the gardens, farms or agriculture projects is available (optional):

https://www.facebook.com/search/top/?q=seattle%20central%20college%20plant%20science%20laboratory

Does the institution have 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)?:

No

A brief description of the student-run enterprises:

n/a

The website URL where information about the student-run enterprises is available (optional):

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

No

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

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

Central celebrates Earth Week annually. Each year is slightly different, but in spring 2015 events included an Earth Day Fair with local sustainability-related nonprofits and companies, like our local chapter of Sierra Club, 350 Seattle, Beacon Food Forest, Sustainable Capitol Hill, BioBag, Pugent Sound Beekeepers Association, etc. Earth Week events also included sustainability related films ("Kombit the Cooperative" and "A Place at the Table") and presentations ("Pete Knutson: Owner of Loki Fish" and "Community Alliance for Global Justice").

Additionally, the Library hosts a weekly discussion series, COSI (Conversations on Social Issues). This series often highlights sustainability speakers and discussion. Recent discussions have been titled, "The Fall Carbon Tax Initiative (I-732)," "Ask a Climate Scientist," "Changing the World One Meal at a Time: The Connection Between Climate and Food," " Global Warming: What is Being Done and What Can We Do?" and "Environmental Racism"

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

The School of Apparel Design & Development engages in cultural arts events, installation and performance related to sustainability with students, alumni, and apparel development professionals as the intended audience. Here are a few examples; 1) As part of the annual Innovation Series a panel discusses sustainability from several perspectives by companies and artisans who use recycled and repurposed materials to create product or art. 3/14/2014 "Alchemist / Artist / Activist - A Vision of Sustainability", 2) Annually students participate in Goodwill's "Glitter Gala" to design fashion garments from Goodwill products to present in their fashion show

The website URL where information about the cultural arts events, installations or performances is available (optional):

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

No

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

The website URL where information about the wilderness or outdoors programs is available (optional):

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

Yes

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

All students enrolled in matriculated studies are required to complete 8 credits in Integrated Studies. The Integrated Studies requirement may be fulfilled by approved individual/stand-alone courses, linked courses, or coordinated studies programs that reflect the General Description, Student Learning Outcomes, and some of the suggested Curriculum Design Elements listed below. Integrated Studies is a collaborative teaching and learning mode which explores questions, problems, or issues too broad to be adequately studied within a single discipline, and which aims at a complex understanding of the interdisciplinary nature of knowledge. For the past few years (i.e. academic years 2013-2014 through 2016-2017), Integrated Studies has focused on food and the various way food and food systems impact people, planet, and the economy.

The website URL where information about the sustainability-related themes is available (optional):

http://seattlecentral.edu/~crc/Course/ce_is.htm

Does the institution have programs through which students can learn sustainable life skills?:

No

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

The website URL where information about the sustainable life skills programs is available (optional):

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

Yes

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

1) The Seattle Central College Plant Science Laboratory has a running internship for manager. The student works approximately 13-16 hours/week and is paid. This internship has existed for 3 academic years to date. In addition, the Plant Science Lab hires 2-3 hourly students per academic year to help with various needs. 2) The Seattle Colleges, of which Seattle Central is a part, offers student internships and employment on an as needed basis.

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

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

No

A brief description of the graduation pledges:

n/a

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:

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

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

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
1.75 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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 sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

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 this subcategory.

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

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

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

Yes

A brief description of the central sustainability website (optional):

Seattle Colleges, the district for which Seattle Central is a part of, operates a website that includes information about sustainability at Seattle Central College. It also includes district-wide initiatives, as well as efforts at the other colleges that are part of the district.

The website URL for the central sustainability website:

http://sustainability.seattlecolleges.edu/

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

Yes

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

The Seattle Central Sustainability Council has a facebook page that was created when it was still a committee. In fall 2016, the former committee became an official council to the President's Office. We are working on a webpage for the new Council.

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

https://www.facebook.com/Seattle-Central-Sustainability-Council-1396527734005257/

Does the institution have regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat?:

No

A brief description of the regular coverage of sustainability in the main student newspaper:

The website URL for regular coverage of sustainability in the main student newspaper:

Does the institution produce a vehicle to publish and disseminate student research on sustainability?:

Yes

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

The Seattle Colleges sustainability pages, of which Seattle Central College is a part of, can be used to disseminate student research on sustainability.

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

http://sustainability.seattlecolleges.edu/

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

Yes

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

We have a couple LEED buildings, which include alternative, low emission parking and signage, LEED plagues, and other sustainability feature signage in buildings. We have signs by hand dryers in bathrooms explaining the environmental benefits of hand dryers.

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

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

Yes

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

The Sustainable Agriculture Education program (SAgE) has a brochure that outlines the program and describes the importance of small-scale agriculture in sustainable food systems.

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

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:

No

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

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

Does the institution produce a sustainability walking map or tour?:

No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:

Yes

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

Seattle Central's Department of Parking and Transportation offers lots of information to help people commute more sustainably, including information about the light rail, bicycling, ferries, walking, and more.

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

http://www.seattlecentral.edu/about/transportation-options.php

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

Yes

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

Seattle Central's Department of Parking and Transportation sponsors "Bike Everywhere Month," which promotes bicycling to work and other places of destination. In addition, this office coordinates presentations, workshops, and the like to promote bicycling.

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

http://www.seattlecentral.edu/about/transportation-options.php

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

No

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

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

Does the institution produce other sustainability outreach materials or publications not covered above?:

A brief description of these materials or publications:

The website URL for these materials or publications:

Additional documentation to support the submission:

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Yes

Name of the campaign:

Central Waste Audit

A brief description of the campaign, including how students and/or employees were engaged:

The Seattle Central Sustainability Council hosted a waste audit and invited faculty and students to participate. Several classes joined to help with the waste audit. The results of the waste audit were demonstrated in large poster format and showcased during Earth Week and other sustainability events.

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

It is hard to measure the impacts of the campaign, because we do not currently have accurate weights of our garbage and recycling in order to compare before and after resutls. However, anecdotally, there is more conversation and we are fielding more questions about proper waste sorting. Faculty and students are asking more questions. They are requesting help in their offices and classrooms.

The website URL where information about the campaign is available:

Name of the campaign (2nd campaign):

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

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

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

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

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

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

Employee Educators Program

Score	Responsible Party
0.00 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators 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 peer 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* credits.

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

Employee Orientation

Score	Responsible Party
0.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

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

Staff Professional Development

Score	Responsible Party
0.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

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

Part 2

Institution's regular (full-time and part-time) 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 may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- 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 and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

Public Engagement

Points Claimed 5.61

Points Available 18.00

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

Credit	Points
Community Partnerships	1.00 / 3.00
Inter-Campus Collaboration	2.50 / 3.00
Continuing Education	0.00 / 5.00
Community Service	0.11 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score	Responsible Party
1.00 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

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

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

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

Name of the institution’s formal community partnership to advance sustainability :

Seattle 2030 District

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's sustainability focus?:

The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):

Not Sure

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

Seattle Colleges, which Seattle Central College is a part of, is a member of the Seattle 2030 High Performance Building District. As members, the college has agreed to make progress on building environmental efficiency in the realms of energy, water, and transportation. To track progress on the target goals, the college shares information on energy and water use and transportation habits and initiatives.

http://www.2030districts.org/seattle

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

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

Which of the following best describes the partnership timeframe? (2nd partnership):

Which of the following best describes the partnership's sustainability focus? (2nd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

Name of the institution's formal community partnership to advance sustainability (3rd partnership):

Does the institution provide financial or material support for the partnership? (3rd partnership):

Which of the following best describes the partnership timeframe? (3rd partnership):

Which of the following best describes the partnership's sustainability focus? (3rd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

A brief description of the institution's other community partnerships to advance sustainability:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
2.50 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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 an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a 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 staff, faculty, 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; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:

Yes

The name of the national or international sustainability network(s):

AASHE

Is the institution an active member of a regional, state/provincial or local sustainability network?:

Yes

The name of the regional, state/provincial or local sustainability network(s):

Washington Higher Education Sustainability Coalition (WAHESC)

Has the institution presented at a sustainability conference during the previous year? :

Yes

A list or brief description of the conference(s) and presentation(s):

Seattle Central's Administrative Director of Facilities and Plant Operations presented at the Pacific Coast region of APPA, "Energy Smart Campus." This presentation focused on using big data analytics to achieve Energy Smart Campus Operations. Knowing the criteria to make informed decisions for choosing the right software solution and how to create a business case to justify the required investments to executive leadership are relatively new challenges. Existing buildings continue to use energy and this session discussed ways in which to gain support for capital intensive energy efficiency projects to reduce energy consumption and greenhouse gas emissions.

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :

No

A list or brief description of the awards program(s) and submission(s):

Has the institution had staff, students or faculty 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):

Central staff and students participate on WAHESC Committee conference calls.

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?:

Yes

A brief description of the mentoring relationship and activities:

Central submits independently from its other two campuses and has separate staff/students gathering and inputting data. All campuses plan time to evaluate one another's STARS submission and develop each program. Many benchmarks (e.g., GHG) are set by either the State or the Seattle Colleges district, so all campuses work together to create consistent data. The primary forum for check-ins occurs at a district sustainability meeting every quarter.

Has the institution had staff, faculty, 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?:

No

A brief description of the peer review activities:

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :

No

A brief description of other collaborative efforts around sustainability during the previous year:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
0.00 / 5.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

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

Community Service

Score	Responsible Party
0.11 / 5.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

17,055

Number of students engaged in community service (headcount):

315

Percentage of students engaged in community service:

1.85

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

Yes

Total number of student community service hours contributed during the most recent one-year period:

9,478

Number of annual community service hours contributed per student :

0.56

The website URL where information about the programs or initiatives is available:

http://www.seattlecentral.edu/service-learning/index.php

Does the institution include community service achievements on student transcripts?:

Yes

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):

No

A brief description of the institution's employee community service initiatives:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Student Development Transcript: students who've participated in any organization, club, activity or leadership board on campus can document their engagement by filling out a Student Development Transcript. It is similar to an academic transcript, but instead of grades, documents to what extent the student has been involved on campus, and for what time period.

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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, and/or
- 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, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty 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.

"---" *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?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:

The Seattle Central Office of Parking and Transportation, with student support, has been advocating with City of Seattle and King County for several years to improve the public transportation card for students. The Office of Parking and Transportation is committed to lowering the costs of public transportation for our students.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:

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, including the issues, legislation, and ordinances for or against which the institution has advocated:

On December 19, 2016, Seattle Central College President signed and joined a diverse group of Higher Education Institutions in a letter to the new Congressional delegation and incoming Presidential transition team. The letter begins by stating we, "recognize our academic and ethical responsibilities to current and future generations to take aggressive climate action; to reduce our sector’s carbon pollution, to support interdisciplinary climate education, and to continue research that expands our understanding of rapidly changing earth systems."

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, including the issues, legislation, and ordinances for or against which the institution has advocated:

The Seattle Central College President signed a letter to the new Trump administration in December 2016 asking that the federal government support the Paris Agreement, an international climate agreement.

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

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

Institution is not eligible for FLA or WRC membership.

Operations

Air & Climate

Points Claimed	4.83
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.

Credit	Points
Greenhouse Gas Emissions	4.83 / 10.00
Outdoor Air Quality	0.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
4.83 / 10.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.215 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

For this credit, the following carbon offsets may be counted:

- Third-party verified purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as "local offsets")
- Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
- Carbon storage from on-site composting

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :

Yes

Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	All
Commuting	Some
Purchased goods and services	None
Capital goods	None
Waste generated in operations	None
Fuel- and energy-related activities not included in Scope 1 or Scope 2	None
Other categories	None

A copy of the most recent GHG emissions inventory:

2016_GHGcalculator_Central.xlsx

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

Annual Greenhouse Gas Inventories are completed using the Washington State Department of Ecology Greenhouse Gas Calculator. It includes; 1) building energy use, 2) flee energy use, and 3) employee business travel and commuting

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

No

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

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	826.50 *Metric Tons of CO2 Equivalent*	334.40 *Metric Tons of CO2 Equivalent*
Gross Scope 1 GHG emissions from other sources	22.40 *Metric Tons of CO2 Equivalent*	68.20 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from purchased electricity	163.90 *Metric Tons of CO2 Equivalent*	159.10 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from other sources	778.10 *Metric Tons of CO2 Equivalent*	1,164.60 *Metric Tons of CO2 Equivalent*
Total	1,790.90 *Metric Tons of CO2 Equivalent*	1,726.30 *Metric Tons of CO2 Equivalent*

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

As a state agency, the Seattle Colleges (including Seattle Central College) are required to report annual greenhouse gas emissions in compliance with the State Agency Climate Leadership Act. This act, passed in 2008, established greenhouse gas baseline dates and greenhouse gas reduction targets for all state agencies (2005 baseline for Seattle Colleges).

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Net carbon offsets	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	1,790.90 *Metric Tons of CO2 Equivalent*	1,726.30 *Metric Tons of CO2 Equivalent*

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	4,686	5,761.20
Full-time equivalent of employees (staff + faculty)	942	826.30

Full-time equivalent of students enrolled exclusively in distance education	27	14.70
Weighted campus users	4,200.75	4,929.60

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	0.43 *Metric Tons of CO2 Equivalent*	0.35 *Metric Tons of CO2 Equivalent*

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline (0-100):

0

Gross floor area of building space, performance year:

1,002,039 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	17,380 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	42,052 *Square Feet*

EUI-adjusted floor area, performance year:

1,078,851 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:

0.00 *MtCO2e / GSF*

Scope 3 GHG emissions, performance year:

	Emissions

Business travel	295.70 *Metric Tons of CO2 Equivalent*
Commuting	911 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories	---

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

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

CO2e emissions were calculated using the Washington State Department of Ecology Greenhouse Gas Calculator.

http://www.ecy.wa.gov/climatechange/WAleadership.htm

report run by District Business Office includes all travel expenses paid by the institution (faculty, staff, and students). It does not include institution-related activities that were not paid for by the institution and were not included in business travel.

As a state agency, Seattle Colleges must complete a Commute Trip Reduction Employer Survey and report every other year. However, we do not currently include student commuter related emissions in our GHG report.

Outdoor Air Quality

Score	Responsible Party
0.00 / 1.00	

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Buildings

Points Claimed	2.88
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.

Credit	Points
Building Operations and Maintenance	1.00 / 5.00
Building Design and Construction	1.88 / 3.00

Building Operations and Maintenance

Score	Responsible Party
1.00 / 5.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space 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.

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

Total floor area of building space:

1,002,039 *Square Feet*

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area

LEED O+M Platinum or the highest achievable level under another GBC rating system	0 *Square Feet*
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 *Square Feet*
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 *Square Feet*
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 *Square Feet*
LEED O+M Certified or certified at minimum level under another GBC rating system	0 *Square Feet*

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:

0 *Square Feet*

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:

0

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

None

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):

0

A copy of the IAQ management policy or protocol:

The website URL where the IAQ policy/protocol may be found:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):

0

A copy or the green cleaning policy:

A brief description of how green cleaning is incorporated into cleaning contracts:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):

100

A brief description of the energy management or benchmarking program:

100 percent of Seattle Central floor area is included in the U.S. EPA Portfolio Manager. This Portfolio Manager data is shared with the Seattle 2030 District, which has energy and water conservation goals for existing buildings. In addition, Seattle Central shares its Portfolio Manager data with the City of Seattle under their Energy Benchmarking program. 87 percent of floor area is shared with the City of Seattle

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

100

A brief description of the water management or benchmarking program:

100 percent of Seattle Central floor area is included in the U.S. EPA Portfolio Manager. This Portfolio Manager data is shared with the Seattle 2030 District, which has energy and water conservation goals for existing buildings.

The website URL where information about the programs or initiatives is available:

http://www.2030districts.org/seattle/about

Additional documentation to support the submission:

Building Design and Construction

Score	Responsible Party
1.88 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

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

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

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :

35,000 *Square Feet*

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:

0 *Square Feet*

Floor area of newly constructed or renovated building space certified at each level under a rating system

for design and construction used by an Established Green Building Council (GBC) :

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 *Square Feet*
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	0 *Square Feet*
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 *Square Feet*
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	35,000 *Square Feet*
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 *Square Feet*

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):

0 *Square Feet*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

100

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

USGBC LEED - Wood Technology Center

Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:

A copy of the green building guidelines or policies :

The green building guidelines or policies:

RCW 39.35D.030
Standards for major facility projects—Annual reports.
(1) All major facility projects of public agencies receiving any funding in a state capital budget, or projects financed through a financing contract as defined in RCW 39.94.020, must be designed, constructed, and certified to at least the LEED silver standard. This subsection applies to major facility projects that have not entered the design phase prior to July 24, 2005, and to the extent appropriate LEED silver standards exist for that type of building or facility.
(2) All major facility projects of any entity other than a public agency or public school district receiving any funding in a state capital budget must be designed, constructed, and certified to at least the LEED silver standard. This subsection applies to major facility projects that have not entered the grant application process prior to July 24, 2005, and to the extent appropriate LEED silver standards exist for that type of building or facility.
(3)(a) Public agencies, under this section, shall monitor and document ongoing operating savings resulting from major facility projects designed, constructed, and certified as required under this section.
(b) Public agencies, under this section, shall report annually to the department on major facility projects and operating savings.
(4) The department shall consolidate the reports required in subsection (3) of this section into one report and report to the governor and legislature by September 1st of each even-numbered year beginning in 2006 and ending in 2016. In its report, the department shall also report on the implementation of this chapter, including reasons why the LEED standard was not used as required by RCW 39.35D.020(5)(b). The department shall make recommendations regarding the ongoing implementation of this chapter, including a discussion of incentives and disincentives related to implementing this chapter.
(5) For the purposes of determining compliance with the requirement for a project to be designed, constructed, and certified to at least the LEED silver standard, the department must credit one additional point for a project that uses wood products with a credible third-party sustainable forest certification or from forests regulated under chapter 76.09 RCW, the Washington forest practices act. For projects that qualify for this additional point, and for which an additional point would have resulted in formal certification under the LEED silver standard, the project must be deemed to meet the standard under this section.

Do the green building guidelines or policies cover the following?:

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes

Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	No

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

RCW 39.35D.030
Standards for major facility projects—Annual reports.
(1) All major facility projects of public agencies receiving any funding in a state capital budget, or projects financed through a financing contract as defined in RCW 39.94.020, must be designed, constructed, and certified to at least the LEED silver standard. This subsection applies to major facility projects that have not entered the design phase prior to July 24, 2005, and to the extent appropriate LEED silver standards exist for that type of building or facility.
(2) All major facility projects of any entity other than a public agency or public school district receiving any funding in a state capital budget must be designed, constructed, and certified to at least the LEED silver standard. This subsection applies to major facility projects that have not entered the grant application process prior to July 24, 2005, and to the extent appropriate LEED silver standards exist for that type of building or facility.
(3)(a) Public agencies, under this section, shall monitor and document ongoing operating savings resulting from major facility projects designed, constructed, and certified as required under this section.
(b) Public agencies, under this section, shall report annually to the department on major facility projects and operating savings.
(4) The department shall consolidate the reports required in subsection (3) of this section into one report and report to the governor and legislature by September 1st of each even-numbered year beginning in 2006 and ending in 2016. In its report, the department shall also report on the implementation of this chapter, including reasons why the LEED standard was not used as required by RCW 39.35D.020(5)(b). The department shall make recommendations regarding the ongoing implementation of this chapter, including a discussion of incentives and disincentives related to implementing this chapter.
(5) For the purposes of determining compliance with the requirement for a project to be designed, constructed, and certified to at least the LEED silver standard, the department must credit one additional point for a project that uses wood products with a credible third-party sustainable forest certification or from forests regulated under chapter 76.09 RCW, the Washington forest practices act. For projects that qualify for this additional point, and for which an additional point would have resulted in formal certification under the LEED silver standard, the project must be deemed to meet the standard under this section.

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

(1) All major facility projects of public agencies receiving any funding in a state capital budget, or projects financed through a financing contract as defined in RCW 39.94.020, must be designed, constructed, and certified to at least the LEED silver standard. This subsection applies to major facility projects that have not entered the design phase prior to July 24, 2005, and to the extent appropriate LEED silver standards exist for that type of building or facility
(3)(a) Public agencies, under this section, shall monitor and document ongoing operating savings resulting from major facility projects designed, constructed, and certified as required under this section.

The website URL where information about the programs or initiatives is available:

http://www.usgbc.org/resources/leed-reference-guide-green-building-design-and-construction

Additional documentation to support the submission:

Energy

Points Claimed 2.73

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.

Credit	Points
Building Energy Consumption	2.73 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
2.73 / 6.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

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

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius 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 (see *G. Standards and Terms*).

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	43,975 *MMBtu*	42,689 *MMBtu*
Electricity from on-site renewables	0 *MMBtu*	0 *MMBtu*
District steam/hot water (sourced from offsite)	13,140 *MMBtu*	19,668 *MMBtu*
Energy from all other sources (excluding transportation fuels)	15,492 *MMBtu*	6,267 *MMBtu*
Total	72,607 *MMBtu*	68,624 *MMBtu*

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

To stay consistent with our GHG inventories. As a state agency, the Seattle Colleges (including Seattle Central College) are required to report annual greenhouse gas emissions in compliance with the State Agency Climate Leadership Act. This act, passed in 2008, established greenhouse gas baseline dates and greenhouse gas reduction targets for all state agencies (2005 baseline for Seattle Colleges).

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	1,002,039 *Gross Square Feet*	932,662 *Gross Square Feet*

Source-site ratio for grid-purchased electricity:

3.14

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.07 *MMBtu / GSF*	0.07 *MMBtu / GSF*
Source energy	0.17 *MMBtu / GSF*	0.18 *MMBtu / GSF*

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):

3.84

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

	Degree days (see help icon above)
Heating degree days	3,828 *Degree-Days (°F)*

Cooling degree days	292 *Degree-Days (°F)*

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	17,380 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

EUI-adjusted floor area, performance year:

1,078,851 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:

16.34 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

We have photocell LED technology in the cafeteria area in the main building.
In Science and Math building, we have lighting sensor using Lumen technology. The parking garage has LED lighting for exit signs and for the bike locker area.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the

institution:

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This credit does not include energy use from our Maritime facility which uses a diesel generator to provide heat for classrooms on the boat.

Clean and Renewable Energy

Score	Responsible Party
0.00 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources on-site to generate energy other than electricity, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity

- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (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.

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

Food & Dining

Points Claimed	1.25
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.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	1.25 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.00 / 6.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

Third Party Verified. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

Local & Community Based. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the Real Food Standards, a product must meet the following criteria to qualify as Local & Community Based:

Single-Ingredient Products	A single-ingredient product must meet ALL of the following criteria: Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats. Size. Produce: Gross annual sales for individual farms must not exceed $5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed $50 million (US/Canadian). Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game).
Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.

Multi-Ingredient Products (e.g., baked goods)	Producing company must meet ALL of the following criteria: Ownership. Company must be a privately or cooperatively owned enterprise. Size. Company's gross annual sales must be less than or equal to $50 million (US/Canadian). Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. AND At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the Real Food Calculator.

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

Product description/type.

Label, brand or producer.

The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be ”Real Food A” or “Real Food B” may be counted as “third party verified… or Local & Community-Based” (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the STARS Food and Beverage Purchasing Inventory template to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution’s primary dining services contractor (e.g., Aramark, Bon Appe■tit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution’s dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution’s dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local & Community-Based category (as outlined above). Please note that products reported in the “other sustainability attributes” category are considered to be conventionally produced.

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

Data source(s) and notes about the submission:

The food services on campus include an espresso bar, a cafeteria, and the Seattle Culinary Academy (SCA). All three are included in the
scope of this report. The espresso bar and cafeteria only report 1% of food items as sustainable and this is the fair trade coffee that is
offered. More products may be sustainable, but they are not identified by the purchasing department and are not labeled as such for
students. The SCA has won many awards for its sustainable practices and it accounts for the lion's share of sustainable food purchases. It sources local farm foods when possible and strives for organic and other sustainable certifications when local purchases are not made, but we are not currently tracking sustainable food expenditures.

Sustainable Dining

Score	Responsible Party
1.25 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution’s dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

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 an on-site 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; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:

No

A brief description of the sustainable dining policy:

Does the institution or its primary dining services contractor source food from a campus garden or farm?:

No

A brief description of the program to source food from a campus garden or farm:

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/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 college hosts a Sunday, year round farmers market. It is run by the Neighborhood Farmers Market group and is located on the public sidewalks and entryways on Broadway Street on the Seattle Central campus. The farmers market has been on campus for 5 years and they recently signed a 1.5 year lease extension.

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?:

No

A brief description of the vegan dining program:

n/a

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:

No

A brief description of the low impact dining events:

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:

Yes

A brief description of the sustainability-themed meals:

The Seattle Culinary Academy hosted two Earth To Dinner events in late 2016 and early 2017. The dinners aimed to demonstrate sustainably conscious food and encourage conversation. "Now more than ever we need to keep Climate Change on the table! The purpose of this event is to do just that. We are looking forward to engaged discussion around the topic of climate change with a specific focus on food security. The evening will begin with a fabulous climate-aware dinner created by the students of Seattle Culinary Academy. During dinner, table topics will serve as prompts for engaged conversation. Following dinner, we will hear from several local individuals who are engaged locally in efforts, covering a wide range of strategies, but all designed as step-in-the-right-direction solutions to our warming world."

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:

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:

Yes

A brief description of the sustainability labeling and signage in dining halls:

The Seattle Culinary Academy labels their grass fed beef, locally sourced food, and other sustainability attributes about their food on their menu.

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:

Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

The Seattle Culinary Academy hosted two Earth To Dinner events in late 2016 and early 2017. The dinners aimed to demonstrate sustainably conscious food and encourage conversation. "Now more than ever we need to keep Climate Change on the table! The purpose of this event is to do just that. We are looking forward to engaged discussion around the topic of climate change with a specific focus on food security. The evening will begin with a fabulous climate-aware dinner created by the students of Seattle Culinary Academy. During dinner, table topics will serve as prompts for engaged conversation. Following dinner, we will hear from several local individuals who are engaged locally in efforts, covering a wide range of strategies, but all designed as step-in-the-right-direction solutions to our warming world"

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:

No

A brief description of the other sustainability-related dining initiatives:

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?:

No

A brief description of the food recovery competition or commitment program or food waste prevention system:

We don't currently participate in a formal competition or commitment, but all of our dining locations compost back of house. The Seattle Culinary Academy separates out vermicomposting appropriate materials for our Plant Science Lab vermicompost system.

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?:

No

A brief description of the trayless dining or modified menu/portion program:

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:

All food fit for consumption that is leftover on Fridays, but will not keep until Monday are donated to local food banks. Additionally, all dining locations donate food at the end of each quarter to local food banks.

Does the institution or its primary dining services contractor divert 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)?:

Yes

A brief description of the food materials diversion program:

Used cooking oil from all dining prep areas is collected and picked up by a third party to be recycled.

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 food preparation areas have compost collection bins that are serviced by a third party and taken to a industrial compost facility.

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:

All dining major dining areas have foo+compostables collection bins with signage. They are emptied by our custodial staff and then taken to a third party industrial compost facility

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:

The Seattle Culinary Academy uses china and reusable utensils 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:

All dining service ware is certified compostable as per City of Seattle ordinance. The compostable service ware is accepted by our third party industrial compost facility

Does the institution or its primary dining services contractor offer 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?:

No

A brief description of the reusable container discount or incentives program:

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:

No

A brief description of other dining services materials management initiatives:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Grounds

Points Claimed	0.00
Points Available	3.00

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.

Credit	Points
Landscape Management	0.00 / 2.00
Biodiversity	0.00 / 1.00 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) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study. Close

Landscape Management

Score	Responsible Party
0.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution’s grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Biodiversity

Score	Responsible Party
0.00 / 1.00	
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) Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study. Close	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

  And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Data source(s) and notes about the submission:

The campus is located in a hyper-urban area.

Purchasing

Points Claimed 4.71

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.

Credit	Points
Sustainable Procurement	2.00 / 3.00
Electronics Purchasing	1.00 / 1.00
Cleaning and Janitorial Purchasing	0.83 / 1.00
Office Paper Purchasing	0.88 / 1.00

Sustainable Procurement

Score	Responsible Party
2.00 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content 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 expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

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 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 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and 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
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	• A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	• Including sustainability objectives in contracts with on-site franchises. • Requiring that franchises pay a living wage to employees.
5) Garments and linens	• Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	• A stated preference for disadvantaged or community-based service providers. • A stated preference for B Corporations.
7) Transportation and fuels (e.g. 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.
8) Wood and paper	• A stated preference for post-consumer recycled, agricultural residue or third party certified content. • A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	• Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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.

"---" *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 commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

SeattleCollegesVendorGuide.pdf

The policies, guidelines or directives:

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:

Since 1975, the State of Washington has required that an Energy Life Cycle Cost Analysis (ELCCA) be performed during the design of all publicly owned or leased facilities, both new construction and major renovations, including all construction activities where public funds are used.

The ELCCA is a decision-making tool that compares the owning and operating costs for energy using systems: heating, cooling, lighting, building envelope, and domestic hot water. The analysis accounts for the initial cost of construction or renovating a facility, as well as the cost of owning and operating a facility over its useful life. These costs make up the total cost of ownership for a building.

https://des.wa.gov/services/facilities-leasing/energy-program/energy-life-cycle-cost-analysis

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

No

A brief description of the published sustainability criteria for chemically intensive products and services:

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

Yes

A brief description of the published sustainability criteria for construction and renovation products:

All new construction must be built to LEED Silver, so any new construction follows LEED standards, most notably, prerequisities that must be met to gain certification. Furthermore, Seattle Central currently purchases all KI furniture through WorkPointe. WorkPointe executes moving with E-crates, reusable stackable crates, so there is no waste in moves. KI has a

published commitment to sustainability,

http://www.ki.com/sustainability/environmental-stewardship/

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

No

A brief description of the published sustainability criteria for IT products and services:

Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

No

A brief description of the published sustainability criteria for food services:

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:

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

Yes

A brief description of the published sustainability criteria for professional services:

The Seattle Colleges have set guidelines for a Supplier Diversity Program. The Seattle Colleges are committed to supplier diversity by maintaining purchasing practices that promote and expand contracting opportunities for diverse suppliers, and is dedicated to fair and equal opportunities for all. The Purchasing Department strongly encourages the participation of minority-owned, women-owned, and veteran-owned businesses, socially and economically disadvantaged business enterprises, and small businesses in its purchasing and contracting activities. The participation may be through direct contracting or sub-contracting or a business partnership. The Washington State Office of Minority and Women's Business Enterprises (OMWBE) certifies firms that are a minority or women-owned business.

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:

Yes

A brief description of the published sustainability criteria for transportation and fuels:

Washington state agencies must consider purchasing low carbon fuel vehicles or converting vehicles to use low carbon fuels when financially comparable over the vehicle's useful life. Low carbon fuels include hydrogen, biomethane, electricity, or natural gas blends of at least 90%. State agencies must achieve an average fuel economy of 36 miles per gallon for passenger vehicle fleets in motor pools and leased conventional vehicles.State agencies must also purchase low carbon fuel vehicles or, when purchasing new conventional vehicles, achieve an average fuel economy of 40 miles per gallon (mpg) for light-duty passenger vehicles and 27 mpg for light-duty vans and sport utility vehicles. All state agencies must, to the extent practicable, use 100% biofuels or electricity to operate all publicly owned vehicles. Agencies may substitute natural gas or propane for electricity or biofuel if the Washington State Department of Commerce (Department) determines that electricity and biofuel are not reasonably available. In addition, effective June 1, 2018, all local government agencies must, to the extent practicable, use 100% biofuels or electricity to operate all publicly owned vehicles.

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:

Yes

A brief description of the published sustainability criteria for wood and paper products:

Washington State House Bill 2287 requires that, "state agencies to use on hundred percent recycled content paper"

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

WAstate_ELCCA2016GuidelinesFinal.pdf

Electronics Purchasing

Score	Responsible Party
1.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

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

693,987.09 *US/Canadian $*

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

	Expenditure Per Level
EPEAT Gold	685,702.81 *US/Canadian $*
EPEAT Silver	8,053.74 *US/Canadian $*
EPEAT Bronze	0 *US/Canadian $*

Percentage of expenditures on electronic products that are EPEAT Gold registered:

98.81

Do the figures reported above include leased equipment?:

No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

This includes all appropriate Dell purchases for one year (calendar year 2016)

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Seattle Colleges, of which Seattle Central is a part of, also purchases electronics from CDW-G. However, that data cannot be filtered by campus, because we only have one account with them. We cannot easily determine electronic CDW-G campus purchases.

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.83 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

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 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.

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

Total expenditures on cleaning products:

1 *US/Canadian $*

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):

0 *US/Canadian $*

Total expenditures on janitorial paper products:

52,675.56 *US/Canadian $*

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):

43,666.68 *US/Canadian $*

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

82.90

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Seattle Central recently switched to a local company for janitorial paper products that offers regionally manufactured paper products that are almost entirely Green Seal certified. This data represents from Jan. 1-June 30, 2017 and is a great sample for current janitorial paper product purchase behavior.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

We cannot easily calculate janitorial cleaning products at this time. We recently used several vendors for cleaning supplies, but are transitioning to one vendor who will hopefully be able to provide accurate data.

Office Paper Purchasing

Score	Responsible Party
0.88 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper :

52,097.43 *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	5,094.40 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	43,933.41 *US/Canadian $*

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

84.33

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

One year. Feb. 1, 2016 - Feb. 1, 2017

The website URL where information about the programs or initiatives is available:

http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/House%20Passed%20Legislature/2287-S.pl.pdf

Additional documentation to support the submission:

Transportation

Points Claimed	5.02
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.

Credit	Points
Campus Fleet	0.00 / 1.00
Student Commute Modal Split	1.70 / 2.00
Employee Commute Modal Split	1.32 / 2.00
Support for Sustainable Transportation	2.00 / 2.00

Campus Fleet

Score	Responsible Party
0.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric (including electric assist utility bicycles and tricycles)

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Student Commute Modal Split

Score	Responsible Party
1.70 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):

85.20

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

A student commute habit survey was conducted in fall 2016. Over 1,200 students completed the survey, approximately 14% of all students enrolled that quarter (includes full and part-time students). Approximately 48% of those enrolled were full-time students. Data above and below was calculated based on that survey.

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	14.80
Walk, bicycle, or use other non-motorized means	16.50
Vanpool or carpool	4.50

Take a campus shuttle or public transportation	63.90
Use a motorcycle, scooter or moped	0.30

The website URL where information about the programs or initiatives is available:

http://www.seattlecentral.edu/about/transportation-options.php

Additional documentation to support the submission:

Central_StudentSurveySummary_2016.12.01.xls

Employee Commute Modal Split

Score	Responsible Party
1.32 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

65.90

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

Every two years Seattle Central conducts an employee Commute Trip Reduction (CTR) survey for the Washington STate Department of Transportation. Most recent CTR for Seattle Central was 11/2/2015. Response rate was 70%.

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	34.10
Walk, bicycle, or use other non-motorized means	11.90
Vanpool or carpool	12.80

Take a campus shuttle or public transportation	40.30
Use a motorcycle, scooter or moped	0.40
Telecommute for 50 percent or more of their regular work hours	0.50

The website URL where information about the programs or initiatives is available:

https://intl.seattlecentral.edu/public-transportation-options.php

Additional documentation to support the submission:

2015_CTR_EmployerSurvey_Central.pdf

Support for Sustainable Transportation

Score	Responsible Party
2.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees,either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

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

Yes

A brief description of the facilities for bicycle commuters:

Parking areas for bicycles include: 1) Harvard Parking Garage, 2) Science and Math Building Garage, 3) Broadway Edison Building, 4) Mitchell Activities Center. There is a bicycle fix-it station located just inside the Mitchell Activity Center across from the registration desk. The college will provide a secure bike locker on a space available basis to employees who join the Employee Transportation Plan. Shower facilities for all bicyclists are available in the Mitchell Activity Center.

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bicycle parking rasks are available all around main campus buildings. Most of them are sheltered and located just few steps away from the classrooms and offices. We do not have any students who live on-site

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

Yes

A brief description of the bicycle and pedestrian plan or policy:

Seattle Central is a partner in the City's bicycle and pedestrian plan. Seattle Central promotes and enforces The City of Seattle and WA State transportation rules and guidelines when we can and where applicable.

http://www.seattle.gov/transportation/document-library/modal-plans/bicycle-master-plan

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

Yes

A brief description of the bicycle sharing program:

There are several bike sharing companies that currently operate in Seattle. All employees and students can participate in the bike share programs.

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

Yes

A brief description of the mass transit programs:

Qualifying Seattle Central employees and students who do not purchase a single-occupant-vehicle parking permit are eligible for a discount ORCA (One Regional Card for All) card. The ORCA Card is a regional, public transit pass which can be used by students and employees to ride regular Metro, Sound Transit, Pierce Transit, Kitsap Transit, Community Transit, and Everett Transit bus service anytime, anywhere all over King, Snohomish, Pierce, and Kitsap Counties. The pass is available to eligible students and employees at a subsidized rate and can be used for personal as well as college use. Public transportation includes: Link Light Rail system, Metro streetcars (the South Lake Union Trolley and the Broadway streetcar), the Sounder Train (Everett to Tacoma), some Amtrak Cascades trains between Seattle and Everett, the King County Water Taxis (West Seattle and Vashon routes) and the Kitsap Transit Foot Ferry (Port Orchard and Annapolis Routes). Also, King County Metro offers ORCA LIFT cards for those that qualify for the program. Employee ORCA CARDs cost $51 per quarter, plus $10 TMP quarterly fee. All students may purchase an ORCA Card at discounted rates. The Seattle Central cards (known as E–Purses) are pre–loaded with $200 of ORCA money for only $125, $75 off the regular rate. Students who use the Washington State Ferries as walk on passengers, bike riders or carpool passengers may be eligible to receive up to $60 in reimbursement per academic quarter. Employees who use the Washington State Ferries as walk on passengers, bike riders or carpool passengers may be eligible to receive up to $58 in reimbursement per month.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

Yes

A brief description of the guaranteed return trip program:

If you are a permanent employee, a member of the TMP and use alternate forms of transportation, the college can help in an emergency. The college will pay for a taxicab home or to a daycare address for up to 60 miles one way. This service is available up to two times per quarter. Alternate forms of transportation include public transportation, walking, biking, carpool passengers.

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Carpoolers are offered reserved carpool parking spaces, discounted ORCA card for carpool passengers only, and a much discounted parking pass rate. For vanpoolers, King County Metro offers a vanpool service. Seattle Central employees and students who vanpool are eligible to receive up to $58 in reimbursement per month.

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

Yes

A brief description of the car sharing program:

Another benefit to Transportation Management Plan permanent employees is access to the Zipcar car–sharing program. Non–driving employees can join the Seattle Central program and check out cars between the hours of 7:30 a.m.–5:30 p.m. Mondays through Fridays. The cars can be used for personal or business reasons for up to six hours per day.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

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

Yes

A brief description of the telecommuting program:

Seattle College District Policy
NUMBER: 447
TITLE: Telecommuting
Adopted Date: 10/13/2016

Seattle College District supports the concept of telecommuting and encourages the practice when it does not detract from the efficient and effective delivery of services to the colleges. College and/or District administration will be responsible for the approval of all telecommuting agreements. Requests to telecommute as a disability accommodation are handled separately through the disability accommodation process.

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

Yes

A brief description of the condensed work week option:

All employees have the ability to work with their supervisor to consider a condensed work week if it is appropriate for their position. Permission is granted on a case by case basis.

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

No

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

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:

Yes

A brief description of other strategies to reduce the impact of commuting:

All Seattle Central employees and students have access to Zimride, a ride sharing program to reduce the number of single occupancy trips.

https://zimride.com/seattlecolleges

The website URL where information about the programs or initiatives is available:

http://www.seattlecentral.edu/transportation/index.php

Additional documentation to support the submission:

Waste

Points Claimed 1.69

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.

Credit	Points
Waste Minimization and Diversion	0.00 / 8.00
Construction and Demolition Waste Diversion	0.69 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
0.00 / 8.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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, electronic, 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.

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

Construction and Demolition Waste Diversion

Score	Responsible Party
0.69 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered during the most recent year for which data is available within the previous three years:

97.03 *Tons*

Construction and demolition materials landfilled or incinerated during the most recent year for which data is available within the previous three years:

43 *Tons*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

69.29

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:

All new construction projects must be built to LEED Silver or better, so construction and demolition data is tracked as part of those projects.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards®and/or Responsible Recycling (R2) standards.

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

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

Yes

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

The EHS manager works with the various departments to consider waste handling before purchasing a product, to hopefully eliminate the acquisition of hazardous material altogether. Central has a Pollution Prevention Plan that is required by the WA State Department of Ecology for medium-quantity generators (MQG) that requires Central to identify hazardous materials on campus. The majority of hazardous waste that is generated at this point is old legacy stock that is appropriately being purged.

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

We have established waste streams for universal waste, scrap recycling, hazardous waste, and biomedical waste. Universal waste recycling includes fluorescent bulbs, batteries, and non-PCB ballasts. Those are contained per Department of Ecology guidelines in a specific area and picked up periodically by Total Reclaim/EcoLights. Hazardous waste is our highest volume stream. This is generated by several departments. There is a central waste collection area in BE and satellite areas in SAM and FA. These areas are maintained per Department of Ecology guidelines for medium-quantity generators (MQG). Clean

Harbors picks up our waste on a quarterly basis. This includes “non-regulated chemical waste.” The state of Washington has two specific toxic waste codes – WT01 and WT02. It’s generally a catch-all for items that don’t designate as hazardous waste per the other WAC/EPA guidelines (toxic, corrosive, flammable, reactive) but that shouldn’t become general bulk waste. Biomedical waste in our case is just sharps (discarded needles, lancets, scalpel and utility knife blades, etc.). That is maintained in a central location in BE and picked up by Stericycle about twice a year. This is our smallest waste stream.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

In September of 2016, the Seattle Central EHS manager was notified by the Plant Science Lab staff (Greenhouse) that someone had spilled motor oil into the garden area from the parking garage. It appeared someone stood in the NW stairs of the garage and just threw/dumped the approximately 2 quarts of oil onto the adjacent portion of the garden. We removed the impacted soil and dry cleaned the shrubbery (and removed some) as best we could – there was some in a high portion of a tree on the leaves that was difficult to access. I called Ecology to report the spill release and talked to their Spill Response Team. They deemed our handling of the situation sufficient and accepted our report without further investigation.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

All of the labs are required to keep an up-to-date chemical inventory. I also direct them to only purchase what they will use in the relatively immediate future. I strongly discourage bulk purchasing of any chemicals. There is cooperation between the different disciplines to share chemicals that they all use instead of them each purchasing stock. There has been some movement of chemical stocks between the colleges in the district with the migration of offered classes, closing of programs, etc. I’m also working with our lab staff to generate more stringent controls and use of particularly hazardous substances and look for less hazardous alternatives, smaller volume experiments, etc. to reduce chemicals/their waste overall.

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:

All college/state owned computers are recycled by the IT Department through InterConnection, a 501(c)3 non-profit that refurbishes and ships computers and laptops worldwide. Additionally, small donation boxes are located on campus that also go to InterConnection for recycling and reuse.

Is the institution’s electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Water

Points Claimed 3.91

Points Available 7.00

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.

<table>
<tr><th>Credit</th><th>Points</th></tr>
<tr><td>Water Use</td><td>1.91 / 5.00

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 this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

<table><tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr><tr><td>Low and Low to Medium Risk</td><td>1■</td><td>4</td></tr><tr><td>Medium to High Risk</td><td>1■</td><td>5</td></tr><tr><td>High and Extremely High Risk</td><td>2</td><td>6</td></tr></table>
Close</td></tr>
<tr><td>Rainwater Management</td><td>2.00 / 2.00</td></tr>
</table>

Score

1.91 / 5.00

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

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 this credit are determined by the level of ”Physical Risk QUANTITY” for the institution’s main campus,, as indicated by the World Resources Institute’s Aqueduct Water Risk Atlas and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

Close

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:

Medium to High

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	11,299,325.46 *Gallons*	12,295,730.72 *Gallons*

Potable water use:

	Performance Year	Baseline Year
Potable water use	11,299,325.46 *Gallons*	12,295,730.72 *Gallons*

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

	Start Date	End Date
Performance Year	Jan. 1, 2015	Dec. 31, 2015
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the water use baseline was adopted:

2005 serves as our the district of Seattle Colleges greenhouse gas inventory baseline, so we want as many sustainability indicators as possible to have a 2005 baseline (data dependent)

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0

Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	5,202.80	4,478.56
Full-time equivalent of employees (staff + faculty)	942	838.78
Full-time equivalent of students enrolled exclusively in distance education	65.62	19.92
Weighted campus users	4,559.39	3,973.07

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	2,478.26 *Gallons*	3,094.77 *Gallons*

Percentage reduction in potable water use per weighted campus user from baseline (0-100):

19.92

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	1,002,039 *Gross Square Feet*	932,662 *Gross Square Feet*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	11.28 *Gallons / GSF*	13.18 *Gallons / GSF*

Percentage reduction in potable water use per unit of floor area from baseline (0-100):

14.47

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

No

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	---	---

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	---	---

Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's water recovery and reuse initiatives:

n/a

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

Specifically in regards to water conservation, Seattle Central has taken several steps to act on that statement. Replacement of standard plumbing fixtures with low flow faucets, toilets, and urinals. We also recently installed glycol in our heating and cooling loops so that we no longer drain those systems in the winter time (sending water down the drain) and requiring those loops to be refilled again in the spring time. That saves approximately 10K gallons each cycle.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

2015 is the most recent data available for water

Rainwater Management

Score	Responsible Party
2.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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. state/provincial government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

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:

Seattle Central College adheres to the City of Seattle's Stormwater Management Plan and the stringent regulations it sets forth:
"Storm-water Management Plan (SWMP)
The City of Seattle SWMP will address the following permit requirements:
• Protect water quality
• Reduce the discharge of pollutants to the “maximum extent practicable”
• Satisfy appropriate requirements of the Clean Water Act
• Meet state requirements to use all known, available, and reasonable methods to prevent and control pollution to waters of the state.

The Stormwater, Grading and Drainage Control Code (SMC 22.800-22.808) and associated Directors’ Rules are being revised to account for advances in urban stormwater runoff management practices. Changes and updates to the code are being made to make it equivalent to the 2005 Washington Department of Ecology’s Stormwater Management Manual for Western Washington. This is a requirement for compliance with the Municipal Stormwater NPDES Permit, which was issued January 17, 2007. Visit the Department of Planning and Development's website to learn more about the code revisions."

The Wood Technology Center is certified LEED silver. Some green infrastructure was included in that project, including bioswales surrounding the parking lot to collect and
slow-down runoff.

A copy of the institution’s rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, guidelines and/or practices that supports the responses above:

City of Seattle Storm water management:

http://www.seattle.gov/util/Documents/Plans/StormwaterManagementPlan/index.htm

USGBC rainwater management credit:

https://www.usgbc.org/credits/new-construction-core-and-shell-schools-new-construction-retail-n

ew-construction-hospitali-5

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed	5.75
Points Available	8.00

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.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.25 / 4.00
Participatory Governance	1.50 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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.

"---" *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:

We the Students, Faculty, and Staff of Seattle Central College, to further social, economic and environmental sustainability, which will in turn promote educational excellence in a multicultural urban environment, foster the enrichment of our internal community, increase community engagement and support for the college, and develop and sustain facilities that support a learning and working environment, do ordain and establish the Seattle Central College Sustainability Council (Council).

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Current members include; 1) Julia Buchans, Co-chair, Program Specialist 2, 2) Leila Blair, Co-chair, student, 3) Alexis Fein, Administrative Assistant III, 4) Helen Ganahl, student, 5) Rebecca Tesdell, faculty, full-time faculty, Basic and Traditional Studies, 6) Krystal Nash, Environmental Health and Safety Manager, 7) Keely Hasim, student, 8) Adam Maurer, District Sustainability Coordinator

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Seattle Central College is part of the Seattle Colleges district. Seattle Colleges has an Office of Sustainability. The Sustainability Coordinator in the Office of Sustainability serves as the lead coordinator for the implementation of a district-wide sustainability plan and continual resource conservation efforts.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Adam Maurer

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Seattle Central Sustainability Council is made up of students, faculty, and staff. This council, on behalf of the college community, shall advise the President on sustainability matters vital to the mission and goals of Seattle Central. Furthermore, Seattle Central is part of the Seattle Colleges district. Seattle Colleges has a Sustainability Coordinator who serves as the lead coordinator for the implementation of a district-wide sustainability plan and continual resource conservation efforts. Over the past three years, the Council and District Sustainability Coordinator have hosted Earth Week events, installed new waste disposal containers and signage, conducted a waste audit, conducted an assessment of the curriculum for sustainability, hosted waste trainings for custodial staff, hosted field trips to local sustainability buildings, features, etc. and became a council recognized by the administration, with an executive sponsor for administrative support.

Job title of the sustainability officer position:

District Sustainability Coordinator

Job description for the sustainability officer position:

DistrictSustainabilityCoordinator_JobDesc_2017.pdf

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Central campus is part of the Seattle Colleges district. We also have a District Sustainability Committee. Several Seattle Central faculty and staff are members of the District Sustainability Committee and bring relevant campus level issues to the this committee, as well as relaying important committee work and decisions to relevant staff on the Central campus.

Sustainability Planning

Score	Responsible Party
3.25 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The most recently formally adopted strategic plan of 2011-2016 addresses sustainability in Goal 2: Create a quality, integrated, sustainable and productive educational environment. Objective D of Goal 2 reads, "Promote a culturally diverse campus where all members model civility and tolerance."

Furthermore, the Seattle Central College Strategic Plan 2016-2020 was contingently approved in fall 2016 (Board of Trustees is awaiting the Seattle Colleges district strategic plan before granting full approval of campus strategic plans). Central's 2016-2020 plan addresses sustainability by aiming to; 1) "[a]ddress institutional racism and achieve equity and inclusion. Goals to achieve this are; a) create an educational environment that is framed by diversity, equity, and inclusion, b) recruit and retain students and employees who reflect the rich diversity in the community that Seattle Central serves, 2) [b]uild a sense of shared community across college programs and locations. Goals to achieve this are; a) provide learning environments that are safe, welcoming, functional, and sustainable, b) deepen partnerships to expand access to educational opportunities, and c) engage students and employees at all levels and at all locations in developing the organization, programs, and resources.

A copy of the strategic plan:

Central_StrategicPlan_2011-2016.pdf

The website URL where the strategic plan is publicly available:

Does the institution have a published sustainability plan (apart from what is reported above)? :

Yes

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

http://sustainability.seattlecolleges.edu/

Does the institution have a published climate action plan (apart from what is reported above)? :

Yes

A copy of the climate action plan:

SCCD GHG Strategy June 30, 2011, Revised Oct 2013.pdf

The website URL where the climate action plan is publicly available:

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

Yes

A list of other published plans that address sustainability, including public website URLs (if available):

1) The Seattle Central Community College Compiled Major Institution Master Plan completed and approved by the City of Seattle in October 2002. This is the most recent master plan for the college. 2) Seattle Central College Transportation Management Plan for Employees 2016-2017 to comply with Washington State's Commute Trip Reduction (CTR) law

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

District Sustainability Plan: Goal 1: Identify sustainability related and focused course in course catalogs and listing(s) Goal 2: Increase number of sustainability focused courses 20% by 2020 compared to 2013 baseline Goal 3: All sustainability projects have a student learning component

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

No

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

District Sustainability Plan: Goal 1: Maintain an active college-level Sustainability Committee to help enact the District Sustainability Plan, Goal 2: Include a sustainability component into new student and new staff orientation, Goal 3: Produce regular sustainability communications to the campus at large

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

No

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

District Sustainability Plan: Goal 1: Surpass greenhouse gas reduction targets provided by the State Agency Climate Leadership Act (i.e. 20% reduction by 2020 from 2005 baseline, 36% reduction by 2035 from 2005 baseline, 57.5% reduction by 2050 from 2005 baseline), Goal 2: All new buildings will be constructed to at least a LEED Silver standard, Goal 3: Meet Seattle 2030 District resource conservation targets (i.e. a minimum of 20% reduction in energy below the National median by 2020 with incremental targets, reaching a 50% reduction by 2030, a minimum of 20% reduction in CO2e of automobiles and freight below the current District average by 2020 with incremental targets, reaching 50% reduction by 2030.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

District Sustainability Plan: Goal 2: All new buildings will be constructed to at least a LEED Silver standard

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

District Sustainability Plan: Goal 3: Meet Seattle 2030 District resource conservation targets (i.e. a minimum of 20% reduction in energy below the National median by 2020 with incremental targets, reaching a 50% reduction by 2030

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

The Seattle Central Community College Compiled Major Institution Master Plan: The intent of campus landscaping is to soften the built environment and not create any safety/security or mainentance concerns. In addition to the major landscaped open space noted below (item 5), landscaping is proposed to complement building development in the form of street trees and planting in plaza and pedestrian circulation spaces. Item 5: The minimum amount of landscaped open space on the SCCC campus will be 11% of the total campus land area of the approved MIO District. The open space is concentrated at the existing park-like area as the Broadway Performance Hall

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

District Sustainability Plan: Goal 6: Develop a District Purchasing Policy to purchase, when available, GreenSeal or EcoLogo brand products and EPEAT Silver or higher certified electronics

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Seattle Central College Transportation Management Plan for employees: In 1991 the Washington State Legislature passed the Commute Trip Reduction (CTR) Law requiring the City of Seattle to adopt a plan to reduce employer based drive-alone trips. Consistent with the state's requirements, the City of Seattle adopted and maintains a commute trip reduction plan

requiring large employers (including Seattle Central College) to develop, implement and promote programs that help employees choose travel options that reduce the number of drive-alone trips made to their worksite.
Seattle Central College must; 1) appoint an employee transportation coordinator (ETC), 2) prominently post the ETC's name, location, and phone number for employees, 3) distribute information at least once a year to employees regarding alternatives to single-occupant-vehicle commuting, 4) implement a set of measures designed to achieve Commute Trip Reduction goals.One goal being to have an annual drive alone rate at or below 44% for employees

District Sustainability Plan: Goal 4: a minimum of 20% reduction in CO2e from auto and freight below the current District average by 2020 with incremental targets, reaching 50% reduction by 2030

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

District Sustainability Plan: Goal 3: Compared to 2015, reduce landfill waste 50% by weight by 2030

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

Yes

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

District Sustainability Plan: Goal: Manage stormwater peak discharge and potable water use within the District by 50% below the District baseline by 2030, with incremental targets of 20% by 2020, 35% by 2025, reaching 50% by 2030

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

The most recently formally adopted strategic plan of 2011-2016 addresses Diversity & Affordability in Goal 2, Objective D. "Promote a culturally diverse campus where all members model civility and tolerance."

Furthermore, the Seattle Central College preliminary Strategic Plan 2016-2020 (still to be approved by the Board of Trustees) 1) Create and implement a diversity, equity, and inclusion plan that provides direction for priorities and strategies, 2) deliver diverse educational resources and services focused on equity and inclusion, 3) promote culturally responsive pedagogy and services by increasing opportunities for professional development in these areas, 4) reinforce a culture that supports anti-bias, anti-racist curriculum and pedagogy 5) reach out to underrepresented student populations in order to recruit, retain,

and support these students through the educational process, 6) standardize an anti-racist, anti-bias search and hiring process to build a diverse workforce, 7) encourage the development of an inclusive working environment in order to support and retain employees

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

Yes

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

District Sustainability Plan, Goal 5: Establish a Sustainability Fund that will direct 25% of all utility savings to future resource conservation activities.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

Yes

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

The most recently formally adopted strategic plan of 2011-2016 addresses well-being and work in Goal 2, Objective C. "Recruit and retain excellent faculty and staff, and allocate resources for professional development that results in institutional improvement.

The Seattle Central College preliminary Strategic Plan 2016-2020 (still to be approved by the Seattle Colleges Board of Trustees): 1) standardize an anti-racist, anti-bias search and hiring process to build a diverse workforce, 2) encourage the development of an inclusive working environment in order to support and retain employees

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

Seattle Central College Strategic Plan 2016-2020 was contingently approved in fall 2016 (Board of Trustees is awaiting the Seattle Colleges district strategic plan before granting full approval of campus strategic plans). The 2016-2020 plan addresses other areas of sustainability, like, 1) define, practice, and support opportunities for students and employees to participate in college governance, 2) increase student participation in student leadership and college activities

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of

Trustees)? :

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	---

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

On December 19, 2016, Seattle Central College and a diverse group of Higher Education Institutions and Second Nature released a letter they collaboratively developed. This letter was sent to the new Congressional delegation and incoming Presidential transition team on January 17, 2017, and urges them to accelerate progress towards a clean energy future. The Higher Education sector is aligning with business leaders in calling on elected officials to support participation in the Paris Agreement, climate research, and investment in the low carbon economy.

The website URL where information about the programs or initiatives is available:

http://sustainability.seattlecolleges.edu/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Seattle Central College is part of the Seattle Colleges district. The Board of Trustees sit at the district level, with each campus having their own President's Cabinets and other similar decision-making bodies. Seattle Colleges is currently completing the strategic planning process. Seattle Central's 2016-2020 strategic plan was contingently approved by the Board of Trustees in fall 2016, but the district strategic plan must be complete before Central's strategic plan is formally adopted. Thus, the most recent formally adopted strategic plan for Seattle Central is 2011-2016.

Participatory Governance

Score	Responsible Party
1.50 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

  And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

  And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit 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).

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

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

No

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The Associated Student Council (ASC) is the official student government of Seattle Central. It represents student interests to the college administration. The ASC leads the organization of a broad range of student committees that address issues and concerns and promote services that enhance the student experience at Seattle Central.

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

All of the employee 'classes' have representation on the College Council. The College Council is a participatory body that advises the President and President's Cabinet on important issues, including providing vital input to the annual budget process. It strives to be representative of the entire campus community, with membership that includes faculty, staff, students, and administrators, who engage their respective constituencies to provide opportunities to contribute to policy formation, resource allocation, and other significant issues and processes.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

No

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

There is more than one body or mechanism for faculty to be engaged in governance, 1) the faculty union, AFT Seattle Community Colleges Local 1789 represents the faculty through the collective bargaining agreement, and through college-based faculty senates, which are branches of the union in our district. 2) The College Council has representatives from various constituencies, including faculty, 3) The college is also establishing a new District Faculty Shared Governance Committee soon.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

Yes

A copy of the written policies and procedures:

SAC_Bylaws2009.pdf

The policies and procedures:

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The governing body used here is our President's Cabinet, but South Seattle College is part of the Seattle Colleges district, which has a Board of Trustees as well. Faculty, staff, and students have ex officio standing on the board via appointed members. The Executive of Administration of the Student Council represents students. The president of AFT Seattle represents the faculty. The Seattle College District is governed by a five-member Board of Trustees appointed by the Washington State Governor and approved by the State Senate for sequential five-year terms. The primary responsibility of the Board of Trustees is to meet the changing educational needs of the community while reflecting the community's values in fulfilling the college mission.

Diversity & Affordability

Points Claimed	7.15
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.

Credit	Points
Diversity and Equity Coordination	1.33 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	2.82 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.33 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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 trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

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:

The Office for Diversity, Equity and Inclusion (ODEI) provides strategic leadership and administrative responsibility for researching, developing, implementing and maintaining a range of successful practices for supporting a campus culture that values equity, diversity and inclusiveness. This office leads the work of assessing the effectiveness of institutional diversity and equity goals and outreach efforts, and is expected to lead Seattle Central College to measurable improvements in educational and organizational climate and the recruitment/retention of a diverse workforce and student body.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

Student Leadership's Global Engagement Team (GET) and International Education Programs recently created a new program for students, faculty, and staff to help increase their global understanding of cultures around the world. The Global Competency Certificate program comprises two 10-week modules that focus on the ability to understand, learn from, and work with people from diverse backgrounds and cultures. The first module includes 1) taking the Intercultural Development Inventory (IDI) to establish a baseline of global competency, 2) participate in internationally-focused activities, including visits to museums and cultural events, globally-focused events at Seattle Central, meals at enthic restaurants, or movies with a cross-cultural theme, and 2) meeting regularly with one or more program participants for reflection and discussion to expand global awareness and understanding.

Multicultural Services office sponsored, co-sponsored, and facilitated over 20 events comprised of workshops, guest speakers, community events and partnership events with other institutions that served over 700 students. Some of the 2016-17 events and activities were: New Student of Color Meet and Greet Events (African American/Black, Latinx, and Asian/Asian American), University of Washington Office of Minority Affairs & Diversity Informational Transfer event, GSBA/Pride Foundation Scholarship Workshop, Scholarship and Personal Statement Writing workshops (7 workshops), 27th Annual Students of Color Conference, Susan Quimpo – Women Across the DMZ (guest speaker), Day of Remembrance, University Prep Social Justice Day presentation at Seattle Central, Kognito LGBTQ Awareness Training, Dr. Kent Wong – Dreams Deported (guest speaker), Microaggressions Workshop (partnership with TRiO), Stop the Hate: Identifying & Responding to Bias and Hate Trainings (2 trainings), MLK Day Celebration viewing at Seattle Central, Between the World and Me – facilitated dialogue around privilege, Olympic College Diversity Conference, Stop the Hate/Kognito training for Public Safety personnel.

The Office for Diversity, Equity and Inclusion (ODEI) provides various trainings and activities. Some examples include the Seattle Race Conference (off-campus, team professional development), Winona LaDuke lecture, #blacklivesmatter lecture, Annual Day of Remembrance honoring the experiences of Americans of Japanese descent during WWII, Reframing the Search and Hiring Process for Equity and Diversity, An Overview of Title IX (large group, on-campus professional development), National Conference of Race and Ethnicity (NCORE [off-campus, team professional development], Faculty of Color Mentorship Program (off-campus, team professional development), and many more.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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:

1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;

2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or

3) 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.

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

Support for Underrepresented Groups

Score	Responsible Party
3.00 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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, staff and/or faculty from underrepresented groups.

4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5) Programs that specifically aim to support and prepare students from underrepresented groups for 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 faculty members.
- Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Seattle Central College does not discriminate on the basis of race, color, national origin, ethnicity, religion, disability, sex, pregnancy, sexual orientation, gender identity or expression, veteran status, or age in its programs and activities.

http://www.seattlecentral.edu/policy/nondisc.php

Does the institution have 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?:

Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

The Seattle College District recognizes its responsibility, described in Policy 419, for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent all manners of discrimination. To this end, the Seattle College District has enacted Policy and Procedure 419, Discrimination and Harassment, prohibiting discrimination against and/or harassment of any employee, student, applicant or visitor, and legally defined members of a protected class. Any individual found to be in violation of Policy 419 will be subject to disciplinary action up to and including dismissal from the College or from employment.

Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination or harassment should report the incident or incidents to the College's, or District's Title IX / EEO Coordinator identified below. All District employees (faculty, staff, student employees and administrators) are designated as "responsible employees" and must report actual or suspected discrimination or harassment immediately, subject to limited exceptions for employees who are statutorily barred from reporting. All details of the reports they receive must be shared promptly. If the complaint is against that Coordinator, the complainant should report the matter to the president's, or Chancellor's office for referral to an alternate designee.

http://seattlecolleges.edu/district/policies/policies.aspx?policyID=pro419

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

POLICY

The Seattle Colleges are committed to recruiting faculty, staff, and students who reflect the cultural diversity of the Puget

Sound Region and who will support its values of teaching, learning, students, diversity, and partnerships.

http://seattlecolleges.edu/HR/

STUDENTS
The College Success Program recruits and guides students who have been in a foster care program on a successful college journey with services designed especially for them. Additionally, the outreach office receives Perkins funds that must be spent on recruiting students from underrepresented groups. Outreach staff and individual college programs target underrepresented groups through various fairs, festivals, and organizations that they have developed relationships with. These include, but are not limited to, drug treatment centers, homeless youth shelters, PRIDE fest, veterans events, and others.

FACULTY/STAFF
Seattle Colleges posts all positions to HigherEdJobs, and at the request of the search committee, will post to Diversity Jobs, use Search Advocates, and other specific job sites to help recruit talent we may not find otherwise. Job pools are often recast if a pool is not diverse.

For the 2016-17 academic year, the Seattle Central Office for Diversity, Equity and Inclusion has been leading an initiative to reframe faculty/staff search, screening and hiring processes from an equity and diversity framework. Integrating elements from the Diversity and Equity in Hiring and Professional Development (DEHPD) group, Search Advocate Model (University of Oregon, Corvallis) best practices, the mandate of the AFT Seattle 1789-Seattle Colleges District MOU to racially diversify the faculty and staff base and data drawn from state-wide and institutional documents, the ODEI scheduled one to four hour professional developments sessions for college employees to support learning around needs assessment in job descriptions, cognitive errors at different stages in the hiring process, introduction to the Search Advocate Model, multicultural organizational development interviewing techniques, and the role and responsibility of search committee members from an equity and inclusive lens.

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution’s programs to support students, staff and/or faculty from underrepresented groups:

STUDENTS
There are several programs, 1) Mathematics, Engineering, Science Achievement (MESA)- helps educationally disadvantaged students at Seattle Central College to become engineers, scientists and other math-based professionals urgently needed by industry. MESA offers academic and professional support services to qualifying students studying science, technology, engineering, and math (STEM) who plan to transfer to 4-year universities to pursue a STEM degree. 2) TRiO Student Support Services, formerly Student Academic Assistance (SAA), assists with the personal, academic and professional growth of first-generation college students, low-income college students and college students with disabilities. The program helps underserved students complete an associate degree and/or successfully transfer to a 4-year college program. 3) the Dreamers Taskforce is committed to ensuring that our campus is a safe and welcoming environment for all of our students, including those who may still be working their way through the complex process of citizenship. 4) The Asian American Native American Pacific Islander Center (AANAPISIS) supports student retention and success, with special focus on Asian American and Pacific Islander students.

FACULTY/STAFF
SCC has the Office for Diversity, Equity and Inclusion, which serves all faculty/staff with support, information about a variety of services and resources, and referrals. Furthermore, Seattle Colleges created a Leadership Development Program in fall 2017 to increase leaders on campuses, provide leadership development, and continue to educate administration, faculty, and staff, regardless of their formal job title or position of authority.

Seattle Central College Office for Diversity, Equity and Inclusion has been engaged in the following work:

Direct support for faculty/staff from underserved groups:
1. Employee Affinity Groups:
- Women of Color Affinity Group (Central campus)
- Asian Pacific Islander Affinity Group (District wide)

2. Cross Institution Faculty of Color Mentorship Program
+ (2016-17) 10 Seattle Central faculty of color participated
+ (2017-18) 9 Seattle Central faculty of color participating

3. Social Justice Leadership Institute, Bellevue College
+ (2014-15) 1 Seattle Central employee of color attended
+ (2016-17) 2 Seattle Central employees of color representing Student Services and Instruction attended
+ (2017-18) 2 Seattle Central employees of color representing Student Services and Instruction attending

Campus Climate Professional Development for all faculty and staff:
- Kognito LGBTQI online training: 2015-16 & 2016-17
- Trainings to support Undocumented Students – COSI and college communitypresentations; individual trainings for a number of instructional divisions and their faculty
- UndocuAlly training presented by the University of Washington
- Advancing Equity and Inclusion in the Hiring Processes – Office for DEI conducting 1.5-2 hr professional development orientations/trainings to screening committees for faculty, staff and administrative positions
- Search Advocate Training – 13 Seattle Central/SVI faculty, staff and administrators participated in two-day training; 10 participated in follow up meetings

2015-16 Trainings on:
+ Search Advocate and Diversity and Equity in Hiring and Professional Development (DEHPD) Elements in the Hiring process training
+Cognitive Errors
+Multicultural Competency Interviewing Rubric for Administrative positions

2016-17 Trainings on:
+ Stop the Hate
+ Implicit Bias
+ Microaggressions
+ White Privilege (FQ & SQ)
+ Supporting Undocumented students

2017-18 Trainings on:
+ Stop the Hate
+ Free Speech Webinair
+ Supporting Undocumented students
+ Know Your Rights – BSU; ACLU

Day of Remembrance Commemoration of signing of EO 9066 that incarcerated 120,000 Japanese and Japanese Americans during WWII – annual presentations since 2011

Development of syllabi language suggestions to support campus climate

Taskforce/Advisory Groups:
- LGBTQI taskforce – comprised of faculty and staff; advancing campus knowledge, skills development around LGBQI issues, concerns to support the larger college community
- Dreamer taskforce – comprised of faculty, staff and students – support undocumented students access to Seattle Central educational services; supports student success
- Bias Incident Response Protocol taskforce – developing a bias incident protocol for college community members to report bias incidents and for the institution to respond to such incidents that fall us this purview

Community Conversations: Engaging individuals from different racial, ethnic, cultural communities who are representative of different community and professional spheres, i.e., activists, non-profits, business, media, local government agencies, etc.
- 2016-17 Community Conversations with Muslim, Latinx, LGBTQI, African American, SE Asian communities
- 2017-18 March 2018 meeting with Native American/Native Alaskan/Indigenous Peoples

Trainings for college leadership teams that have focused on:
- Integrating the Racial Equity Tool in decision making
- Assessing efficacy of individual and group working relationships with the Intercultural Development Inventory (IDI) tool

Supporting teams of faculty and staff to attend the following conferences:
- Citizen's University Conference (2016 & 2017)
- National Conference on Race and Ethnicity (2016 & 2017; 2018
- WA State Faculty and Staff of Color Conference (2017)

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?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Seattle Central Community College actively participates in the University of Washington's Graduate Opportunities and Minority Achievement Project. Administrators and faculty from Seattle Central assist with panels and workshops that focus on students from underrepresented groups wanting to learn more about going into a teaching or education administrator role. From the programs website:

"As a unit of the UW Graduate School, the Graduate Opportunities and Minority Achievement Program (GO-MAP) is committed to serving the needs of students of color and students from other underrepresented groups, while simultaneously fostering an educational and social environment in which all students can learn and develop through experiences rich in cultural, ethnic, and racial diversity. GO-MAP's three main areas of focus are:

Outreach, recruitment, and retention
Enhancing scholarship and research
Building community, on and off campus
The Graduate Opportunities and Minority Achievement Program, or GO-MAP, has been an integral part of the University of Washington for over 40 years, taking very seriously our efforts to establish and maintain campus, local, national, and international networks for students in our program. Members of our staff work closely with faculty, staff, and graduate students currently on campus to enhance academic and funding opportunities and to encourage scholarship and research that explores and supports cultural diversity."

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Office of Diversity, Equity, and Inclusion and Student Services are currently working on establishing a Bias Incident Response Team and protocol.

https://intl.seattlecentral.edu/index.php

http://seattlecentral.edu/multicultural/index.php

Affordability and Access

Score	Responsible Party
2.82 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

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

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

13th Year Promise Scholarship increases access to higher education for our community's students, particularly those from underrepresented groups (e.g. students of color, low-income students, and first-generation college students). The scholarship is open to all graduates from participating high schools, regardless of GPA, income or other factors. All participating students are guaranteed to have one year of in-state tuition covered through a combination of need-based financial aid and scholarship funds. Once enrolled as full-time students, participants can pursue the program that best fits their interests, including academic transfer degrees to prepare for transfer to a four-year college or university, and professional/technical career training for a fast-track into the workforce.

The primary purpose of the TRiO programs is to prepare students from disadvantaged backgrounds to successfully enter, persist, and complete a postsecondary education. In general, these programs identify low-income, first-generation, and students with disabilities and provides them the assistance, support, and encouragement necessary to enter and complete a college education.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

TRiO Student Support Services, formerly Student Academic Assistance (SAA), assists with the personal, academic and professional growth of first–generation college students, low–income college students and college students with disabilities. The program helps underserved students complete an associate degree and/or successfully transfer to a 4–year college program.

Seattle Central participates in the College-Bound program which offers support services and financial aid guarantees to students in WA public schools who are on free and reduced lunch programs.

Seattle Central participates in College Success which offers scholarships and support services for foster youth.

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

13th Year Promise Scholarship increases access to higher education for our community's students, particularly those from underrepresented groups (e.g. students of color, low-income students, and first-generation college students). The scholarship is open to all graduates from participating high schools, regardless of GPA, income or other factors. All participating students are guaranteed to have one year of in-state tuition covered through a combination of need-based financial aid and scholarship funds. Once enrolled as full-time students, participants can pursue the program that best fits their interests, including academic transfer degrees to prepare for transfer to a four-year college or university, and professional/technical career training for a fast-track into the workforce.

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

backgrounds:

The primary purpose of the TRiO programs is to prepare students from disadvantaged backgrounds to successfully enter, persist, and complete a post-secondary education. In general, these programs identify low-income, first-generation, and students with disabilities and provides them the assistance, support, and encouragement necessary to enter and complete a college education.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

The Seattle Central Foundation offers the Emergency Fund and Completion scholarships to non-traditional students, as well as some more general scholarships.

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

The Childcare Assistance Program offers funding, information, and referral resources to students desiring childcare assistance while attending school. Workforce Ed (BFET) can qualify for childcare assistance through BFET program

A brief description of the institution's other policies and programs to support non-traditional students:

Student Support Programs include; 1) the Childcare Assistance Program offers funding, information, and referral resources to students desiring childcare assistance while attending school, 2) the Emergency Fund Program provides a funding avenue for students requiring emergency assistance in special circumstances, 3) Women's Programs provides information about a variety of community financial and other resource assistance to all students (male and female).

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

22

The graduation/success rate for low-income students (0-100):

31

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

57

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

72

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 (0-100):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Investment & Finance

Points Claimed	0.00
Points Available	7.00

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.

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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 faculty, staff, and/or students (and may also include alumni, trustees, and/or other parties).

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that 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.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Sustainable Investment

Score	Responsible Party
0.00 / 4.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Wellbeing & Work

Points Claimed	2.95
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.

Credit	Points
Employee Compensation	0.60 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.35 / 2.00

Employee Compensation

Score	Responsible Party
0.60 / 3.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions 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),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

The local living wage (based on a family of four and expressed as an hourly wage):

16.53 *US/Canadian $*

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):

65

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:

Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):

75

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:

125 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

medical, dental, vision plans, sick leave, vacation leave, personal day

Has the institution made a formal commitment to pay a living wage?:

Yes

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Seattle Colleges, of which Seattle Central is a part of, committed to raise the minimum wage for all employees from $11 to $13 dollars in 2014. As of 2017, minimum hourly rate is $15/hr

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

Yes

A brief description of the institution's commitment to a student living wage:

Seattle Colleges, of which Seattle Central is a part of, committed to raise the minimum wage for all employees from $11 to $13 dollars in 2014. As of 2017, minimum hourly rate is $15/hr

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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 (staff and faculty) assessed, directly or by representative sample (0-100):

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

All faculty and staff were sent an online survey (anonymous) in the fall of 2014. 218 employees answered the employee survey. The questions were The questions were based on a collaborative effort between Strategic Initiatives and Institutional Research, faculty, and other groups to help answer questions on Seattle Central's meeting its core theme indicator benchmarks, and to help student leaders, faculty and administration make decisions.

There were two main areas of evaluation for faculty/staff:
1. Facilities (faculty/staff and student survey)
2. Professional support and development (faculty/staff survey)

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

A summary of the survey is presented to the College Council. Future decisions take the survey results into consideration when making policy, investments, etc.

Students' and faculty's most pressing safety concerns regard environmental health. This concern is underlined in the facilities portion of the survey and other surveys conducted by Seattle Central. Some solutions have already been implemented, such as renovation of some bathrooms and improved marking of the no-smoking zone.

Bathrooms: In addition to renovation of the first floor bathrooms, facilities has continued to monitor bathroom cleanliness. IR will work with the teams to help further develop existing forms and formats so that data on cleaning needs is more accessible to the team to continually improve cleaning schedules.

- Smoking: Since the survey, Seattle Central has begun implementation of a multi-faceted program to address the smoking issue. Further research should continue to evaluate the existing issue, as well as approaches as they are developed and implemented. Smokers could be interviewed several times per day over a fixed period of time (1 – 2 weeks) to determine their attitudes and reasoning behind their practice of smoking in a no-smoking area or dropping butts on the ground. This will help the college develop better information to re-direct smokers to planned alternative smoking sites, and to raise the awareness of students of the importance of following the law.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Wellness Program

Score	Responsible Party
1.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

"---" *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 staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

All Seattle Colleges, of which Seattle Central is a part of, faculty and staff have access to the Employee Assistance Program (EAP) through Washington state. The program helps employees and their family members resolve personal or work-related problems. EAP is completely free. Additionally, at Seattle Central employees are given a discount for gym membership, which includes many facilities and classes, including an aerobics room, racquettball courts, basketball courts, treadmills, free weights, other exercise equipment, personal training, yoga classes, martial arts classes, meditation, etc.

The website URL where information about the programs or initiatives is available:

http://des.wa.gov/services/HRPayroll/eap/Pages/default.aspx

Additional documentation to support the submission:

Score	Responsible Party
0.35 / 2.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	37	14
Full-time equivalent of employees	942	911
Number of injuries and cases per FTE employee	0.04	0.02

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

2005 is our district greenhouse gas baseline- we try to be consistent with this 2005 baseline for all sustainability related tracking. However, 2008 was the furthest back we had records of workplace health and safety reports.

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):

0

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

3.93

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

The website URL where information about the programs or initiatives is available:

http://seattlecentral.edu/envhs/index.php

Additional documentation to support the submission:

Innovation & Leadership

Exemplary Practice

Points Claimed	1.00
Points Available	1.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review 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).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is available on the STARS website.

Credit	Points
Pay Scale Equity	0.50 / 0.50
Serving Underrepresented Groups	0.50 / 0.50

Pay Scale Equity

Score	Responsible Party
0.50 / 0.50	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

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)**.**

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

The factor by which the total compensation of the highest compensated senior administrator exceeds that of the lowest compensated full-time employee (1:X):

8

Documentation supporting the institution's reported pay scale ratio:

WaStEmployeeHistSalary.xlsx

Documentation supporting the institution's reported pay scale ratio:

The lowest wage for Seattle Colleges employees is $15/hr. The highest paid position is the Chancellor, who makes approximately $240,000/yr, equating to approximately a 1:8 ratio.

The website URL where information about the programs or initiatives is available:

http://fiscal.wa.gov/salaries.aspx

Additional documentation to support the submission:

Serving Underrepresented Groups

Score	Responsible Party
0.50 / 0.50	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Institution is formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent.

Diversity recruitment/admissions programs and broad diversity or social justice commitments (e.g. in a mission statement) are not sufficient to earn this credit.

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

Is the institution formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent?:

Yes

A brief description of the institution's formal designation:

Seattle Central College is recognized as an Asian American Native American Pacific Islander Serving Institution.

https://sites.ed.gov/aapi/asian-american-and-native-american-pacific-islander-serving-instituti

on-aanapisi/

https://www.google.com/maps/d/viewer?t=m&msa=0&z=3&source=embed&ie=UTF8&mid=1XVkOWKMDORm53pvU0L

8EPsrJC94&ll=40.586445861872846%2C-148.28228350000006

The website URL where information about the programs or initiatives is available:

http://libguides.seattlecentral.edu/communitysupportandjustice/asianpacificislander

Additional documentation to support the submission:

Innovation

Points Claimed	1.00
Points Available	1.00

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

Credit	Points
Innovation A	1.00 / 1.00

Innovation A

Score	Responsible Party
1.00 / 1.00	**Adam Maurer** District Sustainability Coordinator Office of Sustainability

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

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.

An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

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.

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

Name or title of the innovative policy, practice, program, or outcome:

Seattle Culinary Academy (SCA)

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:

Seattle Culinary Academy (SCA) is one of the first culinary schools in the nation to offer formal coursework in sustainability, highlighting the value of local and seasonal sourcing. In addition, the program integrates health and environmental sustainability throughout the educational experience.

Instrumental in aligning the values of the SCA team was their experience at Quillisacut Farm School in Rice, Washington. Many of the faculty and students have attended Quillisacut (every year 10 students are awarded scholarships to attend) during the summer to learn the farm-to-table continuum, to understand where their food comes from and how to cook and eat for a better future.

Sustainable Food Systems Practices (CUL 151, 152, and 153) address key food system issues from producer to consumer. CUL 251 and 255 were developed to connect Culinary Art students to the Skagit Valley community and partners. Every summer, students travel to Skagit County. With over 700 farms from which to choose, students tour through various farms and learn first-hand about sustainable production practices. Before returning home, they get their hands in the dirt at La Conner Flats learning how to plant, tend, and harvest on a two-acre parcel of land donated to SCA. Here, the students become attuned to the incomparable quality and flavor of fresh ingredients while enhancing their awareness of environmental issues. Completing the food cycle, the produce harvested that day is incorporated into their menus.

From seed to maturity, SCA students learn all about edible gardening in Seattle Central's Plant Science Lab (PSL)/green house. Focus is on herb identification and the delicious contribution each makes to the recipes prepared in our kitchens back at the SCA. Seattle Culinary Academy also works collaboratively with the Science and Math department to plant and utilize heritage seeds from Seed Savers Exchange, a nationally recognized organization of people who are committed to "collecting, conserving and sharing heirloom seeds and plants, while educating people about the value of genetic and cultural diversity." The plants grown from the Seed Savers Exchange are used in the student run dining rooms to enhance seasonal and local cuisine. The commitment to organic growing in the PSL underscores our ongoing education in sustainable practices and the joys of urban farming.

The SCA strives for a GMO-free kitchen. Unlike most other industrialized nations, the US does not require that labels identify GM ingredients. As such, the process of eliminating GM ingredients from SCA kitchens was quite arduous. The team began by going through the kitchen and inspecting all the labels. Since SCA is mostly a whole foods, made-from-scratch kitchen, they first eliminated the big four – corn, canola, soy, cotton.
If processed food had any of those components, they sought to eliminate the product or buy the same thing produced “organically.” Ultimately, SCA staff want their students to make conscious choices and to better understand the struggle that goes with taking a stand on key issues and how their purchasing decisions affect all of us.

All SCA 'to go' serviceware and containers are 100% compostable. All kitchens have recycling and compost bins for collection.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum
Food & Dining
Purchasing

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

http://culinary.seattlecentral.edu/

Additional documentation to support the submission: