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Seattle Central College

STARS REPORT

Date Submitted: March 31, 2021

Rating: Silver

Score: 49.64

Online Report: [Seattle Central College](#)

STARS Version: 2.2

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Moving Around in the Document

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

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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](#).

Summary of Results

Score 49.64

Rating: Silver

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

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

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

Executive Letter

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

Criteria

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

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

Executive cover letter:

[Central_STARS_ExecLetterSigned_2020.pdf](#)

Points of Distinction

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

Criteria

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

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

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

Seattle Culinary Academy (SCA)

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

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 LaConner 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)/greenhouse. 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.

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

Curriculum
Food & Dining
Diversity & Affordability

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

<https://culinary.seattlecentral.edu/>

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

AC 1, AC 3

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

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

Associate Degree Program Emphasis in Technical Theatre for Social Justice (TTSJ)

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

Intiman Theatre and Seattle Central College (SCC) have formed a partnership that will offer a new associate degree program emphasis in Technical Theatre for Social Justice (TTSJ), as well as a residency for the Tony-award winning theatre. This new partnership provides a home for Intiman's professional productions at Seattle Central's Broadway Performance Hall and The Erickson Theatre Off-Broadway. Intiman's administrative offices, costume and scene shops, and rehearsals have also been relocated to the SCC campus, which is centrally located in Capitol Hill.

This new associate program emphasis is a unique community partnership that connects a curriculum degree emphasis with a community need. In addition to creating a unique partnership, this degree emphasis fills a need to create programs to recruit students of color and focus on social justice issues. Over half of students enrolled at SCC are students of color, and alum of the STARFISH Project are over 70% students of color. The field of technical theatre has historically lacked people of color in its ranks, and Intiman and SCC are committed to creating an equitable and accessible pathway to paid jobs for these students.

International Alliance of Theatrical Stage Employees (IATSE) is the labor union that represents technical workers for theatre, film and television, concert venues and more. The TTSJ degree emphasis will provide the necessary training and apprenticeship hours to apply to join IATSE upon graduation, leveling the playing field for people of color and eliminating one of the key barriers to access: getting the chance to apprentice.

The new TTSJ associate program emphasis is designed to provide a next step for the high school students in Intiman's STARFISH Project, a free after school technical theatre training program that has been offered in South Seattle high schools for the past five years. Graduates of Seattle Public Schools are eligible to enroll in the Seattle Promise initiative to receive free tuition and support services.

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

Curriculum
Public Engagement
Transportation
Diversity & Affordability

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

<https://www.intiman.org/ttsj/>

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

Innovation

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

[SCC_Intiman_Press_Release_October_2020_press_release.pdf](#)

Name of a third highlighted program/initiative/accomplishment:

Sustainable Urban Agriculture and Food Systems program

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

The Sustainable Urban Agriculture and Food Systems program at Seattle Central College provides students and community members with knowledge and skills in agroecological sciences, natural resource management, and environmental science and conservation. With an emphasis on 'urban' organic agriculture in western Washington, this program trains participants to sustainably manage production and operations as the underpinning of a resilient, equitable, and local food system.

Learning outcomes for 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)

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

Curriculum

Food & Dining

Investment & Finance

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

<https://seattlecentral.edu/programs/college-transfer/degrees/sustainable-agriculture>

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

AC 1, AC 2, AC 3

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

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

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

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

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

Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

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

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

Institution type:

Associate

Institutional control:

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 the densely populated urban neighborhood of Capitol Hill in Seattle. There is little green space on campus grounds, but Cal Anderson Park, a Seattle City Park, is located across the street from the main campus. The building stock on the main campus varies, but most of the buildings were constructed between the late 1960s-2000s. The main campus is very accessible via public transportation and other alternative forms of transportation including bicycles and walking. In 2019, Seattle Central also consisted of three satellite campuses: the Seattle Vocational Institute (now closed), 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. The 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 or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	No
Museum	No	No
Satellite campus	Yes	Yes
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No

	Present?	Included?
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 /	
Total adjusted for non-applicable credits	Adam Maurer District Sustainability Coordinator Office of Sustainability
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:

13 *Acres*

Locale:

Large city

IECC climate zone:

4 - Mixed

Gross floor area of building space:

1,029,832 *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:

42,052 *Square Feet*

Additional documentation to support the submission :

Academics and Demographics

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

Criteria

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

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

Number of academic divisions:

11

Number of academic departments (or the equivalent):

41

Number of students enrolled for credit:

17,073

Total number of employees:

1,068

Full-time equivalent student enrollment:

4,728.30

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

39.10

Full-time equivalent of employees:

902.50

Number of students resident on-site:

0

Number of employees resident on-site:

0

Number of other individuals resident on-site:

0

Weighted campus users, performance year:

4,193.78

Additional documentation to support the submission:

Data source(s) and notes about the submission:

CY 2019 data

Academics

Curriculum

Points Claimed 16.92

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	5.91 / 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	2.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
5.91 / 14.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Sustainability course offerings

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

Part 2. Sustainability course offerings by department

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

Required documentation

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

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

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

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

"" 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	2,318	0
Number of sustainability-focused courses offered	32	0
Number of sustainability-inclusive courses offered	188	0

Percentage of courses that are sustainability course offerings:

9.49

Total number of academic departments that offer courses:

41

Number of academic departments with sustainability course offerings:

13

Percentage of academic departments with sustainability course offerings:

31.71

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

[Central_SustCourses_Summer2019-Spring2020_hf2o8Lp.xlsx](#)

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

One

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

The first sustainability course list for Seattle Central was established circa 2014 for STARS and updated for STARS in 2017. This submission built upon this previous work. The District Sustainability Coordinator scanned through all courses added since 2017. Potential sustainability inclusive courses were identified based upon course title and description. These courses were added to the previous 2014/2017 list. This new list was sent to Department Deans to verify previous courses still include sustainability and to verify any new courses that have been added do indeed

include sustainability (Earth Charter and UN SDG goals were included to help Deans and faculty identify sustainability-inclusive courses). In some cases, the District Sustainability Coordinator reached out directly to faculty who teach courses in question. Course descriptions and scoring was finalized based upon feedback from Deans and faculty.

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:

Seattle Central College offers "clustered classes," which can be best expressed as one class, taught by the same instructor(s) simultaneously that incorporates concepts from several different courses offered at the college. Many of the clustered courses are multiple levels of a course in one "classroom," like Art 101, 102, and 103 as a cluster (this is 3 levels of design being taught at the same time by the same instructor). These clustered courses were included in the course inventory. Each cluster was considered one course. If any of the clustered courses were sustainability-related, that cluster was included as a sustainability inclusive course.

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Each offering or section of a course was counted as an individual course. The tab "SustCourseList" is a list of sustainability courses that the institution offers, but it does not include how many times the course was taught during the review period. The individual quarters show which courses were offered and totals for each. The synopsis tab adds up all quarters.

Learning Outcomes

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

Criteria

Part 1. Institutional sustainability learning outcomes

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

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

Part 2. Program-level sustainability learning outcomes

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

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

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

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

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

No

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

A list of the institution level sustainability learning outcomes:

N/A

Total number of graduates from degree programs:

1,437

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

1

A brief description of how the figure above was determined:

Divided the number of AY 19-20 Equity and Social Justice emphasis graduates by the total number of graduates from all academic programs at Seattle Central.

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

Learning outcomes for Equity and Social Justice (ESJ) Emphasis

1. Identify historical and contemporary issues based on social location/identities, including a primary focus on race, class, gender, sexuality, religion, ability and age;
2. Critically analyze power structures, oppression, and privilege;
3. Create strategies and tools for empowerment, transformation, and social justice;
4. Work and communicate effectively with peers and diverse perspectives to build solidarity within and outside the class.

Learning outcomes for 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)

Documentation supporting the figure reported above (upload):

[Central_EmphasisGrads_AY19-20.xlsx](#)

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

One

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

0.07

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

<https://seattlecentral.edu/programs/college-transfer/degrees/equity-and-social-justice>.

Additional documentation to support the submission:

Data source(s) and notes about the submission:

-Sustainable Agriculture Education (SAGe) program did not have any graduates in AY 19-20.

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, or certificate program) for undergraduate students

AND/OR

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

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

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

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

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

Yes

Name of the sustainability-focused undergraduate degree program:

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.

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):

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):

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 or concentrations for undergraduate students?:

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Equity and Social Justice Emphasis

A brief description of the undergraduate minor or concentration:

The Equity and Social Justice Emphasis (ESJ) offers students a unique opportunity to study the social, economic, cultural, and political forces that have shaped historic and contemporary experiences of our diverse communities. Students engage in an interdisciplinary examination of various dimensions of human diversity – including race, class, gender, sexuality, ability, religion, and more – with a focus on social justice and change.

Learning outcomes for Equity and Social Justice Emphasis (ESJ)

- Identify historical and contemporary issues based on social location/identities, including a primary focus on race, class, gender, sexuality, religion, ability and age;
- Critically analyze power structures, oppression, and privilege;
- Create strategies and tools for empowerment, transformation, and social justice;
- Work and communicate effectively with peers and diverse perspectives to build solidarity within and outside the class.

Website URL for the undergraduate minor or concentration:

<https://seattlecentral.edu/programs/college-transfer/degrees/equity-and-social-justice>

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

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

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

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

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

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

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

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

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

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.

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

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

"---" 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:

Seattle Colleges also promotes 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.

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

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

Additional documentation to support the submission:

[globalimpactposter_summer2020.pdf](#)

Sustainability Literacy Assessment

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

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

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

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

Yes

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

The entire (or predominate) student body, directly or by representative sample

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

Standalone evaluation without a follow-up assessment of the same cohort or representative samples

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

[StudentSustSurveyQuestions_Fall2020.docx](#)

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

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

We reached out to colleagues at Seattle University and Hobart and William Smith Colleges who have recently conducted similar surveys. We obtained permission to use some of their questions and methodology in developing our survey. This survey was created to serve AC 6 and EN 6 (literacy and culture). We wanted to be comprehensive, but not create a survey that was too long. The goal is to get good data from a lot of students, so we wanted to make it accessible. It was developed throughout 2020 and first administered in fall quarter 2020.

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

The survey was open to all enrolled students. We tried to promote the survey through as many channels on campus as possible to get a representative sample. We posted the survey on the main Canvas page, we sent an email to

the entire student body, we posted it the campus newsletter that goes to all students, posted it to the College's social media pages, and we sent an email to all faculty asking them to encourage students to complete the survey. The survey was completed 100% online through Survey Monkey.

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

110 students participated in the survey.

1. Over 75% of respondents "believe that human caused climate change is happening."
2. Over 90% of respondents either strongly agree or agree that they, "think a lot about the environmental impacts of my actions."
3. 75% of respondents are very concerned about climate change. Other area of concerns measured were energy, education, food production, health and wellness, inflation, local business/economy, resource consumption, security and safety, and water use. More students were very concerned about climate change than any other area of concern surveyed.

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

<http://sustainability.seattlecolleges.edu/inaugural-student-sustainability-survey/>

Additional documentation to support the submission:

[StudentSustSurvey_OnePageResults.xlsx](#)

Data source(s) and notes about the submission:

This survey included questions to assess both sustainability literacy and sustainability culture (EN 6). Questions 5-17 address sustainability literacy.

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

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

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

Campus as a Living Laboratory

Score

4.00 / 4.00

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

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

In fall 2019, several students expressed interest in bike infrastructure. They met with our District Transportation Coordinator on several occasions. The students toured the main campus with the District Transportation Coordinator to assess bike infrastructure, like bike racks, lockers, shower facilities, etc. The students organized a public forum to share their findings and recommendations. They made recommendations on types and locations for bike lockers on main campus. They took attendance and handed out a short survey to all attendees.

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

No

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

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

Yes

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

In spring 2018, student intern Sam Lunsford used GRITS, an online platform for tracking resource usage and associated outcomes. She entered data acquired before and after specific capital projects, including water efficiency, and was able to determine energy, water, and emissions savings. This was correlated with financial savings, calculating payback, and return on investment. Not only did the results display sustainability in action, but the data can be used as financial incentive to invest in more sustainable projects.

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

Yes

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

In early 2018, a team of five students worked alongside contractors hired to conduct our City of Seattle Building Tune-Up on our Science and Math (SAM) building. They did a comprehensive assessment and analysis of the building's interior and exterior lighting, HVAC, safety, envelope, thermal and acoustic comfort, etc.

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

Yes

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

In spring 2018, student intern Sam Lunsford used GRITS, an online platform for tracking resource usage and associated outcomes. She entered data acquired before and after specific capital projects, including water efficiency, and was able to determine energy, water, and emissions savings. This was correlated with financial savings, calculating payback, and return on investment. Not only did the results display sustainability in action, but the data can be used as financial incentive to invest in more sustainable projects.

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

Yes

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

In spring 2020, student Emily Meade completed a "SCA Food Recovery Plan." Her project objective was to "create a sustainable and efficient food recovery system for Seattle Culinary Academy (SCA)." SCA plans to revive this plan after COVID-19 and when we return to more normal operations.

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

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability 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 infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

Yes

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

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 infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

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

In fall 2019, several students expressed interest in bike infrastructure. They met with our District Transportation Coordinator on several occasions. The students toured the main campus with the District Transportation Coordinator to assess bike infrastructure, like bike racks, lockers, shower facilities, etc. The students organized a public forum to share their findings and recommendations. They made recommendations on types and locations for bike lockers on main campus. They took attendance and handed out a short survey to all attendees.

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

Yes

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

In fall 2019, Zari Akkuly, student and Office of Sustainability Intern, completed a comprehensive assessment of all break rooms on the main campus titled, "Seattle Central College Break Room Waste Assessment Report." The objective was to improve waste management practices in staff break rooms across campus, which includes adding compost bins to all applicable areas. Zari inspected all break rooms, catalogued existing infrastructure, and made recommendations on how to improve waste management practices in each area. She inspected 37 break rooms and noted 28 did not have compost bins and 11 did not have adequate recycling bins.

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

Yes

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

In spring 2018, student intern Sam Lunsford used GRITS, an online platform for tracking resource usage and associated outcomes. She entered data acquired before and after specific capital projects, including water efficiency, and was able to determine energy, water, and emissions savings. This was correlated with financial savings, calculating payback, and return on investment. Not only did the results display sustainability in action, but the data can be used as financial incentive to invest in more sustainable projects.

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

Yes

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

In spring 2020, student Emily Meade completed a "SCA Food Recovery Plan." Her project objective was to "create a sustainable and efficient food recovery system for Seattle Culinary Academy (SCA)." A food recovery plan is complex and required coordination between SCA students, faculty, FareStart (external partner), Work Study program, The Buzz (small bakery/coffee shop run by SCA), and the Seattle Central Pantry. The students project connected a lot of dots in this web of stakeholders and has laid the ground work for a coordinated effort to reduce food waste once we return to more normal operations after COVID-19.

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

Yes

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

In May 2019, The student Issues and Concerns committee facilitated a pilot program that would provide free menstrual products in campus bathrooms. With an initial investment of \$96 and some student donations, 12 bathrooms were supplied with these products. The pilot program received positive feedback from students, faculty, and staff. The pilot program included and is now recommending adoption of Aunt Flow's products, which are 100% biodegradable and are made with 100% organic cotton. Biodegradability is important for sustainability, and organic cotton is necessary for student health. Typical pads and tampons often contain dioxins, which the World Health Organization has stated "cause hormone issues, issues with the immune system, developmental problems and reproductive issues such as endometriosis, painful periods and even infertility", as well as being associated with a higher risk of cancer ("Dioxins and Their Effects on Human Health"). Products have a shelf life of three years, which should not be a concern.

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

No

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

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

No

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

Website URL where information about the institution's living laboratory program 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 Sustainability Research	Not Applicable
Open Access to Research	Not Applicable

Research and Scholarship

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Part 1. Sustainability research

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

Part 2. Sustainability research by department

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

Required documentation

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

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

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

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

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

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

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

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

Open Access to Research

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

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

Engagement

Campus Engagement

Points Claimed 7.74

Points Available 21.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution.

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	0.04 / 2.00
Student Life	1.25 / 2.00
Outreach Materials and Publications	1.20 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.25 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	0.00 / 2.00

Student Educators Program

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

Criteria

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

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

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

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

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

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

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

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

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

Student Orientation

Score	Responsible Party
0.04 / 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., environmental, social, and economic).

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

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

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

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	N/A - institution does not have graduate students

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

1.97

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

All international students at Seattle Central go through an orientation that spans a couple days. A couple years ago, the Office of Sustainability created and implemented a 3 minute PowerPoint presentation on proper waste sorting that runs automatically during quarterly orientations. We run the video on loop (with a few other informational clips) during orientation as students are arriving, during lunch, and during our afternoon break. 338 international students attended orientation between summer 2019 and spring 2020. 17,073 students attended Seattle Central in AY 19-20.

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Seattle Colleges is creating a student orientation for all Seattle Colleges students. Sustainability is being considered for inclusion in that online training. In addition to the online training, each college will also create their own campus-specific orientations.

Student Life

Score
1.25 / 2.00

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

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

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

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

No

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

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

Yes

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

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.

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

No

A brief description of the student-run enterprises:

n/a

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

No

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

n/a

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

Yes

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

Seattle Central celebrates Earth Week annually. Each year is slightly different, but in spring 2019 we hosted a public waste audit, screened the film "Seed: The Untold Story- Defending the Future of Food," hosted a panel titled, "Women in Food and Agriculture," hosted a talk titled, "Urban Agriculture and Social Justice," and hosted an Earth Day fair, which showcased various companies, non-profits, and groups that are bringing more sustainable food to Seattle and the PNW.

Additionally, the Library hosts a weekly discussion series, COSI (Conversations on Social Issues). This series often highlights sustainability speakers and discussion. Sustainability related conversations within the past 3 years include, "Multi-Metric Environmental Costs of Animal-Based Diet: Feeding a 9-billion people earth," "Peace and Labor Activism in Okinawa and Tokyo," "Let It Not Happen Again: Lessons of the Japanese Exclusion," "Unions and Millenials, the New Labor Movement," "Re-entry and Education for Currently and Formerly Incarcerated Students," "Representations and Readings of Blackness in Historical Film and Images: Applying Visual Literacy," "Linked Fate: Race and Political Mobilization," "Artivists' Strategies for Creating a Civic Discourse of Belonging," "Interracial Relations at Seattle Central College," and "Carbon Tax for Climate Justice."

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

Yes

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

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.

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

No

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

n/a

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

Yes

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

All students pursuing the AA degree are required to complete 10 credits that fulfill the Integrated Studies (IS) special requirement. They can fulfill this requirement by taking a Learning Community (LC) course, Linked courses, or two approved stand-alone courses.

When students successfully complete an integrative learning course or project, they will be able to do at least two of the following:

- Identify the strengths and limitations of different fields of study or different ways of knowing.
- Explain and evaluate the relationships among different perspectives within a field of study, among different fields of study, and or different lived experiences.
- Integrate concepts and analytical frameworks from multiple perspectives to develop one or more of the following: comprehensive descriptions, multi-causal explanations, new interpretations, or deeper explorations of issues.
- Analyze and reflect upon insights gained from integrating multiple perspectives in a purposeful project or experience.

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 2017-2018 through 2020-2021), Integrated Studies has recently focused on Place and Space (students from English, Environmental Science, Global Health, Oceanography, ESL, and Sociology brought both local and global perspectives and solutions to key points related to climate and the sustainability of our planet: agriculture, energy, economy, democracy, and education), food (students from English, Geography, Psychology, Environmental Science, Culinary Arts, and Sociology worked together to develop social change projects around the issue of food production, scarcity, and more. Student research from this project inspired the creation of a campus food pantry), and justice (students are using the film "13" to assess criminal justice, income inequality, and other factors involved in systemic racism in America).

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

No

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

n/a

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

Yes

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

The Seattle Colleges Office of Sustainability has hired Student Sustainability Engagement Ambassadors from fall 2019-present. Additionally, the Office of Sustainability offers student internships, employment, and engagement opportunities that meet students needs and interests. Recent students have worked to calculate college recycling rates, develop student engagement programs, and others.

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

No

A brief description of the graduation pledge(s):

n/a

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

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
1.20 / 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 newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

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

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

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

Yes

Website URL for the central sustainability website:

<https://seattlecentral.edu/about/councils-committees-and-taskforces/sustainability-council>

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

Yes

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

The Sustainability Council and Seattle Colleges Office of Sustainability coordinate to publish a quarterly newsletter in fall, winter, and spring quarters. Link to Spring 2020 newsletter,

<http://sustainability.seattlecolleges.edu/centrals-sustainability-spring-2020-newsletter/>

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

Yes

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

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

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

No

A brief description of the sustainability walking map or tour:

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/or incorporating sustainability into the residential experience:

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

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. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

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

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

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

Yes

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

Yes

Name of the campaign:

Trash Talkers

A brief description of the campaign:

The Seattle Central Sustainability Council and Office of Sustainability have created a Trash Talker program. Trash Talkers are volunteers who receive simple training in proper waste sorting into our three waste stream system, 1) compost, 2) recycling, and 3) garbage. Trash Talkers stand by waste collection stations in the dining area and at special events to help attendees properly sort their waste.

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 results. However, we have hosted Trash Talkers in the main dining area a half dozen times. We also host Trash Talkers at the biggest student event annually, Unity Fair. Through our involvement in Unity Fair, we now speak to vendors about proper waste sorting and how to reduce garbage, before it's created, through better practices and purchases. We've also improved waste collection practices at the event due to our participation.

Name of the campaign (2nd campaign):

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

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

A brief description of other sustainability-related outreach campaigns:

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.25 / 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. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

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

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

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

Does the institution conduct an assessment of sustainability culture?:

Yes

Which of the following best describes the cultural assessment? The assessment is administered to::

A subset of the campus community or a sample that may not be representative of the entire community

Which of the following best describes the structure of the cultural assessment? The assessment is administered::

Without a follow-up assessment of the same cohort or representative samples of the same population

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

We reached out to colleagues at Seattle University and Hobart and William Smith Colleges who have recently conducted similar surveys. We obtained permission to use some of their questions and methodology in developing our survey. This survey was created to serve AC 6 and EN 6 (literacy and culture). We wanted to be comprehensive, but not create a survey that was too long. The goal is to get good data from a lot of students, so we wanted to make it accessible. It was developed throughout 2020 and first administered in fall quarter 2020.

A copy or sample of the questions related to sustainability culture:

[StudentSustSurveyQuestions_Fall2020.docx](#)

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

The survey was open to all enrolled students. We tried to promote the survey through as many channels on campus as possible to get a representative sample. We posted the survey on the main Canvas page, we sent an email to the entire student body, we posted it the campus newsletter that goes to all students, posted it to the College's social media pages, and we sent an email to all faculty asking them to encourage students to complete the survey. The survey was 100% online through Survey Monkey.

A brief summary of results from the cultural assessment:

Students who responded to the survey; 1) were more concerned about climate change than any other sustainability-related issue, including education, energy use, food production, health and wellness, inflation, local business/local economy, resource consumption, security and safety, and water use, 2) every student except for one supports some amount of a student green fee, and 3) nearly 60% of student support a permanent student leadership/government position to help enhance equity, diversity, and sustainability (32% needed more information in order to decide).

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This survey included questions to assess both sustainability literacy (AC 6) and sustainability culture (EN 6). Questions 8, 9, and 18-23 address sustainability culture.

Employee Educators Program

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

Criteria

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

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

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

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

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

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

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

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

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

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

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

Employee Orientation

Score	Responsible Party
1.00 / 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. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

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

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

100

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

All new employees are invited to participate in the New Employee Orientation for Seattle Colleges. In early 2019, the District Sustainability Coordinator started attending all New Employee Orientations for a 30-minute in person overview of sustainability at Seattle Colleges and how they can get involved. It has proven a great way to reiterate our commitment to sustainability and recruit new employees to our efforts. When this new orientation started in early 2019, these full-day orientations were offered monthly, but they are now quarterly.

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

Additional documentation to support the submission:

[NewHireOrientPresentation_Sust_2019_1.pptx](#)

Staff Professional Development and Training

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

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

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

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

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

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

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

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

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

Public Engagement

Points Claimed 6.55

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, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

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

Credit	Points
Community Partnerships	2.00 / 3.00
Inter-Campus Collaboration	2.50 / 3.00
Continuing Education	0.00 / 5.00
Community Service	0.05 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score	Responsible Party
2.00 / 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, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

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

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

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

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

"---" 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?:

Sustainability-focused

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

Not Sure

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

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? (2nd partnership):

A brief description of the institution's formal community partnership to advance sustainability (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? (3rd partnership):

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):

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

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

Website URL where information about the institution's community partnerships to advance sustainability 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 a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
 - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
-

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

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

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

Association for the Advancement of Sustainability in Higher Education (AASHE)

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

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

Washington Higher Education Sustainability Coalition (WAHESC)

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

No

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

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

No

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

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:

Yes

A list or brief description of the board or committee appointment(s):

1. District Sustainability Coordinator served on the WOHESC 2020 conference planning committee.
2. Chefs Varin and Jurgensen of our Seattle Culinary Academy (SCA) are advisory board members of Slow Food Seattle
3. Chef Jurgensen of our Seattle Culinary Academy (SCA) serves on the Good Meat Project Board and the Slow Food Cooks Alliance National Board.
4. Central staff and Sustainability Council members is a formal member of the Capitol Hill EcoDistrict, where she represents Seattle Central.
5. 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:

The District Sustainability Coordinator has participated in the AASHE mentorship program the past 2 years, both as a mentoree and mentor. Recently, our WAHESC group formed a work group for those completing or interested in AASHE STARS. We meet monthly to discuss best practices and help each other trouble shoot.

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

Yes

A brief description of the peer review activities:

District Sustainability Coordinator served as peer reviewer for Bellevue College's AASHE STARS and sustainability assessment in early 2021.

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

Website URL where information about the institution's inter-campus collaborations 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. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

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

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Community Service

Score	Responsible Party
0.05 / 5.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

17,073

Number of students engaged in community service:

109

Percentage of students engaged in community service:

0.64

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed annually:

5,133

Number of annual community service hours contributed per student :

0.30

Does the institution have a formal program to support employee volunteering during regular work hours?:

No

A brief description of the institution's program to support employee volunteering:

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

No

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This data represents 2019-2020 academic year. The number of students participating in community service is less than previous years, because credit-bearing volunteer experiences in spring 2020 were required to be virtual; it was difficult for students to find virtual opportunities. Also, this only includes hours from Karen Kato and Nada Oakley (PTK). The PTK numbers are likely higher, but there is no way of knowing distinct volunteers from various events. I took the event which had the largest single volunteer turn out. Total number of students taken from Seattle Colleges Data Dashboard, <https://www.seattlecolleges.edu/administration/institutional-effectiveness/strategic-plan-score>

card/data-dashboard

In the future, these numbers should include credit-earning volunteer hours (Karen Kato), non-credit service learning hours (Patti Gorman), and Student Development Transcript hours (PTK, Nada Oakley and Student Leadership).

Consider using the the Student Development Transcript next submission: 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
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" 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:

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. Our District Transportation Manager serves on the Equity Cabinet of the Regional Transit Committee. This group is working with King County Metro to address the needs of our growing county in a way that is equitable and addresses the climate crisis.

<https://kingcountymetro.blog/2019/11/01/metro-takes-action-to-address-racial-disparities-and-the-climate-crisis-with-bold-direction-from-community/>

Additionally, Seattle Central and Seattle Colleges have been an advocate for public policies that support campus sustainability at the local/municipal level through our work with the City of Seattle and Seattle 2030 District. In the past three years, we have collaborated with the city and District to track reductions in campus energy and water

usage, as well as sought to contribute to initiatives and projects involving sustainable rainwater management and electric vehicle charging.

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

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

Via leadership from our Chancellors, College Presidents, and Director of Government Relations, we work closely with Washington's Community and Technical Colleges (WACTCs) in various advocacy efforts.

1) Seattle Colleges led a regional coalition effort in 2018-19 that resulted in the Governor and Legislature authorizing an independent study of the cost of living in the Seattle metropolitan area that concluded that the metro area costs were 151% higher than the state average. This information fueled a successful advocacy effort that resulted in a 5% regional pay adjustment for CTC employees living in King County. This base salary adjustment is helping to stem a high turnover rate among faculty and staff that was undermining morale and ultimately undermining student services and educational achievement.

2) In December 7, 2020, we joined other WACTC's to outline 2021-23 operating budget requests, which included a priority to advance equitable Economic Recovery. "Ensure all students are successful in an online environment by integrating virtual simulation technologies into the delivery of courses and programs. The technology will allow more students to learn remotely and increase access for working adults and student parents. Students will also gain experience working in a simulated environment, a valuable skill in a job market that increasingly relies on automation, artificial intelligence and information technology. Address persistent equity gaps by redesigning curricula with an antiracist lens.

3) Seattle Colleges actively engaged higher education partners and legislators in the "Friends of the Future" and the "College Promise Coalition" to build support for 2019 Legislative expansion of the Washington College Grant Program, now considered the best state higher education financial aid program in the country.

4) Seattle Colleges built legislative and business support for a Business & Occupation tax on gross receipts for service sector and technology companies that need and employ workers with post-secondary credentials. This successful effort resulted in the 2019 passage of the Washington Education Investment Act (WEIA) that provides funding for Guided Pathways in all 34 CTCs in the state and funded more competitive compensation for high-demand faculty positions in health care and STEM fields.

5) In August 2020, Seattle Colleges, along with the other colleges in the Washington Association of Community and Technical Colleges, wrote a letter to Senator Jayapal requesting her to "sign onto Representative Takano's letter urging leadership to include language that distributes funding to institutions of higher education based on headcount rather than full-time equivalent (FTE) enrollment. A headcount approach is vital to ensuring equitable support for Washington's 34 community and technical colleges and the 363,000 students we serve across the state." This is sustainability-related because "Students at community and technical colleges are also more likely to be low-income, first-generation, students of color, and students who work to make ends meet. Over the past year, six out of 10 Washington community or technical college students experienced hunger or housing insecurity, even though most were working. (#RealCollege Survey from the Hope Center for College, Community and Justice at Temple University). Forty-seven percent of our students identify as students of color compared to 32 percent of the general population. By reducing support based on part-time status, the FTE approach disadvantages our state's most financially vulnerable students."

The Seattle Colleges' Director of Government Relations also helps coordinate conversations between our students and elected officials. For example, in February, 2021 student government leaders from Seattle Central, North Seattle, and South Seattle Colleges met with eleven state legislators to discuss student priorities and legislative proposals. Topics of that meetings included:

A) Open Educational Resources Expansion (HB 1119)

Open Education Resources are excellent aides to help reduce the cost of college textbooks for students. Over the past year, we have started to see the use of OER's become more familiar with professors and this has helped students stay in school, save money, and reach graduation. This bill would help expand OER's across all WA colleges which would tremendously help our students succeed and complete their academic programs.

B) Equity and Access in the CTC System (SB 5194, SB 5227)

In the midst of a global pandemic, many of our students, particularly those who come from low-income and

marginalized communities, are facing issues that may get in the way of their college education. These bills will give our most vulnerable students the targeted support that they need to succeed and graduate.

C) HB 1468. Additional behavioral health counseling and support services for students attending CTCs.

Additionally, as it relates to the federal directive of international students and online study, "We are relieved that a directive barring international college students from the U.S. if their colleges offered classes entirely online in the fall semester has been rescinded. We are hopeful that our legal efforts with the state attorney, correspondence with Washington state's congressional delegation, and the chancellor's declaration to the U.S. District Court, Western District of Washington, shows our opposition to such laws and directives. Seattle Colleges is committed to the health, safety, and academic needs of all students, domestic and international, during this global pandemic."

Additionally, Seattle Central and Seattle College have also advocated at the state level on Washington's new Clean Buildings Act (E3SHB 1257), working with other university campuses across the state and the Department of Commerce to affect language around district energy systems.

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:

In December 2020, Seattle Central and Seattle Colleges joined hundreds of other colleges and universities, cities, states, tribal nations, businesses, and other institutions calling for the U.S. to align with net zero emissions by 2050. We signed the "We Are Still In" letter to then President elect Joe Biden's incoming administration. Signed by over 1,500 leaders, the statement endorses a net-zero trajectory for the United States, calls on the federal government to pursue a just and ambitious approach to climate policy and economic renewal, and commits signatories to centering climate in their own operations and seeking unprecedented partnership between federal and non-federal actors. The release comes two days ahead of the Paris Agreement's fifth anniversary. The statement, now public, was delivered to UN officials and heads of state at the UK-hosted Climate Ambition Summit on December 12, 2020 (which has taken the place of the annual UN climate talks, which are postponed by the global coronavirus pandemic)."

<https://www.wearestillin.com/news/american-leaders-launch-all-climate-action-and-clean-recovery>

-mobilization-press-partnership

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:

In December 2020, Seattle Central and Seattle Colleges joined hundreds of other colleges and universities, cities, states, tribal nations, businesses, and other institutions calling for the U.S. to align with net zero emissions by 2050. We signed the "We Are Still In" letter to then President elect Joe Biden's incoming administration. Signed by over 1,500 leaders, the statement endorses a net-zero trajectory for the United States, calls on the federal government to pursue a just and ambitious approach to climate policy and economic renewal, and commits signatories to centering climate in their own operations and seeking unprecedented partnership between federal and non-federal actors. The release comes two days ahead of the Paris Agreement's fifth anniversary. The statement, now public, was delivered to UN officials and heads of state at the UK-hosted Climate Ambition Summit on December 12, 2020 (which has taken the place of the annual UN climate talks, which are postponed by the global coronavirus pandemic)."

<https://www.wearestillin.com/news/american-leaders-launch-all-climate-action-and-clean-recovery>

-mobilization-press-partnership

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):

Website URL where information about the institution's sustainability advocacy efforts is available:

Additional documentation to support the submission:

[2021-operating-request-final-12.7.2020.pdf](#)

Trademark Licensing

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Institution's gross annual licensing revenue is less than \$50,000 (US/Canadian).

Operations

Air & Climate

Points Claimed 5.22

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
Emissions Inventory and Disclosure	1.46 / 3.00
Greenhouse Gas Emissions	3.76 / 8.00

Emissions Inventory and Disclosure

Score	Responsible Party
1.46 / 3.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

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

Yes

A copy of the most recent GHG emissions inventory:

[Central_2019GHGinventorywithScope3.xlsx](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Annual Greenhouse Gas Inventories are completed using the Washington State Department of Ecology Greenhouse Gas Calculator. It includes; 1) building energy use, 2) fleet 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 GHG inventory verification process:

n/a

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO ₂ e
Stationary combustion	953.01 <i>Metric Tons of CO₂ Equivalent</i>
Other sources (mobile combustion, process emissions, fugitive emissions)	64.72 <i>Metric Tons of CO₂ Equivalent</i>

Total gross Scope 1 GHG emissions, performance year:

1,017.73 *Metric Tons of CO₂ Equivalent*

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	159.29 <i>Metric Tons of CO2 Equivalent</i>
Imported thermal energy	1,046.89 <i>Metric Tons of CO2 Equivalent</i>

Total gross Scope 2 GHG emissions, performance year:

1,206.18 *Metric Tons of CO2 Equivalent*

Gross GHG emissions from biogenic sources, performance year:

0 *Metric Tons of CO2 Equivalent*

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	Yes	285.40 <i>Metric Tons of CO2 Equivalent</i>
Commuting	Yes	525 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	No	---
Capital goods	No	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No	---
Waste generated in operations	No	---
Other sources	No	---

Total Scope 3 GHG emissions, performance year:

810.40 *Metric Tons of CO2 Equivalent*

A brief description of how the institution accounted for its Scope 3 emissions:

Employee owned vehicle business travel, institution paid air travel, and employee commuting are included in our Scope 3 emissions. Employee owned business travel was calculated by dividing the amount reimbursed to employees for travel by the reimburseable rate for 2019 set by WA state, which gives us an estimate of the number of miles traveled for business. The WA State GHG calculator provides us total emissions based on number of miles traveled (exact methodology unknown). For air travel, employees must submit a travel request and input the to and from cities, as well as air travel miles. This report was downloaded and each trip verified for accurate air travel mileage. Air travel mileage is broken down into 3 categories in the WA state GHG calculator; 1) 0-300 miles, 2) 300-700 miles, 3) >700 miles. The calculator calculates the estimated emissions for the 3 mileage categories (exact methodology unknown). Employee commuting is calculated through a biennial employee Commute Trip Reduction (CTR) Survey Report via WA State Dpt. of Transportation. Based on survey results, DOT estimates drive alone rate, estimated emissions for total employment, etc. (exact methodology unknown)

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:

No

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---

	Weight of Emissions
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	---
Area sources	---
Mobile sources	---
Commuting	---
Off-site electricity production	---

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Gross Scope 2 GHG emissions from purchased electricity (location-based):

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution's emissions inventories is available:

Additional documentation to support the submission:

Greenhouse Gas Emissions

Score	Responsible Party
3.76 / 8.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO₂e) per gross square metre (0.02 MTCO₂e per gross square foot) of floor area.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see Standards and Terms).

Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	953.01 <i>Metric Tons of CO2 Equivalent</i>	801 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	64.72 <i>Metric Tons of CO2 Equivalent</i>	98.20 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	159.29 <i>Metric Tons of CO2 Equivalent</i>	180 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	1,046.89 <i>Metric Tons of CO2 Equivalent</i>	1,865 <i>Metric Tons of CO2 Equivalent</i>
Total	2,223.91 <i>Metric Tons of CO2 Equivalent</i>	2,944.20 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	---
Carbon sold or transferred	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon sinks	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	2,223.91 <i>Metric Tons of CO2 Equivalent</i>	2,944.20 <i>Metric Tons of CO2 Equivalent</i>

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

	Performance year	Baseline year
Start date	Jan. 1, 2019	Jan. 1, 2008
End date	Dec. 31, 2019	Dec. 31, 2008

A brief description of when and why the GHG emissions baseline was adopted:

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). However, we have set our GHG and energy baseline as 2008 for STARS considering the following; 1) this act was not passed until 2008, 2) we did not actively track or take any significant actions to mitigate our GHG emissions or utility usage until 2008, and 3) data reporting and tracking was not systematized until 2008.

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	0	0
Total full-time equivalent student enrollment	4,728.30	6,213.60
Full-time equivalent of employees	902.50	911.20
Full-time equivalent of students enrolled exclusively in distance education	39.10	26.80
Weighted Campus Users	4,193.78	5,323.50

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	0.53 <i>Metric Tons of CO2 Equivalent</i>	0.55 <i>Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

4.12

Gross floor area of building space, performance year:

1,029,832 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	17,380 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	42,052 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

1,106,644 *Gross Square Feet*

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

0.00 *MtCO_{2e} / GSF*

A brief description of the institution's GHG emissions reduction initiatives:

Seattle Central completed a significant ESCO project with McKinstry on the heels of other significant projects at Seattle Central in 2016-2017, which included a sophisticated energy management system to monitor utility usage in real-time and operate all buildings at maximum efficiency.

Installed 2 new EV charger stations in early 2018.

A major LED retrofit project was complete in Broadway Edison building (457,017 sq. ft.). The project estimated 624,132 kWh savings annually. (2018)

Installed a 72kW solar PV system with made in Washington panels on the Broadway Edison building. PV solar system was estimated to produce 68,400 kWh annually. (2018)

Hot water had not been provided to the existing Mammoth unit AHU-10, a constant volume air handler with terminal hot water duct coils and space mounted electric unit heaters. Air to water heat pump was provided to the existing heating coil located in AHU-01. This measure also connected the heat pump to the Broadway Edison chilled water loop, which used to be used as a heating water loop five months of the year during which time the chiller plant was shut down. This project estimated 193,435 kWh and 1,800 klbs. savings annually. (2018)

Provided envelope air sealing to reduce air infiltration and associated steam usage in Broadway Edison. This project estimated 434 klbs. savings annually. (2018)

Several Seattle Central buildings participated and completed City of Seattle Building Tune Ups in 2019 (Broadway Edison, Science and Math, Mitchell Activity Center/Bookstore, Seattle Vocational Institute, Fine Arts Building, and Wood Construction Center). These Tune Ups require buildings more than 50,000 square feet of nonresidential space to identify and implement zero to low-investment energy-saving actions related to building operations and maintenance.

Energy and Water reduction actions taken:

Seattle Vocational Institute- rebuilt pumps (i.e. replaced bearings)

Fine Arts- a) vacuumed AHU interiors b) replaced filters, and c) restored economizer function to rooftop unit

Wood Construction Center- a) configured holiday schedule, b) reviewed building pressure control sequence and adjusted loop timing, c) reviewed spray booth sequence and adjusted timing, d) reviewed set points of radiant floor heating and adjusted sequence, e) Repaired AHU heating coil at HWS temperature when valve commanded off.

Website URL where information about the institution's GHG emissions is available:

<https://seattlecentral.edu/about/councils-committees-and-taskforces/sustainability-council>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

CO_{2e} 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.

Buildings

Points Claimed 2.00

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 Design and Construction	2.00 / 3.00
Building Operations and Maintenance	0.00 / 5.00

Building Design and Construction

Score
2.00 / 3.00

Responsible Party
Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:

24,600 Square Feet

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Feet
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	24,600 Square Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square Feet
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Feet

	Floor area
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Total	24,600 <i>Square Feet</i>

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

100

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

USGBC LEED - Maritime Academy

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Website URL where information about the institution's green building design and construction program is available:

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

Additional documentation to support the submission:

Building Operations and Maintenance

Score

0.00 / 5.00

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

Data source(s) and notes about the submission:

City of Seattle Energy Benchmarking program,
<https://www.seattle.gov/environment/climate-change/buildings-and-energy/energy-benchmarking>

Seattle 2030 District,
<http://www.2030districts.org/seattle/about>

Energy

Points Claimed 3.58

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 Efficiency	3.57 / 6.00
Clean and Renewable Energy	0.01 / 4.00

Building Energy Efficiency

Score	Responsible Party
3.57 / 6.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	14,164,826 <i>Kilowatt-hours</i>	48,330.39 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	79,178.15 <i>Kilowatt-hours</i>	270.16 <i>MMBtu</i>

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	17,943 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	15,767 <i>MMBtu</i>

Total site energy consumption, performance year:

82,310.54 *MMBtu*

Gross floor area of building space, performance year:

1,029,832 *Gross Square Feet*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	17,380 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	42,052 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

1,106,644 *Gross Square Feet*

Degree days, performance year:

	Degree days
Heating degree days	4,065 <i>Degree-Days (°F)</i>
Cooling degree days	244 <i>Degree-Days (°F)</i>

Total degree days, performance year:

4,309 *Degree-Days (°F)*

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

	Start date	End date
Performance period	Jan. 1, 2019	Dec. 31, 2019

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
 17.26 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	14,164,826 Kilowatt-hours	48,330.39 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 Kilowatt-hours	0 MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	15,067.30 MMBtu
Imported steam, hot water, and/or chilled water	18,869 MMBtu

Total site energy consumption, baseline year:
 82,266.69 MMBtu

Gross floor area of building space, baseline year:
 932,662 Gross Square Feet

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

	Start date	End date
Baseline period	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the energy consumption baseline was adopted:

To stay consistent with GHG tracking in AASHE STARS. As a state agency, the Seattle Colleges (including South Seattle 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). However, we have set our GHG and energy baseline as 2008 for STARS considering the following; 1) this act was not passed until 2008, 2) we did not actively track or take any significant actions to mitigate our GHG emissions or utility usage until 2008, and 3) data reporting and tracking was not systematized until 2008.

Source-site ratio for imported electricity:
 3.14

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.08 MMBtu / GSF	0.18 MMBtu / GSF
Baseline year	0.09 MMBtu / GSF	0.20 MMBtu / GSF

Percentage reduction in total source energy consumption per unit of floor area from baseline:
 9.41

Documentation 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:

A brief description of energy use standards and controls employed by the institution:

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. A major LED retrofit project was complete in Broadway Edison building (457,017 sq. ft.). The project estimated 624,132 kWh savings annually (2018). 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:

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:

Website URL where information about the institution's energy conservation and efficiency program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This credit does not include energy use from a diesel generator, which provides heat for classrooms on the boat at Maritime Academy.

Clean and Renewable Energy

Score	Responsible Party
0.01 / 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:

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy generated, it may not claim such energy here. The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

Total energy consumption, performance year:

82,310.54 MMBtu

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 Kilowatt-hours	0 MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	79,178.15 Kilowatt-hours	270.16 MMBtu

A brief description of the certified/verified sources of clean and renewable electricity:

n/a

A brief description of the on-site renewable electricity generating facilities/devices:

Circa November 2018, a 72 kWh/kWp PV solar system was commissioned on our Broadway Edison building. It avoids approximately 3.1 ton of CO2 annually.

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

A brief description of the clean and renewable stationary fuels:

n/a

A brief description of the certified/verified sources of clean and renewable thermal energy:

n/a

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

A brief description of the unbundled renewable energy products:

n/a

Total clean and renewable energy generated or purchased:

270.16 *MMBtu*

Percentage of total energy consumption from clean and renewable sources:

0.33

Website URL where information about the institution's support for clean and renewable energy is available:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	1
Coal	0
Geothermal	0
Hydro	84
Natural gas	0
Nuclear	5
Solar photovoltaic	0
Wind	4
Other (please specify and explain below)	6

A brief description of other sources of electricity not specified above:

Seattle City Light does not have coal or natural gas resources in its power supply portfolio. However, it does make market purchases to balance or match its loads and resources. These purchases, along with market purchases made by Bonneville Power Administration (BPA), may incidentally include coal or natural gas resources, which are assigned to the utility. Any emissions associated with unspecified market purchases are offset through SCL greenhouse gas (GHG) neutrality policy.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---

	Percentage of total energy used to heat buildings (0-100)
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Additional documentation to support the submission:

Food & Dining

Points Claimed 3.85

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	2.25 / 6.00
Sustainable Dining	1.60 / 2.00

Food and Beverage Purchasing

Score

2.25 / 6.00

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

12.05

Percentage of total annual food and beverage expenditures on plant-based foods:

50.76

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[Central__STARS_FoodPurchase.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

We have many vendors used for food and beverage purchasing. Most provided data from August/Sept. 2019 - February 2019. This includes our fall harvest time and winter quarter, when local products are less prevalent and available. We also decided to cut off our analysis in February 2020, because operations were significantly altered in March 2020 due to COVID-19.

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Student-run food/catering services	Yes	Yes
Franchises (e.g., regional or global brands)	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	No	No

Total annual dining services budget for food and beverage products:

Less than \$500,000

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

Seattle Culinary Academy (SCA), which operates One World, Square One, and The Buzz cafe, makes it a priority to purchase local, sustainable, ethically produced foods. SCA always considers these options first when making purchasing decisions. SCA strives to balance these goals with curriculum requirements and seasonal menu needs. We also operate a dining hall, The Atrium.

Website URL where information about the food and beverage purchasing program is available:

<http://culinary.seattlecentral.edu/farm-to-table-training>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Food services on campus include those operated by the Seattle Culinary Academy (SCA) and Seattle Central staff. The Buzz Cafe, One World (sit down restaurant), and Square One (sit down or to-go bistro) are operated by Seattle Culinary Academy (SCA). Seattle Central operates The Atrium. All of these are included in the scope of this report.

Sustainable Dining

Score	Responsible Party
1.60 / 2.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Sustainable dining initiatives

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

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

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

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

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

The college has hosted a Sunday, year round farmers market for the past 10 years or so. 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.

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:

n/a

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

The Atrium= No, but our Seattle Culinary Academy (SCA), which operates a small cafe, sit down restaurant, and bistro, focus on sustainability principles and practices, including supporting disadvantaged businesses, social enterprises, and local SMEs. Currently, we procure products and services from Caffe Vita (local roastery), Cape Cleare Fishery (Port Townsend small business, hook & line salmon and ling cod), Farmstand Local Foods (facilitate connections between small farms and restaurants), Puget Sound Food Hub (facilitate connections between small farms and restaurants), Preservation Meat Collective (local rabbits and other meats), Spring Rain Farm (local ducks), Foraged & Found (local mushrooms and seasonal greens), Wolf Fork Apiary (honey from Dayton, WA), Glorybee (local flours and grains), Medosweet Farms (local dairy products), Wild Salmon Seafood (do not purchase items which appear on the Seafood Watchlist)

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

50

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

No

A brief description of the low impact dining events and/or plant-forward options:

n/a

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 inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

Yes

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

The Atrium= no, but the Seattle Culinary Academy (SCA) 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 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?:

Yes

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

Seattle Culinary Academy (SCA) operates three food locations, both use reusable china (compostable to-go containers upon request). No trays at either location. The third, a cafe, offers small finger food items in compostable to-go containers. In The Atrium, customers are offered plastic reusable trays that are then washed. A lot of the food is also packaged in to-go containers.

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, is 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?:

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 food+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:

Seattle Culinary Academy (SCA) operates three food locations, both use reusable china (compostable to-go containers upon request). No trays at either location. The third, a small cafe with no seating, offers small finger food items in compostable to-go containers. Due to limited space and capacity, most food is prepared in compostable to-go containers.

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 instead of disposable or compostable containers in “to-go” food service operations?:

Yes

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

Atrium- \$.10 discount for coffee/tea for those that bring their own cup and Seattle Culinary Academy offers a \$.25 discount at their café.

A brief description of other sustainability-related initiatives not covered above:

Website URL where information about the sustainable dining programs is available:

Additional documentation to support the submission:

Grounds

Points Claimed 2.00

Points Available 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit	Points
Landscape Management	2.00 / 2.00
	0.00 / 2.00
	This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:
	<ul style="list-style-type: none">• 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)
Biodiversity	
	2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.
	Close

Landscape Management

Score
2.00 / 2.00

Responsible Party
Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:

13 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	13 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	0 Acres
Area managed using conventional, chemical-based landscape management practices	0 Acres
Total area of managed grounds	13 Acres

A brief description of any land excluded from the area of managed grounds:

Percentage of grounds managed organically:

100

A brief description of the organic landscape management program:

We do not currently use any herbicides or pesticides on grounds. This means that weeds are in places we don't want them, so we do some hand pulling and also allow for weeds to grow.

Percentage of grounds managed in accordance with an IPM program:

0

A copy of the IPM plan or program:

A brief description of the IPM program:

A brief description of the institution's approach to plant stewardship:

Plantings are sparse on campus as the campus is located in a highly urban core. Most of the space available for any planting is grass, with a few flower beds. We do not currently use any herbicides or pesticides on grounds. This means that weeds are in places we don't want them, so we do some hand pulling and also allow for weeds to grow.

A brief description of the institution's approach to hydrology and water use:

We have very limited irrigation and is only used when absolutely necessary. Most areas are maintained through shade and drought resistance plantings.

A brief description of the institution's approach to landscape materials management and waste minimization:

Grounds staff composts all grass, bush, tree, etc. trimmings via a third party commercial compost system.

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution:

Salt is used only on entrances and stairways.

Website URL where information about the institution's sustainable landscape management program is available:

Additional documentation to support the submission:

Biodiversity

Score

0.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Adam Maurer
District Sustainability
Coordinator
Office of Sustainability

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

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

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

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 4.12

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	1.75 / 3.00
Electronics Purchasing	0.61 / 1.00
Cleaning and Janitorial Purchasing	0.91 / 1.00
Office Paper Purchasing	0.85 / 1.00

Sustainable Procurement

Score	Responsible Party
1.75 / 3.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Institution-wide sustainable procurement policies

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

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.
F. Garments and linens Clothing, bedding, laundry services.	<ul style="list-style-type: none">• Published labor and human rights standards that clothing suppliers must meet.• A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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

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

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:

Yes

A copy of the policies, guidelines or directives:

[SeattleCollegesVendorGuide.pdf](#)

The policies, guidelines or directives:

Green Purchasing

The Seattle Colleges have a strong commitment to the environment and seek environmentally preferable products and services. The Purchasing Department may seek, specify or favorably score products that are recycled, certified, or provide innovative and environmentally preferable solutions.

Supplier Diversity

The Seattle Colleges strongly encourage the participation of minority-, women and veteran-owned businesses; socially and economically disadvantaged business enterprises; small businesses; and local businesses in its purchasing and contracting activities. Participation may be through direct contracting, subcontracting or a business partnership.

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.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:

No

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

n/a

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:

Yes

A brief description of the published sustainability criteria for consumable office products:

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

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

No

A brief description of the published sustainability criteria for furniture and furnishings:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:

No

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

n/a

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:

No

A brief description of the published sustainability criteria for food service providers:

n/a

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:

n/a

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:

Yes

A brief description of the published sustainability criteria for professional service providers:

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?:

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.

Website URL where information about the institution's sustainable procurement program or initiatives is available:

Additional documentation to support the submission:

[WAstate_ELCCA2016GuidelinesFinal.pdf](#)

Electronics Purchasing

Score
0.61 / 1.00

Responsible Party
Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Total annual expenditures on electronics:

776,073.11 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	222,037.84 US/ Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	98,615.64 US/ Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	355,832.83 US/ Canadian \$
Labeled under a single-attribute standard	1,596.05 US/Canadian \$

Do the figures reported above include leased equipment?:

Yes

A brief description of the time period from which the figures reported above are drawn:

This data represents calendar year 2019.

Website URL where information about the institution's electronics purchasing is available:

<https://itservices.seattlecolleges.edu/sites/itservices.seattlecolleges.edu/files/inline-files/Seattle-Central-ITPlan-2016-20.pdf>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Includes purchases and leased equipment from Dell, Xerox, and CDWG. We purchase our IT equipment as a District, so we did the best we could to best represent costs to each campus. In most cases, shipping addresses identify purchases by campus, but not in all cases.

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.91 / 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:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total annual expenditures on cleaning products:

21,331.22 US/Canadian \$

Annual expenditures on certified green cleaning products:

16,009.59 US/Canadian \$

Total annual expenditures on janitorial paper products:

41,626.54 US/Canadian \$

Annual expenditures on certified green janitorial paper products:

41,025.68 US/Canadian \$

A brief description of the time period on which the figures reported above are based :

calendar year 2019

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

90.59

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

[SeattleColleges_CustodialGreenSpend_STARS.xlsx](#)

Data source(s) and notes about the submission:

In 2019, we purchased cleaning chemicals from Grainger, West Coast Paper (WCP), and Complete Office. Our custodial cleaning products data only includes these three vendors.

Central switched to Cintas for all chemicals in December 2019, so most of our cleaning supplies expenses are now with Cintas. Unfortunately, much of 2020 data is not reflective of normal operations due to COVID and we do not have accurate usage or expense data for Cintas due to some billing and equipment problems during the setup of the account, which were unresolved for quite some time. It is worth noting though that 1) several of our everyday cleaners, including the glass and surface cleaner and the Neutral floor cleaner are Green Seal certified, and 2) Cintas is responsible for filling all chemical dispensers on campus, so the custodians should NEVER come in contact with the concentrated form of the various chemicals. We hope to report on our Cintas chemicals in our next STARS Submission.

Office Paper Purchasing

Score
0.85 / 1.00

Responsible Party
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 annual expenditures on office paper:

14,747.05 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	3,206.09 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	1,306.97 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	10,233.99 US/Canadian \$

A brief description of the time period from which the figures reported above are drawn:

One year. Aug. 25, 2019-Aug 25, 2020

Website URL where information about the institution's paper purchasing 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:

SC-PaperPurchases_2019_2ihfdf7.xlsx

Transportation

Points Claimed 5.13

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	0.17 / 1.00
Commute Modal Split	3.96 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

Campus Fleet

Score
0.17 / 1.00

Responsible Party
Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

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

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

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

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

Total number of vehicles in the institution's fleet:

6

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	5
Diesel-only	0
Gasoline-electric hybrid	0
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:

Yes

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

Commute Modal Split

Score	Responsible Party
3.96 / 5.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

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

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

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

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

Total full-time equivalent student enrollment:

4,728.30

Full-time equivalent of employees:

902.50

Has the institution gathered data about student commuting behavior?:

Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

81.80

A brief description of the method(s) used to gather data about student commuting:

Seattle Colleges Transportation Management Team conducts an annual student transportation survey for all three colleges, including Seattle Central College. The most recent survey for Seattle Central was conducted in December 2019. The survey collected the data of students and their respective modes of transportation to and from campus. Over 880 Seattle Central students completed the survey. Students who indicated that their normal commute mode was bike, bus, carpool/vanpool, motorcycle/scooter, rail, walk, multi-modal, or walk on ferry were considered sustainable commuting.

Has the institution gathered data about employee commuting behavior?:

Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

65.70

A brief description of the method(s) used to gather data about employee commuting:

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 11/23/2019. Response rate was 52%.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	17	34
Zero-emissions vehicle	0.50	0.50
Walk, cycle, or other non-motorized mode	12.40	10.80
Vanpool or carpool	2.20	8

	Percentage of students (0-100)	Percentage of employees (0-100)
Public transport or campus shuttle	71.60	45
Motorcycle, motorized scooter/bike, or moped	0.50	0.50
Distance education / telecommute	0.80	3.30

Website URL where information about student or employee commuting is available:

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

Additional documentation to support the submission:

[2019_CTRresults_Central.pdf](#)

Support for Sustainable Transportation

Score	Responsible Party
1.00 / 1.00	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:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

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

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

A brief description of the bicycle sharing program:

Seattle offers several public bike share programs city-wide, including Lime and Jump right now. Recently, COVID has really impacted this market so there's been a lot of change and it's poised to change more in the coming years. Seattle also recently introduced an electric scooter share pilot program.

Does the institution participate in a car sharing program?:
Yes

A brief description of the car sharing program:

Via the 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 offer preferential parking or other incentives for fuel efficient vehicles?:
No

A brief description of the incentives for fuel efficient vehicles:

n/a

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

Yes

A brief description of the electric vehicle recharging stations:

We installed 2 DC fast charging station in early 2018 in our main parking garage. The charging station is available to students, faculty, staff, and the public. Parking charges do not apply. Fees apply for electricity used. The charger is connected to the ChargePoint network.

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

Yes

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

The college worked closely with Community Roots Housing on the new affordable housing at the Capitol Hill Light Rail Station. The name of the project is "Station House" and it includes a large percentage of units for affordable housing. The college hosted forums for employees to get information on how to apply and met with representatives of Community Housing.

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:

Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

Through 2020, all Seattle Central employees and students had access to Zimride, a ride sharing program to reduce the number of single occupancy trips. This program will be discontinued starting January 1, 2021 due to lack of participation and economic feasibility.

<https://zimride.com/seattlecolleges>

Website URL where information about the institution's support for sustainable transportation is available:

<https://seattlecentral.edu/about/visit-us>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<http://sustainability.seattlecolleges.edu/10evchargerstations/>

Waste

Points Claimed 5.06

Points Available 9.00

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	4.06 / 8.00
Construction and Demolition Waste Diversion	Not Applicable
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
4.06 / 8.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Reduction in total waste per person

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

Part 2. Total waste per person

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

Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	90.80 Tons	97.30 Tons
Materials composted	146.90 Tons	145.60 Tons
Materials donated or re-sold	0 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	197.60 Tons	221.50 Tons
Total waste generated	435.30 Tons	464.40 Tons

A brief description of the residual conversion facility:

n/a

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

	Start Date	End Date
Performance Period	Jan. 1, 2019	Dec. 31, 2019
Baseline Period	Jan. 1, 2018	Dec. 31, 2018

A brief description of when and why the waste generation baseline was adopted:

Seattle Central never developed a waste baseline due to various factors. This year we developed a methodology to estimate our three main waste streams (i.e. compost, commingled recycling, and garbage), but we only had invoices and data back to 2018. Thus, 2018 is the oldest data we have to create a baseline.

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	0	0
Total full-time equivalent student enrollment	4,728.30	4,844.30
Full-time equivalent of employees	902.50	894.50
Full-time equivalent of students enrolled exclusively in distance education	39.10	30.90
Weighted campus users	4,193.78	4,280.93

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.10 <i>Tons</i>	0.11 <i>Tons</i>

Percentage reduction in total waste generated per weighted campus user from baseline:

4.32

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

54.61

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

54.61

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	No
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	No
Electronics	No
Laboratory equipment	No
Furniture	No
Residence hall move-in/move-out waste	No
Scrap metal	No
Pallets	No
Tires	No
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Several waste streams are recycled, composted, donated and/or re-sold, but due to lack of data, are not reported in the waste figures above. Central recycles all cooking oil through a third party vendor. All institution-owned electronics are recycled through two different third party vendors. Good laboratory equipment and furniture are attempted to be resold or donated before they are put in garbage. We recycle scrap metal and pallets as best as we can when there is demand for them.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

No

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

No

Average contamination rate for the institution's recycling program:

A brief description of any recycling quality control mechanisms employed:

A brief description of the institution's waste-related behavior change initiatives:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A brief description of the institution's procurement policies designed to prevent waste:

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

The college participates in the Washington State Surplus program, donating items that are still usable condition but no longer needed for campus operations. Materials are collected by each department and then organized and donated by a central source.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

A brief description of the institution's limits on paper and ink consumption:

There is no free printing on campus. All students, faculty, and staff must pay for each print or copy made. Students pay out of pocket and faculty and staff pay through their department.

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

n/a

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

n/a

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Website URL where information about the institution's waste minimization and diversion efforts is available:

<http://sustainability.seattlecolleges.edu/practices/waste/>

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Responsible Party

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.

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

Institution has not conducted a major construction, renovation and/or demolition project in the previous three years.

Hazardous Waste Management

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

Criteria

Part 1. Hazardous waste minimization and disposal

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

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] 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 campus has a Pollution Prevention and annual inventory filed with the Washington State Department of Ecology in which the 313 listed chemicals products used throughout the year are inventoried and accounted for through the waste stream.

Chemical hygiene standards discussed in HazCom training:

Prefer to purchase:

- least hazardous product options
- recycled/repurposed product, where possible
- No more than 6 months storage (even if you get a bargain for bulk)
- Seek ways to decrease waste generation

Pollution Prevention:

- before a spill verify adequate spill kit materials, based on the chemicals used/stored in the workspace
- know your drain (be prepared to block your drain)
- NEVER leave an open container unattended
- ALWAYS label a new container, at the time of transfer
- NEVER store chemicals above eye level

Know the Emergency Plans & Procedures, including locations of:

- Nearest emergency exits
- SDS Binder & HazCom Program
- Emergency Equipment
- Spill kits
- Fire extinguishers & pull stations
- Emergency eyewash-shower stations
- First aid supply hub
- AED locations

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

Hazardous waste is disposed through DES state contract with Clean Harbors. Universal waste (used lamps, batteries, oil, and mercury bearing switches) are disposed through Ecolights. Biohazardous waste and contaminated sharps are disposed of through Stericycle. Used petroleum oil, cooking oils, fats oils and grease are recycled by Emerald Services (now owned by Clean Harbors) or Ecolights.

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

In early 2019, the Seattle Maritime Campus had a violation spill of oil waste to navigable waters. The oil water separator had been installed backwards by the contractor and the wrong separated stream was dumped to the nearby waterway. The violation included failure to notify the proper authorities. In early 2020 the Seattle Maritime Campus had an small chemical spill incident of ortho phosphate (corrosion inhibitor). The container broke and spilled when employee was carrying and fell. A small amount of the product splashed on the employee and entered the waterway. The employee followed procedure to rinse the affect body part with fresh water for 15 minutes and filed an incident report. To my knowledge, there was no indication of harm to the individual. Environmental authorities were promptly notified and the conclusion was that the amount spilled was negligible to the waterway.

In mid-2020 an automobile accident occurred on campus property which spilled automotive fluid. There was no evidence of environmental exposure as it was contained on the parking lot pavement. The campus utilized a hazmat spill response crew through DES state contract.

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

New chemical hygiene standards have been instilled such that departments are not to purchase any quantity of chemicals greater than the expected use for a 6 month period. These standards are communicated in the Hazard Communication training, which is required for all employees working with or around hazardous chemicals and to be refreshed no later than every 3 years (or annually for employees working with or around hazardous waste) and at each time an employee is transferred or new hire.

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 (first nonprofit in the U.S. to gain R2:2013 and ISO 14001 certification status), a 501(c)3 non-profit that refurbishes and ships computers and laptops worldwide. We also use 3R Technology (only R2:2013 and NAID AAA-Certified ITAD certified e-waste recycling company in the Pacific Northwest) for electronics that InterConnection cannot easily refurbish or recycle. 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

Website URL where information about the institution's hazardous waste program is available:

<https://seattlecentral.edu/about/administrative-services/environmental-health-and-safety>

Additional documentation to support the submission:

Water

Points Claimed 3.21

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.

Credit				Points
	1.21 / 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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
	Close			
Rainwater Management	2.00 / 2.00			

Water Use

Score

1.21 / 5.00

Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Adam Maurer District Sustainability Coordinator Office of Sustainability
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

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

Part 2. Reduction in potable water use per unit of floor area

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

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

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

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

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

Medium to High

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

	Performance Year	Baseline Year
Total water withdrawal	1,451,968.80 Gallons	1,533,506.50 Gallons

Potable water use:

	Performance Year	Baseline Year
Potable water use	1,451,968.80 Gallons	1,533,506.50 Gallons

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

	Start Date	End Date
Performance Period	Jan. 1, 2019	Dec. 31, 2019
Baseline Period	Jan. 1, 2017	Dec. 31, 2017

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

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). However, we have set our GHG and energy baseline as 2008 for STARS considering the following; 1) this act was not passed until 2008, 2) we did not actively track or take any significant actions to mitigate our GHG emissions or utility usage until 2008, and 3) data reporting and tracking was not systematized until 2008. However, Seattle Public Utilities (SPU) changed their water reporting in 2016. We now have to gather invoices and calculate usage and expenses manually. When we started doing that in the middle of 2016, our water usage was significantly lower than historic numbers directly from SPU reports. We have selected 2017 as the new baseline, because in 2017 and since we are using the same methodology to collect data.

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	0	0
Total full-time equivalent student enrollment	4,728.30	4,478.56

	Performance Year	Baseline Year
Full-time equivalent of employees	902.50	838.78
Full-time equivalent of students enrolled exclusively in distance education	39.10	19.92
Weighted campus users	4,193.78	3,973.07

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	346.22 <i>Gallons</i>	385.98 <i>Gallons</i>

Percentage reduction in potable water use per weighted campus user from baseline:
10.30

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	1,029,832 <i>Gross Square Feet</i>	1,020,639 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	1.41 <i>Gallons / GSF</i>	1.50 <i>Gallons / GSF</i>

Percentage reduction in potable water use per unit of floor area from baseline:
6.16

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	15 <i>Acres</i>	15 <i>Acres</i>

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	96,797.92 <i>Gallons / Acre</i>	102,233.77 <i>Gallons / Acre</i>

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
5.32

A brief description of the institution's water-related behavior change initiatives:

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:

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.

Website URL where information about the institution's water conservation and efficiency efforts is available:

Additional documentation to support the submission:

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., government or 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 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, and/or guidelines that supports the responses above:

Seattle Central College is located within the City of Seattle, which mandates the use of low-impact development practices through its Stormwater Municipal Code (Title 22, Subtitle VIII). The code requires stormwater discharge be appropriately managed on parcel-based projects through soil amendment, on-site stormwater management, flow control, and water quality treatment. All buildings on Seattle Central's campus comply with these stringent codes, with many featuring stormwater retention tanks or detention features such as rain gardens.

Furthermore, Seattle Central College has made a commitment to building all future buildings and major renovations to LEED Silver standards. The USGBC LEED credit for rain management intends, [t]o limit disruption of natural hydrology by reducing impervious cover, increasing on-site infiltration, reducing or eliminating pollution from stormwater runoff and eliminating contaminants." Low Impact Development (LID) is one strategy used to achieve this LEED credit and intent, among others.

City of Seattle Stormwater Municipal Code (title 22, Subtitle VIII),

https://library.municode.com/wa/seattle/codes/municipal_code?nodeId=TIT22BUCOCO_SUBTITLE_VIIIST

CO_CH22.801DE

City of Seattle Storm water management:

<https://www.seattle.gov/utilities/about/plans/drainage-and-sewer/stormwater-management-plan>

USGBC rainwater management credit:

<https://www.usgbc.org/credits/new-construction-core-and-shell-schools-new-construction-retail-n>

[ew-construction-hospitali-5](https://www.usgbc.org/credits/new-construction-core-and-shell-schools-new-construction-retail-n)

Seattle Colleges' Sustainability Plan: LEED Silver commitment,

http://sustainability.seattlecolleges.edu/wp-content/uploads/2020/11/SeattleColleges_SustainabilityPlan2017-2023_update2020.11.pdf

Seattle Central College Major Institutional Master Plan (MIMP) draft,

https://www.seattle.gov/Documents/Departments/Neighborhoods/MajorInstitutions/SeattleCentralCommunityCollege/SCC_ConceptPlan_MIMP.pdf

Website URL where information about the institution's green infrastructure and LID practices is available:

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 7.25

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Inclusive and Participatory Governance	2.25 / 3.00
Reporting Assurance	1.00 / 1.00

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:

Current members include; 1) Julia Buchans, Director of Learning Support Network (Tutoring), 2) Alexis Fein, Administrative Assistant III, 3) Rebecca Tesdell, faculty, full-time faculty, Basic and Traditional Studies, 4) Adam Maurer, District Sustainability Coordinator, 5) Jeff Keever, Director of Auxiliary Services and District Transportation Coordinator, 6) Catie Chaplan, Faculty at Wood Technology Center, 7) Alyssa Jocson Porter, Librarian, 8) Heather Moore, Executive Assistant for VPI, 9) Elaine Ong, Faculty of ESL

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

Yes

A brief description of each sustainability office:

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 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, District Sustainability Coordinator

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

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, held "Trash Talker" events where trained volunteers helped people properly dispose of their waste, recruited and took students to WOHESC conferences, conducted an assessment of the curriculum for sustainability, hosted waste trainings for custodial staff, 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_2020.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):

Website URL where information about the institution's sustainability coordination 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
3.00 / 4.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

District Sustainability Plan: Goal 1: Surpass greenhouse gas reduction targets provided by the State Agency Climate Leadership Act, Goal 2: All new buildings will be constructed to at least a LEED Silver standard, Goal 3: Compared to 2019, reduce landfill waste 50% by weight by 2030, Goal 4: 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), Goal 5: Develop a District Purchasing Policy to purchase, when available, GreenSeal, EcoLogo, EPEAT Silver or higher certified electronics, and other third-party verified sustainable products.

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

As found in the 2018-2020 Seattle Central College Operational Plan (i.e. Campus Strategic Plan),

<https://seattlecentral.edu/about/who-we-are/strategic-plan>

Develop and Implement a Diversity Action Plan

a. Address institutional racism and achieve equity and inclusion in order to recruit and retain students and employees who reflect the rich diversity in the community that Seattle Central serves.

i. Reach out to underrepresented student populations in order to recruit, retain, and support these students through the educational process.

ii. Standardize an anti-racist, anti-biased search and hiring process to build a diverse workforce.

iii. Encourage the development of an inclusive working environment in order to support and retain employees.

b. Create an educational environment that is framed by diversity, equity, and inclusion.

i. Deliver diverse educational resources and services focused on equity and inclusion.

ii. Promote culturally responsive pedagogy and services by increasing opportunities for professional development in these areas.

iii. Reinforce a culture that supports anti-biased, anti-racist curriculum and pedagogy.

Additionally, as found in the 2017-2023 Seattle Colleges Strategic Plan:

Goal 2: Equity, Diversity, Inclusion, and Community

Strategy: Develop and Implement a diversity action plan

1b. Student Engagement by Subgroups (SOC= students of color)

2b. Retention Rate (fall to winter, by subgroups (HU= historically underserved))

3b. Completion Rate (four-year cohort, by subgroups (HU= historically underserved))

6b. Math Progression (from development math to college-level within one year, by subgroups (HU= historically underserved))

7. Ethnic and Racial Diversity of Faculty and Staff

11b. Staff Growth and Engagement

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution's highest guiding document (upload):

Website URL where the institution's highest guiding document is publicly available:

<https://www.seattlecolleges.edu/administration/mission-strategic-plan-and-initiatives/strategic-plan-and-scorecard>

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Minor theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

http://sustainability.seattlecolleges.edu/wp-content/uploads/2020/11/SeattleColleges_SustainabilityPlan2017-2023_update2020.11.pdf

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

Yes

The formal statement in support of sustainability:

Seattle College District Policy Number 210: Environmental Policy: "The Seattle College District is committed to conducting business in an environmentally responsible fashion. It shall be the policy of the Seattle College District to:

1. Reduce the present and future risks of hazardous materials.
2. Comply with federal, state, and local laws pertaining to hazardous materials.
3. Promote the purchase and use of products manufactured using recycled materials.
4. Establish procedures to reduce waste in ongoing processes and to develop waste reduction procedures.
5. Establish recycling systems for non-hazardous materials.
6. Promote conservation of electricity and water.
7. Encourage conservation of fuels through the promotion of bus, van and carpool use, bicycles, and other alternative modes of transportation.
8. Increase the awareness of environmental issues and practices.
9. Develop, to the fullest extent possible, capital master plans and projects consistent with the provisions of the State Environmental Policy Act (SEPA).

The "responsible official," for the purposes of the policy, shall be the chancellor, respective campus president/vice-chancellor, or designee. It shall be the responsibility of the "responsible official" to facilitate the preparation of a "Declaration of Significance/Non-Significance" and/or a "Threshold Determination", as appropriate"

Board of Trustees – Revision & Adoption History
Adopted: 9/3/1991
Revised: 10/5/1993
Revised: 6/11/2009
Reviewed: 10/10/2013

The institution’s definition of sustainability:

n/a

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:

Seattle Central College signed and endorsed "America Is All In," which was released on December 12, 2020. It laid out high-level actions for the then incoming Biden-Harris administration. It called for an enhanced partnership across non-federal and federal entities and reaffirmed non-federal actors' commitment to climate action.

Website URL where information about the institution's sustainability planning efforts 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. Thus, the Seattle Colleges Strategic Plan is the highest guiding document.

The Seattle Colleges Strategic Plan includes sustainability as a major theme, because one of the four goals of the plan is equity, diversity, inclusion and community ("there must be a section of the plan on sustainability"). Objectives within this goal include increasing retention rate, completion rate, and math progression among our historically underserved and students of color. This goal also includes objectives to increase ethnic and racial diversity of faculty and staff.

Additionally, AASHE STARS participation and improvement is one of only 4 objectives within the Organizational Excellence goal (

<https://www.seattlecolleges.edu/sites/seattlecolleges.southseattle.edu/files/inline-files/2017-18-scorecard.pdf>

). Considering one of four goals of the strategic plan specifically addresses equity, diversity, and inclusion, and another goal includes an objective to participate and improve AASHE STARS scores, we appear to qualify for sustainability as a major theme.

Inclusive and Participatory Governance

Score	Responsible Party
2.25 / 3.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

1. Seattle Colleges Board of Trustees- "The Board subscribes to the concept that those affected by Board policies will have a voice in the development of policies. Accordingly, the District agrees that faculty will serve in a non-voting capacity on the Board of Trustees. Exempt staff, classified staff, and faculty unions are invited to all BOT meetings as ex-officio members. The union leaders can submit written reports for each board meeting and are invited to give short oral reports at each meeting. Unions are also invited to some of the study sessions that the BOT holds before regular meetings. If the BOT wants input from the unions, they will involve the union presidents and work together accordingly."
2. College Council- all of the employee 'classes' have representation on the College Council, including faculty, staff, and students. 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.
3. 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.
4. 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
5. District Faculty Shared Governance Committee- gives voice to faculty by allowing for maximum participation in district level matters of importance to instruction, such as, long-term and short-term strategic planning, conducting research, deployment of financial and human resources, use of physical resources, accreditation, institutional policies, and enrollment management. An effective shared governance model includes sharing of information and access to executive leadership on a regular basis prior to decisions being made. THE DFSGC will discuss items and provide input to the Vice Chancellor of Instruction on the areas outlined above. Recommendations of the committee will be seriously considered by the VC of Instruction and the Chancellor as appropriate. The DFSGC consists of faculty and staff. Members are chosen by their respective groups. This committee is included in the current AFT contract.

Total number of individuals on the institution's highest governing body:

5

Number of students representing their peers as official members of the institution's highest governing body:

0

Number of academic staff representing their peers as official members of the institution's highest governing body:

0

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

0

Number of women serving as official members of the institution's highest governing body:

3

Percentage of official members of the highest governing body that are women:

60

Website URL where information about the institution's highest governing body may be found:

<https://www.seattlecolleges.edu/about/leadership-and-organization/board-trustees>

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:

Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

Central has launched the formal process to update our major institution master plan. One of the elements of the master plan drafting process is creation of a Citizens Advisory Committee. One of the functions of this committee is to represent neighborhood concerns to the Office of Neighborhoods and they, in turn, negotiate with the college on mitigation measures and how the college plans to meet city planning objectives via this twenty year horizon master plan.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

3

Website URL where information about the institution's governance structure is available:

<https://www.seattlecolleges.edu/about/leadership-and-organization>

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. Thus, the Seattle Colleges Board of Trustees is the institution's highest governing body.

Reporting Assurance

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

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:

Yes

Did the assurance process include internal review, an external audit, or both?:

External audit

The name, title, and organizational affiliation of each reviewer:

Theodore Koepf, Sustainability Outreach Coordinator, Bellevue College

A brief description of the institution's assurance process:

Theo completed a full review of this submission using the STARS Review Template. We followed the minimum requirements as outlined for this credit.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

[Central_STARS_External_Review_Assurance_-_signed.pdf](#)

Completed STARS Review Template:

[Seattle_Central_College_STARS_Review_R2.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified

inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

Completed STARS Review Template (2nd review):

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 6.32

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	0.63 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	1.36 / 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, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

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 that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Student Leadership's Global Engagement Team (GET), International Education Programs, and Office of Equity, Diversity, and Inclusion coordinate a 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 ethnic 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.

The Office for Diversity, Equity and Inclusion (ODEI) provides and supports various trainings and activities. Some examples include the Multicultural Student Services Directors' Council Students of Color Conference (SoCC), Seattle Race Conference (off-campus, team professional development), #blacklivesmatter lectures, Annual Day of Remembrance honoring the experiences of Americans of Japanese descent during WWII, Reframing the Search

and Hiring Process for Equity and Diversity, 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.

Website URL where information about the institution's diversity and equity office or trainings is available:

<https://seattlecentral.edu/campus-life/student-support-and-services/multicultural-services>

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.63 / 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:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

We assess diversity, equity, and inclusion through various structured processes, including employee surveys, employee forums, and Guided Pathways.

In spring 2020, Seattle Colleges conducted its inaugural district-wide employee satisfaction survey. All faculty and staff were sent an online survey (anonymous) in May 2020. 320 Central employees answered the employee survey. The questions were developed by a team of IR and HR representatives from across the district. The survey covered satisfaction, professional development, EDI, safety, instruction.

This survey is one of Seattle Colleges ongoing coordination efforts across the colleges and the district office. Select questions are part of the Seattle Colleges Strategic Plan 2017-23, while other questions address specific items for employees of North Seattle, Seattle Central College, and South Seattle College. A total of 813 employees responded to the survey across all primary work locations. Responses will assist Seattle Colleges leadership in decision-making and planning.

Seattle Central College is guided by two closely aligned plans—the Seattle Colleges Strategic Plan and the Seattle Central College Operational Plan. The district's Strategic Plan lays out goals, strategies for achieving the goals, and the metrics that are used to evaluate progress. Seattle Central's Operational Plan provides the college's detailed plans for achieving the goals established in the Strategic Plan. In our last accreditation cycle, Seattle Central was working with four Core Themes in addition to the Strategic and Operational plans. While these Core Themes and indicators were worthwhile, we believe that we can make more meaningful changes by replacing the previous Core Themes with the four goals in our Strategic Plan (Appendix A). In doing so, we will reduce the number of indicators from 68 to 16, allowing us to look more closely at disaggregated data to identify and respond to equity concerns as we track our progress towards these goals and make meaningful decisions to improve student learning based on student learning outcomes.

Two goals in the strategic plan--Student Success and Equity, Diversity, and Inclusion--relate to the assessment of student learning outcomes. The Strategic Plan Scorecard provides evidence of student learning outcomes through retention, completion, and math progression rates. Improvements of student retention and completion rates are the end-goal of assessment work. The metrics of student retention and completion provide valuable insight into how the college is serving students well and how we might improve.

Guided Pathways is a comprehensive approach to achieving two goals in our strategic plan: Student Success and Diversity, Equity, Inclusion & Community. Racial equity is at the heart of Guided Pathways; the Guided Pathways mission statement states that, "the ultimate goal of this effort is to dismantle systems that perpetuate racial and social inequity, using inclusive evidence-based practices that promote equity and institutional transformation." Guided Pathways is a framework that guides changes for every part of the student experience at Seattle Central College, from onboarding to advising and beyond.

Guided Pathways work at Seattle Central College is overseen by the Pathways Lead Team, made up of Executive Leadership and Pathways Leads, in conjunction with the Steering Team, a larger group of faculty and staff. These groups regularly examine data on student learning to inform decisions. Pathways work is informed by data on student retention, completion, momentum, and progression in math reported in the First Time Entering Student Outcomes Dashboard from the Washington State Board of Community and Technical Colleges. These data points will be annually examined by the Pathways Guiding team each year. Pathways work is further supported by Seattle Central College's Course Success Dashboard, which provides data on enrollment and student grades in courses. When disaggregated by race, ethnicity and gender, these data reveal that the college does not serve all students equally well. In particular, the data reveal that Black and African American males are not well-served by the institution, as reflected in lower retention and completion rates. Guided Pathways work at Seattle Central is focused on closing the equity gaps revealed in student outcomes data. Our efforts center on improving outcomes for Black and African American males, with the understanding that policies and practices that work well for these students will benefit all students.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

Yes

Does the assessment process address employee outcomes related to diversity and equity?:

No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

Employee Survey-A survey summary report was presented to the Central President's Cabinet. Safety remains a concern of employees Future decisions take the survey results into consideration when making policy, investments, etc.

The Seattle Colleges and its constituent institutions should conduct additional research to operationalize the variables that have been identified as key predictors of engagement items. Once these predictors are operationalized, interventions should be implemented to increase satisfaction with these variables.

Missing Data – Large percentages of missing data on demographic variables makes it difficult to conduct meaningful analyses to identify differences by subgroup. Efforts should be made to increase the percentage of employee respondents who respond meaningfully to demographic variables.

Power of Predictive Models – The R² (r – square) is a statistic that indicates the predictive power of a given linear model. The values of R² range from 0 (zero) to 1 (one). The closer an R² is to 1.0, the greater the percentage of variance in an outcome it predicts. Additional research should be conducted to determine what other factors are predictive of the engagement variables measured in this survey.

Frequency of Administration of this Survey – This survey should be administered again in Spring 2021 to measure any changes that have occurred in the variables measured in this survey.

The following Seattle Pathways projects demonstrate how Seattle Central is using disaggregated data about student success in conjunction with student learning outcomes assessments to inform decisions.

The Black Solidarity Think Tank is a Pathways work group dedicated to helping Black and African American men succeed at Seattle Central College. This small group of faculty and administrators are creating a framework that is informed by Critical Race Theory and Institutional Care theories. This equity-minded framework will be used to approach all decisions, projects and policy-making efforts at the college.

Directed Self-Placement (DSP) is a tool that guides students to select their first college English courses. Prior to DSP's implementation in April 2020, new students were placed in English courses according to grades on high school transcripts or by placement assessments. These placement exams produced racial inequity in placements. DSP was created to provide an equitable alternative to placement testing. The tool asks students a series of questions about their goals and experiences with reading and writing, both inside and outside of classroom environments. Upon completion of DSP, students receive a course recommendation but remain free to choose the course that they feel is best for them.

Course success data revealed a racial equity gap across many courses in the Associate of Business curriculum. In the example below, data show that only 50% of Black/African American students passed ACCT 201, compared with 76% of Asian students and 67% of White students. Further disaggregation by gender revealed that only 48% of Black students who identify as male were successful in the course. Faculty reflected on these data and committed to finding ways to better serve all students. Faculty are currently working with the Associate Vice President of Diversity, Equity and Inclusion to create learning outcomes statements that are rooted in racial equity. They are also involved in campus-wide discussions about building community for BIPOC students, bringing social justice into their curriculum, and practicing equitable assessment and grading practices.

Critical courses for success are courses that are required for a degree in which less than 85% of all students or less than 85% of Black males earn 2.0 or higher over a period of 3 years. The Office of Institutional Research will generate a list of critical courses for success every year. Faculty who teach these courses will be invited to participate in a focused assessment project with the Assessment and Accreditation Specialist and other faculty trained in assessment to improve student success.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

A survey summary report was presented to the Central President's Cabinet and it was also discussed at a Seattle Colleges' district-wide zoom meeting. Safety remains a concern of employees. Future decisions take the survey results into consideration when making policy, investments, etc.

The Seattle Colleges and its constituent institutions should conduct additional research to operationalize the variables that have been identified as key predictors of engagement items. Once these predictors are operationalized, interventions should be implemented to increase satisfaction with these variables.

Missing Data – Large percentages of missing data on demographic variables makes it difficult to conduct meaningful analyses to identify differences by subgroup. Efforts should be made to increase the percentage of employee respondents who respond meaningfully to demographic variables.

Power of Predictive Models – The R² (r – square) is a statistic that indicates the predictive power of a given linear model. The values of R² range from 0 (zero) to 1 (one). The closer an R² is to 1.0, the greater the percentage of variance in an outcome it predicts. Additional research should be conducted to determine what other factors are predictive of the engagement variables measured in this survey.

Frequency of Administration of this Survey – This survey should be administered again in Spring 2021 to measure any changes that have occurred in the variables measured in this survey.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

No

The diversity and equity assessment report or summary (upload):

[Seattle_Central_Ad_Hoc_Report_Recommendation_6_-March_2021.pdf](#)

Website URL where the diversity and equity assessment report or summary is publicly posted:

Website URL where information about the institution's diversity and equity assessment efforts is available:

Additional documentation to support the submission:

[Employee_Survey_-_2020_-_Central_-02-01-2021.pptx](#)

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, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
 - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

"--" 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>

Seattle Central College is a member of the College District VI.

Seattle Colleges is committed to the concept and practice of equal opportunity for all its students, employees, and applicants in education, employment, services and contracts, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, gender identity, veteran or disabled veteran status, political affiliation or belief, citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level. In addition, reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:

Yes

A brief description of the institution's discrimination response protocol or team:

The 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>

Additionally, depending on the severity and details of the case, there are different groups that may respond to a bias incident, act of discrimination, or hate crime. For example, our Bias Incident Response team (BIRST) may respond to a student. The BIRST provides free, confidential support through counseling references, health and safety protections, temporary or long-term re-locations, etc. When HR is involved with faculty and staff, they ensure they have access to support through the Employee Assistance Program (EAP). The Washington State Employee Assistance Program (EAP) is a free, confidential program created to promote the health, safety, and well-being of public employees. More than 100,000 public employees have access to EAP services to help them address work and personal concerns. In addition, the EAP offers services to assist employees with legal and financial concerns. HR also works with the person on specific needs as a result of the incident(s). For example, accommodations such as temporary work assignments, moving to a different location, etc. are explored. Lastly, the college's EDI staff and HR regularly send out announcements and reminders on support available to the greater college community, like EAP, safe space discussions, and affinity groups.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:

Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

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. Need to include

<https://collegepossible.org/washington/>

Seattle Promise aims to deliver high-quality services, clear pathways to success, and to close race-based equity gaps. One major program element designed to contribute to achievement of these outcomes is providing college and career readiness supports beginning in the high school. In addition to general outreach activities in the 17 Seattle Public High Schools, Seattle Promise staff prioritize outreach to students traditionally underserved by higher education, including African American/Black, Hispanic/Latino, Native American, Pacific Islander, Underserved Asian populations, Other students of Color, Refugee and Immigrant, Homeless, English Language Learners, and LGBTQ populations. Seattle Promise staff work closely with high school staff to target these underserved students, including partnering with student affinity groups, using inclusive nomenclature for workshops, and offering translated workshops and materials.

A partnership between Seattle Central College and Seattle Public Schools (SPS), the Academy for Rising Educators (ARE) is an Associate of Arts degree with a focus on education and social justice. The program helps SPS high school seniors and recent graduates, current SPS staff, and community members earn their teaching certificate. In partnership with Seattle Central College, City University, Seattle Teacher Residency, University of Washington Special Education High Incidence Program, Seattle University, the Department of Education and Early Learning (DEEL), and the City of Seattle, it provides candidates tuition, academic, and wrap-around supports. While the program is open to all students, the ultimate goal of the program is to attract more people of color into the teaching profession- currently, only 10% of teachers in Washington State are.

FACULTY/STAFF

As part of the Faculty Diversity and Inclusion Committee, the "District and the AFT (i.e. faculty union) share a mutual interest in hiring and retaining a diverse full-time and part-time faculty that reflects diversity of our students and our community. The District and the AFT are committed to increasing the numbers of faculty members in under-represented groups inclusive of, but not limited to, factors such as race, ethnicity, national origin, gender, gender identity, sexual orientation, veteran status and disability. The District and AFT seek to provide leadership and best practices in advertising faculty positions, conducting search committees, and supporting faculty who bring diversity to our colleges." 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. Seattle Colleges' Inclusion Advocate program, developed with permission from and modeled after Oregon State University's Search Advocate program, is designed to create a standardized, anti-biased search process to build a rich and diverse workforce that reflects the diversity of our students and community. Inclusion advocates are existing Seattle Colleges employees who volunteer. Employees who wish to serve, apply and receive two full days of training followed by twice quarterly districtwide meetings and trainings. Trained Inclusion Advocates participate in all levels of the hiring process as non-voting members to guide committee members to recognize and avoid unconscious bias. Inclusion Advocates work in conjunction with the search committee chair, hiring manager, and human resources to affirm the college's commitment to diversity, equity, and inclusion

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 designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

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.

In addition to general outreach activities in the 17 Seattle Public High Schools, Seattle Promise staff prioritize outreach to students traditionally underserved by higher education, including African American/Black, Hispanic/Latino, Native American, Pacific Islander, Underserved Asian populations, Other students of Color, Refugee and Immigrant, Homeless, English Language Learners, and LGBTQ populations. Seattle Promise staff work closely with high school staff to target these underserved students, including partnering with student affinity groups, using inclusive nomenclature for workshops, and offering translated workshops and materials. Once enrolled at a Seattle College, Seattle Promise students are assigned to a Retention Specialist who has a 1:100 caseload. This allows the specialist to conduct proactive interventions with their students as needed and creates opportunities for the specialist to connect students to individually-appropriate resources.

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

Campus Climate Professional Development for all faculty and staff:

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 LGBTQI 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 in 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.

Supporting teams of faculty and staff to attend conferences, like:

- Citizen's University Conference
- National Conference on Race and Ethnicity
- WA State Faculty and Staff of Color Conference

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."

Additionally, a partnership between Seattle Central College and Seattle Public Schools (SPS), the Academy for Rising Educators (ARE) is an Associate of Arts degree with a focus on education and social justice. The program helps SPS high school seniors and recent graduates, current SPS staff, and community members earn their teaching certificate. In partnership with Seattle Central College, City University, Seattle Teacher Residency, University of Washington Special Education High Incidence Program, Seattle University, the Department of Education and Early Learning (DEEL), and the City of Seattle, it provides candidates tuition, academic, and wrap-around supports. While the program is open to all students, the ultimate goal of the program is to attract more people of color into the teaching profession- currently, only 10% of teachers in Washington State are.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Website URL where information about the institution's support for underrepresented groups is available:

<https://seattlecentral.edu/campus-life/student-support-and-services>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Gender neutral bathroom map,

<https://seattlecentral.edu/about/visit-us/campus-maps/broadway-edison/BE/all-gender-restroom>

Affordability and Access

Score	Responsible Party
1.36 / 4.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :

40

Percentage of students graduating without student loan debt:

12

Percentage of entering students that are low-income:

17

Graduation/success rate for low-income students:

33

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

Seattle Promise launched in 2018 to create more equitable higher education opportunities for Seattle public school graduates.

The program is a promise to:

- guide students onto a direct path from high school to college to graduation with a degree, certificate, or transfer to a four-year college or university;
 - boost career opportunities for all students, especially first-generation and historically under-served populations;
- and,
- prepare students to participate in our region's vibrant workforce and economy without taking on overwhelming debt.

The program provides the first two years (or up to 90 credits) of tuition, additional financial support for books, transportation, housing, etc. to those with financial need, and personal guidance to succeed in college. All Seattle public high school graduates are eligible regardless of grade point average (GPA), income or country of birth. The program provides financial support as well as ongoing college and career guidance for students to attend one of three Seattle Colleges (North, Central, and South).

Seattle Promise scholars receive the following services:

- Support applying to Seattle Promise and Seattle Colleges (North, Central or South)
- Support applying for and completing financial aid requirements
- Full coverage of any tuition expenses remaining after other scholarships and financial aid
- Assistance with choosing and registering for classes
- Preparation for the transition from high school to college
- Guidance and mentorship through the first two years of college

TRiO program- 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.

Seattle Central makes a bold commitment to provide full tuition to every student who demonstrates financial need, enrolls full time, and maintains a 3.0 GPA. The Commitment Scholarship makes funding accessible, transparent, predictable and reliable, while incentivizing academic success.

In 2016, we expanded our financial-need criteria to support more low to moderate income students, as well as provide completion scholarships to students who are close to graduation. As a result, we increased the number of students we support by over 250%. We will need greater financial support to keep an even bolder promise to students at this level of financial need.

Since its inception in 2013, Seattle Central has awarded over \$1.5 million to nearly 1000 students.

A brief description of notable policies or 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).

Seattle Promise has notably invested in increasing postsecondary access and success rates for Seattle Public High School graduates. In addition to funding up to 2 years or 90 credits of college tuition, Seattle Promise provides teams of college success specialists to help students successfully navigate every step transitioning to college through college graduation. In addition, Seattle Promise offers complimentary opportunities for students, including exclusive paid internships at top local organizations and connections to industry mentors.

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:

Website URL where information about the institution's accessibility and affordability initiatives is available:

<https://seattlecentral.edu/enrollment-and-funding/financial-aid-and-funding/financial-aid>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<https://www.seattlecolleges.edu/promise>

<https://seattlecentral.edu/campus-life/student-support-and-services/trio>

<https://seattlecentral.edu/enrollment-and-funding/financial-aid-and-funding/scholarships>

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								
	0.00 / 4.00								
<p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Total value of the investment pool (US/Canadian dollars)</th> <th style="text-align: right;">Total points available for the credit</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">\$1 billion or more</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: center;">\$500 - 999 million</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: center;">Less than \$500 million</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>		Total value of the investment pool (US/Canadian dollars)	Total points available for the credit	\$1 billion or more	5	\$500 - 999 million	4	Less than \$500 million	3
Total value of the investment pool (US/Canadian dollars)	Total points available for the credit								
\$1 billion or more	5								
\$500 - 999 million	4								
Less than \$500 million	3								
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 academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Sustainable Investment

Score
0.00 / 4.00

Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars)	Total points available for the credit	Adam Maurer District Sustainability Coordinator Office of Sustainability
\$1 billion or more	5	
\$500 - 999 million	4	
Less than \$500 million	3	

[Close](#)

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

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

Data source(s) and notes about the submission:

95% (approximately \$26M) of the Seattle Colleges Foundation assets are currently managed by Vanguard. The other \$4M is managed by Merrill Lynch, Charles Schwab, and possibly others. We don't track those investments as closely as Vanguard. Vanguard has filled or co-filled 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, but the institution has not directly. Vanguard has also engaged in policy advocacy by participating in investor networks and/or engaged in inter-organizational collaborations to share best practices, but the institution has not.

Here is the detailed our investments with Vanguard are;

VITSX Vanguard Total Stock Market Index Fund Institutional Shares 36.0%

VTSNX Vanguard Total International Stock Index Fund Institutional Shares 24.0%

VBTLX Vanguard Total Bond Market Index Fund Admiral Shares 14.0%

VWETX Vanguard Long-Term Investment-Grade Fund Admiral Shares 3.0%

VFIDX Vanguard Intermediate-Term Investment-Grade Fund Admiral Shares 5.5%

VFSUX Vanguard Short-Term Investment-Grade Fund Admiral Shares 5.5%

VTABX Vanguard Total International Bond Index Fund Admiral Share 12.0%

Investment Disclosure

Score

0.00 / 1.00

Responsible Party

Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Data source(s) and notes about the submission:

Vanguard also engages in proxy voting, but the institution does not. Proxy voting is available on the Vanguard website.

Wellbeing & Work

Points Claimed 2.75

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	0.00 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	1.00 / 2.00

Employee Compensation

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

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

The local living wage (based on a family of four and expressed as an hourly wage):

18.59 US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded):

56.98

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

No

A list or brief description of significant on-site contractors:

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

75

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

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, pays at least the Seattle minimum hourly wage of \$16.69/hr.

Website URL where information about employee compensation is available:

Additional documentation to support the submission:

[SeattleColleges_EmployeeEarnings2016-2020.xlsx](#)

Data source(s) and notes about the submission:

Prior to December 2020, MIT calculator listed living wage for 2 working adults with 2 children in Seattle-Tacoma-Bellevue, WA at \$18.59/hour. We are using employee salaries in 2020, so we are using the \$18.59/hour number. Seattle Colleges' employee compensation data is not easily available due to a recent software migration. The percent earning a living wage only includes those that earned at or above the annual salary equivalent of \$18.59/hour (i.e. \$38,667). Percent earning a living wage does not include those that made at or above \$18.59/hour, but did not earn at least \$38,667 in 2020. 2,043 district-wide Seattle Colleges employees. Cannot easily break data out by campus at this time.

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 assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In spring 2020, Seattle Colleges conducted its inaugural district-wide employee satisfaction survey. All faculty and staff were sent an online survey (anonymous) in May 2020. 320 Central employees answered the employee survey. The questions were developed by a team of IR and HR representatives from across the district. The survey covered satisfaction, professional development, EDI, safety, instruction.

This survey is one of Seattle Colleges ongoing coordination efforts across the colleges and the district office. Select questions are part of the Seattle Colleges Strategic Plan 2017-23, while other questions address specific items for employees of North Seattle, Seattle Central College, and South Seattle College. A total of 813 employees responded to the survey across all primary work locations. Responses will assist Seattle Colleges leadership in decision-making and planning.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

A survey summary report was presented to the Central President's Cabinet. Safety remains a concern of employees. Future decisions take the survey results into consideration when making policy, investments, etc.

The Seattle Colleges and its constituent institutions should conduct additional research to operationalize the variables that have been identified as key predictors of engagement items. Once these predictors are operationalized, interventions should be implemented to increase satisfaction with these variables.

Missing Data – Large percentages of missing data on demographic variables makes it difficult to conduct meaningful analyses to identify differences by subgroup. Efforts should be made to increase the percentage of employee respondents who respond meaningfully to demographic variables.

Power of Predictive Models – The R² (r – square) is a statistic that indicates the predictive power of a given linear model. The values of R² range from 0 (zero) to 1 (one). The closer an R² is to 1.0, the greater the percentage of variance in an outcome it predicts. Additional research should be conducted to determine what other factors are predictive of the engagement variables measured in this survey.

Frequency of Administration of this Survey – This survey should be administered again in Spring 2021 to measure any changes that have occurred in the variables measured in this survey.

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

[Employee_Survey_-_2020_-_Central_-02-01-2021.pptx](#)

Wellness Program

Score	Responsible Party
0.75 / 1.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s):

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, racquetball courts, basketball courts, treadmills, free weights, other exercise equipment, personal training, yoga classes, martial arts classes, meditation, etc.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

No

A copy of the institution's smoke-free policy:

The institution's smoke-free policy:

Smoking prohibited in public spaces or places of employment:

<https://app.leg.wa.gov/rcw/default.aspx?cite=70.160>

Smoking prohibited within 25 feet of public places or places of employment:

<https://app.leg.wa.gov/rcw/default.aspx?cite=70.160.075>

Website URL where information about the institution's wellness programs is available:

<http://des.wa.gov/services/HRPayroll/eap/Pages/default.aspx>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Smoking prohibited in public spaces or places of employment:

<https://app.leg.wa.gov/rcw/default.aspx?cite=70.160>

Smoking prohibited within 25 feet of public places or places of employment:

<https://app.leg.wa.gov/rcw/default.aspx?cite=70.160.075>

Workplace Health and Safety

Score	Responsible Party
1.00 / 2.00	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Does the institution have an occupational health and safety management system (OHSMS)?:

No

Does the system use a nationally or internationally recognized standard or guideline?:

Yes

The nationally or internationally recognized OHSMS standard or guideline used:

U.S. Occupational Safety and Health Administration (OSHA) Voluntary Protection Program (VPP) and WISHA (Washington Industrial Safety Health Act)

A brief description of the key components of the custom OHSMS:

Seattle Colleges adheres to all U.S. Occupational Safety and Health Administration (OSHA) Voluntary Protection Program (VPP) and WISHA standard. We follow all requirements regarding mandated training and job specific required training either on an annual basis, for newly hired, or when protocols dictate that training is necessary due to either new equipment or changes in methods of performing that task.

Annual number of recordable incidents of work-related injury or ill health:

12

Full-time equivalent of employees:

902.50

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

0

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

All incident cases are reported to OSH Mgr., where they are followed up with an after action report, tracked by campus, department, injury type and frequency and cost associated with treatment.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

1.33

Website URL where information about the occupational health and safety program is available:

<http://seattlecentral.edu/envhs/index.php>

Additional documentation to support the submission:

Innovation & Leadership

Innovation & Leadership

Points Claimed 4.00

Points Available 4.00

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

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
External Reporting Assurance	0.50 / 0.50
Food Bank	0.50 / 0.50
Pay Scale Equity	0.50 / 0.50
Textbook Affordability	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50
Innovation D	0.50 / 0.50

External Reporting Assurance

Score	Responsible Party
0.50 / 0.50	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution's STARS assurance process (as documented in the Reporting Assurance credit) includes an external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

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

Did the assurance process for the institution's current STARS submission include an external audit?:

Yes

Is the external audit fully documented in the Reporting Assurance credit?:

Yes

Additional documentation to support the submission:

[Seattle_Central_College_STARS_Review_R2.xlsx](#)

Food Bank

Score	Responsible Party
0.50 / 0.50	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:

Yes

A brief description of the food bank, pantry, or equivalent resource:

In 2017, in an effort to address food insecurity issues that students face while attending school, the Veterans Resource Center at Seattle Central College created a food pantry to provide students with a centralized location to access food and other essentials. Seattle Central hired on a full-time AmeriCorps staff member in 2018 to run and develop the Food and Resource Program. The food pantry sources such support from leftover stock in the campus cafeteria, community and government partnerships, and generous donations from community members. The program aims to connect students to all of the available extracurricular resources, so they can focus on finishing their course(s) and degree(s).

During normal operations, once a week, students in need are able to stop by the food pantry, located in BE3225. Students interested in grabbing items from the pantry must stop by Student Support Programs, in BE3215, and sign in with their student ID. The magic of the on-campus food pantry - meeting students where they are at - was interrupted during the COVID-19 closures. When safe, the program was/will be providing weekly distributions of food, toiletries, and school supplies to students in need of additional support. In the Spring and Summer quarter of remote instruction, we distributed over 300 customized supply bags to students.

Website URL where information about the food bank is available:

<https://seattlecentral.edu/campus-life/student-support-and-services/food-and-stability-resource>

S

Additional documentation to support the submission:

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 compensation of the highest compensated senior administrator exceeds that of the lowest compensated full-time employee:

9.20

Documentation supporting the institution's reported pay scale ratio:

[SeattleColleges_EmployeeEarnings2019.xlsx](#)

Documentation supporting the institution's reported pay scale ratio:

Seattle Colleges, of which Seattle Central is a part of, pays at least the Seattle minimum hourly wage of \$16.69/hr. The highest paid position is the Chancellor of Seattle Colleges, whose salary in 2019 was \$320,800. For the calculation we assumed a 40 hour work week and 52 weeks a year for the lowest paid employee. $320,800 \div (16.69 \times 40 \times 52) = 9.2$.

Website URL where information about pay scale equity at the institution is available:

<http://fiscal.wa.gov/salaries.aspx>

Additional documentation to support the submission:

Textbook Affordability

Score	Responsible Party
0.50 / 0.50	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution supports textbook affordability by:

- Hosting a peer-to-peer textbook exchange program, textbook lending library, or an alternate textbook project covering multiple divisions or departments; AND/OR
 - Providing incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks (or alternate textbooks composed of open educational resources). The incentives may include honors, fellowships, titles, monetary rewards, and/or release time.
-

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

Does the institution host a peer-to-peer textbook exchange program, textbook lending library, or alternate textbook project?:

Yes

A brief description of the textbook exchange program, textbook lending library, or alternate textbook project:

The Running Start program maintains a collection of textbooks that they lend to Running Start students for the entire academic quarter.

Seattle Central Library has a healthy collection of loanable textbooks for short-term lending (anywhere from 1 hour to 1 week). It's worth noting that community college libraries in Washington State consider providing loanable copies of textbooks as a core library service. Short-term textbook loans account for approximately 60% of library check-outs across all Seattle Colleges campuses. For the most part, the libraries rely on instructors to donate personal copies of textbooks, although the libraries have occasionally been able to purchase copies of high-demand textbooks, either from funding provided by student government and/or academic departments, or by redirecting existing library funds. (Note: All short-term lending is currently suspended during the pandemic due to the risk of COVID-19 transmission, but the libraries have made some textbooks available for quarter-long loan on a first-come, first-served basis)

Does the institution provide incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks?:

Yes

A brief description of the incentives to encourage the authorship, peer review, and/or adoption of open access textbooks:

Seattle Central College Library offers educational and grant opportunities for faculty who want to switch to using OER textbooks and materials in their classes. Educational opportunities include in-person and online synchronous workshops and online asynchronous modules that teach faculty the basics of OER, Open Pedagogy, and how they can impact student learning. We also offer grants to faculty who want to convert their text and pedagogy to Open or create their own Open course materials. Our grant projects are largely conversions. Participation in one of these educational opportunities is a prerequisite for applying for one of our grants. We have distributed \$10K per year for three grant cycles. The grant funding is provided by Central's Vice President of Instruction.

Website URL where information about the textbook affordability incentives is available:

<https://libguides.seattlecentral.edu/OER/support>

Additional documentation to support the submission:

Innovation A

Score	Responsible Party
0.50 / 0.50	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Associate Degree Program Emphasis in Technical Theatre for Social Justice (TTSJ)

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:

Intiman Theatre and Seattle Central College (SCC) have formed a partnership that will offer a new associate degree program emphasis in Technical Theatre for Social Justice (TTSJ), as well as a residency for the Tony-award winning theatre. This new partnership provides a home for Intiman's professional productions at Seattle Central's Broadway Performance Hall and The Erickson Theatre Off-Broadway. Intiman's administrative offices, costume and scene shops, and rehearsals have also been relocated to the SCC campus, which is centrally located in Capitol Hill.

This new associate program emphasis is a unique community partnership that connects a curriculum degree emphasis with a community need. In addition to creating a unique partnership, this degree emphasis fills a need to create programs to recruit students of color and focus on social justice issues. Over half of students enrolled at SCC are students of color, and alum of the STARFISH Project are over 70% students of color. The field of technical theatre has historically lacked people of color in its ranks, and Intiman and SCC are committed to creating an equitable and accessible pathway to paid jobs for these students.

International Alliance of Theatrical Stage Employees (IATSE) is the labor union that represents technical workers for theatre, film and television, concert venues and more. The TTSJ degree emphasis will provide the necessary

training and apprenticeship hours to apply to join IATSE upon graduation, leveling the playing field for people of color and eliminating one of the key barriers to access: getting the chance to apprentice.

The new TTSJ associate program emphasis is designed to provide a next step for the high school students in Intiman's STARFISH Project, a free after school technical theatre training program that has been offered in South Seattle high schools for the past five years. Graduates of Seattle Public Schools are eligible to enroll in the Seattle Promise initiative to receive free tuition and support services.

"We look forward to working with Intiman to provide students with a pathway into the world of technical theater. This partnership is a vivid model of how to better serve our students and how to close the opportunity gaps in our community," said Dr. Sheila Edwards Lange, the President of Seattle Central College.

The new degree emphasis begins in the fall quarter of 2021, and applications are now live. Intiman worked closely with the faculty of Seattle Central College to develop the curriculum which offers learning in technical theatre elements including costumes & properties fabrication, stage lighting, electrics, projections, audio engineering, and scenic carpentry & painting.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum

Public Engagement

Diversity & Affordability

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 :

<https://www.intiman.org/ttsj/>

Additional documentation to support the submission:

[SCC__Intiman_Press_Release_October_2020_press_release.pdf](#)

Innovation B

Score
0.50 / 0.50

Responsible Party
Adam Maurer
District Sustainability Coordinator
Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

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

Name or title of the innovative policy, practice, program, or outcome:

Inclusion Advocate Program

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 Colleges' Inclusion Advocate program, with permission from and modeled after Oregon State University's Search Advocate program, is designed to create a standardized, anti-biased search process to build a rich and diverse workforce that reflects the diversity of our students and community. Participants apply and receive two full days of training followed by twice quarterly district-wide meetings and trainings. Trained Inclusion Advocates participate in all levels of the hiring process as non-voting members to guide committee members to recognize and avoid unconscious bias. Inclusion Advocates work in conjunction with the search committee chair, hiring manager, and human resources to affirm the college's commitment to diversity, equity, and inclusion.

As a result of the innovation of this program, it won the 2019-2020 Innovation of the Year Award from the League for Innovation in the Community College. Established over 35 years ago, the League's Innovation of the Year Awards were devised as a way to recognize significant innovations at Board and Alliance member colleges. These innovations reflect significant achievements and the continuing renewal of the spirit of innovation and experimentation upon which the League was founded. The award honors faculty, staff, and administrators at member colleges who have created and implemented innovative programs, practices, partnerships, policies, and activities that improve the institution's ability to serve students and the community.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Coordination & Planning

Diversity & Affordability

Wellbeing & Work

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 programs or initiatives is available:

<https://www.seattlecolleges.edu/events/convocation/league-innovation-innovation-year-award>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<https://www.league.org/node/347319>

Innovation C

Score	Responsible Party
0.50 / 0.50	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

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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 Promise College Tuition Program

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 Promise launched in 2018 to create more equitable higher education opportunities for Seattle public school graduates. It is a partnership between the City of Seattle, Seattle Colleges, and Seattle Public Schools, who had to work together to overcome financial, administrative, and other significant challenges to create this innovative program in the City of Seattle. It reduces barriers to college for graduates of Seattle's high schools to help close the opportunity gap and help ensure Seattle's young people are prepared for the careers of tomorrow.

A postsecondary degree, credential or certificate has become necessary to obtain a living wage job. By 2020, 70% of all jobs in Washington State will require some postsecondary education. This program is an attempt to align our education system, our workforce, and our laws and policies to harness and shape the new economy, so it serves everyone and increases equity. A livable and equitable Seattle and Pacific Northwest requires that we close post-secondary education access and wage disparities to ensure the sustainable future.

One major program element designed to contribute to achievement of these outcomes is providing college and career readiness supports beginning in the high school. In addition to general outreach activities in the 17 Seattle Public High Schools, Seattle Promise staff prioritize outreach to students traditionally underserved by higher education, including African American/Black, Hispanic/Latino, Native American, Pacific Islander, Underserved Asian

populations, Other students of Color, Refugee and Immigrant, Homeless, English Language Learners, and LGBTQ populations. Seattle Promise staff work closely with high school staff to target these underserved students, including partnering with student affinity groups, using inclusive nomenclature for workshops, and offering translated workshops and materials.

The program is a promise to:

- guide students onto a direct path from high school to college to graduation with a degree, certificate, or transfer to a four-year college or university;
- boost career opportunities for all students, especially first-generation and historically under-served populations; and,
- prepare students to participate in our region's vibrant workforce and economy without taking on overwhelming debt.

The program provides the first two years (or up to 90 credits) of tuition, additional financial support for books, transportation, housing, etc. to those with financial need, and personal guidance to succeed in college. All Seattle public high school graduates are eligible regardless of grade point average (GPA), income or country of birth. The program provides financial support as well as ongoing college and career guidance for students to attend one of three Seattle Colleges (North, Central, and South).

Seattle Promise scholars receive the following services:

- Support applying to Seattle Promise and Seattle Colleges (North, Central or South)
- Support applying for and completing financial aid requirements
- Full coverage of any tuition expenses remaining after other scholarships and financial aid
- Assistance with choosing and registering for classes
- Preparation for the transition from high school to college
- Guidance and mentorship through the first two years of college

Seattle Promise has notably invested in increasing postsecondary access and success rates for Seattle Public High School graduates.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Public Engagement

Coordination & Planning

Diversity & Affordability

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Times_SP_Pandemic_11.22.20.pdf](#)

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

<https://www.seattlecolleges.edu/promise>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

<https://www.seattle.gov/education/big-initiatives/the-seattle-promise>

Innovation D

Score	Responsible Party
0.50 / 0.50	Adam Maurer District Sustainability Coordinator Office of Sustainability

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

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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 Pathways Program

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 Pathways is a deliberate and comprehensive approach to achieve two Seattle Colleges strategic goals; 1) student success, and 2) diversity, equity, inclusion, and community. It is an institutional mechanism used to achieve equity and builds upon Seattle Colleges' ongoing Strategic Enrollment Management, Guided Pathways, and related student success and equity initiatives.

Led by the Vice Chancellor, the Seattle Pathways leaders are committed to the advancement of racial, social, and economic equity as the foundation for our guiding principles. As we become more aware of the depth and history of inequitable policies and practices, we can clearly see how the lack of leading with racial, social, and economic equity has impacted our BIPOC (Black, Indigenous, People of Color) students in drastic ways and caused major achievement and opportunity gaps. We acknowledge inequities that have occurred in both the past and the present. We recognize that correcting these imbalances will take intentional action immediately and over time. These actions can be seen as we lead with equity-minded competency:

- Being race conscious and aware of racial identity.
- Using disaggregated data to identify racialized patterns of outcomes.
- Measuring success based on the success of our students who face the greatest systemic barriers to completion.

- Engaging the voices and actions of students, faculty, staff, and community members to lead to sustained systemic change.

The Seattle Pathways directly relates to advances in our Curriculum, Campus Engagement, and Diversity and Affordability priorities by engaging stakeholders from staff, faculty and student groups to design and implement innovative practices aimed at furthering student success for our underserved populations. This initiative has resulted in the creation of a common eight Areas of Study across our three colleges which have also recently been adopted by our local school district which provides students with a clear path for their education beyond high school. We have also recently revamped the methods by which we are doing English course placement with students giving them a stronger voice in their own educational journey while working to ensure our placement methods are based in anti-racist practices. Other recent successes under our Seattle Pathways umbrella include a reorganization of our advising departments to be more aligned with students' areas of study and a complete overhaul of our websites by these same areas of study.

We are deliberate in our use of data to measure the success of these initiatives and have been nimble in our ability to pivot when strategies are not achieving the desired results. Having the Seattle Pathways structure in place prior to the pandemic has also allowed us to accelerate our work in a variety of ways that we did not foresee. Our work continues to expand with numerous submissions of innovative proposals from faculty and staff to further our goals of improving outcomes for underserved students. We have prioritized these activities in spite of the challenging budgets situation we are facing.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum
Coordination & Planning
Diversity & Affordability

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 programs or initiatives is available:

<https://www.seattlecolleges.edu/pathways/about>

Additional documentation to support the submission:
