



Delta College *STARS REPORT*

Date Submitted: July 6, 2017

Rating: Silver

Score: 54.89

Online Report: [Delta College](#)

STARS Version: 2.1

Wait, Wait! Don't Print Me!

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

Moving Around in the Document

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

Searching

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

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

About STARS

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

STARS is designed to:

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

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

About AASHE

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

Table of Contents

Summary of Results	5
Institutional Characteristics	7
Institutional Characteristics	7
Academics	14
Curriculum	14
Research	38
Engagement	42
Campus Engagement	42
Public Engagement	70
Operations	85
Air & Climate	85
Buildings	96
Energy	105
Food & Dining	114
Grounds	126
Purchasing	131
Transportation	146
Waste	157
Water	168
Planning & Administration	175
Coordination & Planning	175
Diversity & Affordability	201
Investment & Finance	218
Wellbeing & Work	227
Innovation & Leadership	237
Exemplary Practice	237
Innovation	248

Summary of Results

Score 54.89

Rating: Silver

Institutional Characteristics

b	Institutional Characteristics	0.00 / 0.00
---	-------------------------------	-------------

Academics

b	Curriculum	13.79 / 37.00
---	------------	---------------

b	Research	0.00 / 0.00
---	----------	-------------

Engagement

b	Campus Engagement	16.50 / 21.00
---	-------------------	---------------

b	Public Engagement	12.14 / 20.00
---	-------------------	---------------

Operations

b	Air & Climate	4.80 / 11.00
---	---------------	--------------

b	Buildings	3.20 / 8.00
---	-----------	-------------

b	Energy	3.21 / 10.00
---	--------	--------------

b	Food & Dining	1.65 / 8.00
---	---------------	-------------

b	Grounds	1.00 / 3.00
---	---------	-------------

b	Purchasing	4.28 / 6.00
---	------------	-------------

b	Transportation	2.09 / 7.00
---	----------------	-------------

b	Waste	4.91 / 10.00
---	-------	--------------

b	Water	6.06 / 7.00
---	-------	-------------

Planning & Administration

b	Coordination & Planning	6.25 / 8.00
---	-------------------------	-------------

b	Diversity & Affordability	8.22 / 10.00
---	---------------------------	--------------

b	Investment & Finance	0.50 / 7.00
---	----------------------	-------------

b	Wellbeing & Work	3.01 / 7.00
---	------------------	-------------

Innovation & Leadership

b	Exemplary Practice	1.00 / 3.00
b	Innovation	3.00 / 3.00

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

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

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

Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

Institution type (Associate, Baccalaureate, Doctoral/Research, or Master):

Associate

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

Public

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

Organization boundary, defined by main campus square mile property, includes all campus buildings contained within. Also within this square miles is a private residence occupied by the College President. Campus centers located in surrounding Great Lakes Bay area are not included.

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No

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

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

Campus centers located in surrounding Great Lakes Bay area are not included to create consistency with annual greenhouse gas inventory parameters and reporting to ACUPCC annual progress report institutional boundaries.

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Linda Petee Sustainability & Risk Management Coordinator Facilities Management
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:

20,074,327 US/Canadian \$

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

644.89 Acres

Locale:

Urban fringe of mid-size city

IECC climate zone:

5 - Cool

Gross floor area of building space:

942,522 Gross Square Feet

Floor area of laboratory space:

241,087 Square Feet

Floor area of healthcare space:

0 Square Feet

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

25,103 Square Feet

Additional documentation to support the submission :

Academics and Demographics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Linda Petee Sustainability & Risk Management Coordinator Facilities Management
Close	

Criteria

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

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

Number of academic divisions (e.g. colleges, schools):

8

Number of academic departments (or the equivalent):

61

Number of students enrolled for credit:

12,686

Total number of employees (staff + faculty):

957

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

6,043

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

726

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

768

Number of students resident on-site:

0

Number of employees resident on-site:

1

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

0

Weighted campus users, performance year:

4,501

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 13.79

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	5.79 / 14.00
Learning Outcomes	0.00 / 8.00
Undergraduate Program	0.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score

5.79 / 14.00

Responsible Party

Janis Kendziorski

Academic Sustainability Officer
Accounting

Criteria

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

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

For each course, the inventory provides:

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

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

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 1

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

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

Part 2

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	681	0
Number of sustainability courses offered	12	0
Number of courses offered that include sustainability	42	0

Percentage of courses that are sustainability course offerings:

7.93

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

61

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

24

Percentage of academic departments with sustainability course offerings:

39.34

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

[S-related courses with description.docx](#)

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

One

A brief description of the methodology used to determine the total number of courses offered and to identify

stars.aashe.org

sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :

College maintains a database of S-related course applications, including rationale for approval, date of approval, and whether the course was approved only for specific instructors or all instructors.

The Academic Sustainability Officer reviews the list of all course offerings each semester and compares it to the master list of S-related courses to confirm courses are correctly identified in the online course schedule for students.

Each semester, faculty teaching sustainability-related courses administer a semester-end, sustainability-related course feedback form. This form currently addresses student opinions regarding the effectiveness of the coverage of sustainability in the course; however, the survey instrument is being redesigned to also encompass sustainability knowledge attained in these courses. The Academic Sustainability Officer reviews the results of the survey forms, tabulates data and written comments, and shares the results with appropriate faculty for ongoing course development.

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

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

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

Are the following course types included in the inventory? :

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

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

<http://www.delta.edu/sustainability/green-academics.html>

Additional documentation to support the submission:

Learning Outcomes

Score

Responsible Party

0.00 / 8.00

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

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

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

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

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

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

3,835

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

0

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

0

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

Two

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

No

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

No

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

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

No

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

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

Yes

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

Sustainability-related classes may include sustainability as a unique course component or module, or infuse sustainability concepts as appropriate throughout the course.

Students who successfully complete sustainability-related courses at Delta College receive a sustainability-related designation on their transcripts beside each S-related course.

Sustainability education is more than just transferring knowledge about sustainability issues and how to tackle them. It has a focus on changing mindsets, developing skills in critical and systemic thinking, and enhancing capacity for facilitating change. It is about giving people, communities and organizations, new sets of skills and knowledge, so that they can identify and respond to sustainability challenges, in ways which lead to long-term and sustained change.

Ideally, a Sustainability-Related class would advance all three components listed below; however, including two components – one being environmental – is also sufficient. The course instructor need not teach specific content in the component areas, but introduce and

emphasize the interconnectedness between them.

1. Environmental sustainability is a state in which the demands placed on the environment can be met without reducing its capacity to allow all people and supporting ecosystems to flourish indefinitely. It includes the ability to manage the use of renewable and non-renewable resources so that we will continue to have natural resources necessary to support a healthy life and healthy environment in the future.

2. Social sustainability is the ability of a social system, such as a community or a country, to satisfy human needs and to function at an acceptable level of social well-being and satisfaction indefinitely. It involves the harmonious evolution of a civil society with culturally and socially diverse groups seeking improvements in the quality of life for all segments of the population.

3. Economic sustainability is the state in which individuals, corporations, and political units take actions related to natural, human, and financial resources so that responsible decisions are made regarding long-term social and environmental impact.

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

Additional documentation to support the submission:

Undergraduate Program

Score

0.00 / 3.00

Responsible Party

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Graduate Program

Responsible Party

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Delta College offers several sustainability-focused immersive study abroad destination programs. Programs focus on understanding the connectedness of humans with their environment and the concepts of socio-cultural, ecological, and economic sustainability. Students choose to earn credit through independent study, special projects, an existing course with instructor permission, by enrolling in TTI200-Academic Sustainability Travel or a sustainability-related service learning course. A second sustainability-related study abroad course, Business & Cultural Travel, is currently in development. Immersive study abroad destination programs include Brittany, France; Drakes Bay, Costa Rica; Ireland; Monteverde Costa Rica: and Samara, Costa Rica.

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

<http://www.delta.edu/campus-life/study-abroad.html>

Additional documentation to support the submission:

[TTI 200_Outcomes_Objectives.pdf](#)

Sustainability Literacy Assessment

Score

0.00 / 4.00

Responsible Party

Criteria

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

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

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

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

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

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

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

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

Does the institution have an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses?:

Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

Release time and funding is available to Academic Sustainability Coordinator specifically to expand faculty sustainability learning opportunities. Coordinator has access to funding for development, conference/workshop/seminar attendance, and other related venues.

Release time is offered for faculty curriculum development including sustainability-related courses. Example: science faculty for GIS curriculum development which will include tree mapping/carbon sequestration projects). Faculty have access to funding for development, conference/workshop/seminar attendance, and other related venues.

Professional development is offered through Center for Organizational Success, off-campus workshops/conference/training, and online courses.

An annual Professional Development Allowance (PDA) and free/discounted tuition is available.

Sustainability Tours highlighting Campus as a Learning Lab opportunities are offered throughout the academic year.

Faculty are invited to join sustainability-immersed study abroad travel in an exploratory capacity. As an exploratory traveler, the faculty member participates in all of the travel activities, lectures, and excursions to either lead a future trip or to help to write a new class for another faculty to lead. PDA funds can be applied.

<https://applications.delta.edu/sites/CurriculumDevelopment/Pages/CourseDetail.aspx?CourseID=563>

11

, is open to all full and part-time faculty and staff to assist educators in various aspects of global education, including exploring the meaning of global education, developing and participating in learning abroad experiences, and discussing how educators can help students, colleagues, and members of the community become more globally educated. Objectives to demonstrate awareness and understanding of the importance and usefulness of Global Education for the 21st century include:

- A. Demonstrate an understanding of the interconnectedness of human activity and the impact on others at various levels of (local, national, international).
- B. Increase awareness of resources, organizations, and institutes for additional information and professional development in the areas of Global Peace and Sustainability.

Sustainability course assistance via the campus sustainability portal website provides guidance for faculty creating S-related courses, opportunity to collaborate will continue with varied groups, and the option to join the Academic Sustainability Team who encourage sustainability activities within their respective divisions and disciplines. Site contains documents to help walk faculty through the process of designating a course as Sustainability-Related. Detailed examples of S-Related assignments developed by Delta College faculty are provided to help generate new ideas for a class and to identify faculty who might be willing to assist.

<https://sites.delta.edu/employeeinfo/sustainability/Pages/default.aspx>

Sustainability class sections increased by 10% in FA16 – WN17 over FA15 – WN16. This included 54 separate courses in which some or all sections are s-related. The number of full-time faculty teaching sustainability-related class sections has doubled over the past three years from 15 FT faculty (2014-15), 28 FT faculty (2015-16), to 30 FT faculty (2016-17). Additional growth is expected in both number of S-related courses and number of faculty teaching S-related classes.

Since 2014, six sustainability-immersed study abroad travel venues have been completed including nearly 100 students, 10+ with honors option, and all earning a Sustainability-Focus designation on their transcript. Looking ahead to 2018, two destinations are in the planning stage. Four new faculty have been recruited as exploratory/mentor trip leaders.

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

Faculty have access to funding for development, conference/workshop/seminar attendance, and other related venues. An annual Professional Development Allowance (PDA) and free/discounted tuition is available. Faculty are invited to join sustainability-immersed study abroad travel in an exploratory capacity. As an exploratory traveler, the faculty member participates in all of the international travel activities, lectures, and excursions. PDA funds can be applied.

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

Additional documentation to support the submission:

stars.aashe.org

Campus as a Living Laboratory

Score

4.00 / 4.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

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

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

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

Yes

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

Students in Pollution Prevention conduct a prevention audit on campus facilities or with a local business/industry.

As part of the HVAC and other related classes, students tour and study the campus chilled water plant, living wall, controls systems, and rainwater harvest process.

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

Yes

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

Residential Construction students renovated a former campus sailing school into a sustainable structure with energy-efficient processes and building materials.

Students in Architectural AutoCAD used the software weather tools to determine best solar orientation for building sites and performed a right-to-light massing study to determine the impact on nearby buildings.

In a long-running partnership with Habitat for Humanity, residential construction students completed on an energy efficient, fully accessible residence in a local county. The home was turned over to a fellow student with special mobility needs.

Alternative Energy Trailer, team approach construction project involving residential construction, electrical, HVAC, and welding programs, produced a mobile learning lab for sustainable concepts, energy efficiencies, and building materials. Found materials from other campus projects were integrated into the design and construction.

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

Yes

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

Students in Career in Energy course selected an engineering discipline of interest with a particular job function. They contact a local person/company/faculty in their selected field for an interview.

Residential Construction students renovated a former campus sailing school into a sustainable structure with energy-efficient processes and building materials.

Students in Architectural AutoCAD used the software weather tools to determine best solar orientation for building sites and performed a right-to-light massing study to determine the impact on nearby buildings.

In a long-running partnership with Habitat for Humanity, residential construction students completed on an energy efficient, fully accessible residence in a local county. The home was turned over to a fellow student with special mobility needs.

Alternative Energy Trailer, team approach construction project involving residential construction, electrical, HVAC, and welding programs, produced a mobile learning lab for sustainable concepts, energy efficiencies, and building materials. Found materials from other campus projects were integrated into the design and construction.

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

Yes

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

As part of the Growing Power project, students performed six days of volunteer service in urban agriculture to bring new skills and knowledge to inspire our campus dining and local communities to build sustainable food systems.

Students deliver and track the quantity of pre-consumer food waste to delivery to a neighboring campus greenhouse vermiculture program.

Students assisted with the collection of data to calculate the carbon footprint of food and dining.

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

Yes

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

Students have prepared proposals, papers, projects, and research on campus grounds compost programs, lighting applications, stormwater management analysis, water quality, and landscaping.

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

Yes

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

Students have involved the purchasing process as it relates to purchasing and procurement of sustainable products for writing and research assignments.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied

research in relation to Transportation?:

Yes

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

General and Inorganic Chemistry students used vegetable oil and biodiesel to determine the cost of consumption as renewable energy fuels.

Students conduct surveys on alternative transportation available to campus commuters, assist with data gathering for with the greenhouse gas inventory transportation/travel categories, and conduct tabling events. Their experience has been applied to their course work and/or independent study.

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

Yes

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

Students emptied and tracked refundable bottle return collections to help evaluate their elimination from landfilling.

Students deliver and track the quantity of pre-consumer food waste to delivery to a neighboring campus greenhouse vermiculture program.

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

Yes

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

Students tracked water refill stations to evaluate the reduction of bottled water drinks.

Rainwater harvesting system which hydrates the campus living wall are both water subject areas for research and writing projects as assigned by composition courses.

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

Yes

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

Student prepare research studies on the college campus facilities and/or a local organization that has incorporated sustainable development into their business model with the objective to discover the sustainable strategies and how the organization carries them forward.

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

Yes

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

Students worked with faculty to prepare posters on varied sustainability subjects such as water quality, social injustice, climate change/resilience, and food deserts for display during Earth Day events.

Oral communication students dedicated community volunteer service and paid it forward with mini-grants to local non-profit agencies that help youth-at-risk. The course was aimed at seeding social change through volunteerism.

Students participated in Clean the World by packaging and distributing hygiene products discarded by the hospitality industry. The packages were donated and distributed to impoverished persons.

Delta's Closet, a student-run enterprise started by a business management/marketing class, operates as an ongoing campus retail store, where students may shop for free apparel for such events as scholarship and job interviews and the first days on their new job.

<https://sites.delta.edu/collegeinfo/CounselingAdvising/Deltas%20Closet/Delta's%20Closet.aspx>

The Student Food Pantry, which originated from a Learning Communities class project, is now a successful student-run enterprise. Students were instrumental in the project development including brochure artwork, creation of the intake form and tracking databases, drafting policy and procedure, and designing the pantry. They are responsible for conducting student intakes, managing donations, developing nutritional recipes, researching legal issues, and incorporating sustainable standards.

<https://sites.delta.edu/collegeinfo/CampusResources/FoodPantry/SitePages/Home.aspx>

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

Yes

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

Students research and write papers discussing the campus department or an outside organization's incorporation of sustainable development into their business model. The objective is to discover the sustainability strategies and how the organization is lacking or succeeding.

Students research the campus department or outside agency with a published CSR report and compose a paper related to the organization's strengths and weaknesses.

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

Yes

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

As a two-semester course project, Graphic Design students created Green Book Vol. 1 and the companion exhibit materials for Off The Page both of which were community-participant projects and presented to the local community as a social venue.

In a long-running partnership with Habitat for Humanity, residential construction students completed on an energy efficient, fully accessible residence in a local county. The home was turned over to a fellow student with special mobility needs.

Oral communication students dedicated community volunteer service and paid it forward with mini-grants to local non-profit agencies that help youth-at-risk. The course was aimed at seeding social change through volunteerism.

Students participated in Clean the World by packaging and distributing hygiene products discarded by the hospitality industry. The packages were donated and distributed to impoverished persons.

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

Yes

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

Health & Wellness students partnered with Food Services for sustainable dining and nutrition assignments and writing projects.

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

Yes

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

Art exhibits featuring social and environmental themes including 'found material' mixed media pieces.

Free computer repair for students offered by Computer Technology Club.

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

stars.aashe.org

Additional documentation to support the submission:

Research

Points Claimed 0.00

Points Available 0.00

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

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

Responsible Party

Criteria

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

Part 1

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

Part 2

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

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

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

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

Responsible Party

Criteria

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

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

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

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

Responsible Party

Criteria

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

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

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

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

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

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

Engagement

Campus Engagement

Points Claimed 16.50

Points Available 21.00

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

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

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 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	1.25 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for students enrolled for credit. The institution:

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

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

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

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

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

Number of students enrolled for credit (headcount):

12,686

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

12,686

Percentage of students served by a peer-to-peer educator program:

100

Name of the student educators program:

Sustainability Rep

Number of students served (i.e. directly targeted) by the program (headcount):

12,686

A brief description of the program, including examples of peer-to-peer outreach activities:

Sustainability Reps can be spotted around campus educating their peers on how they can be energy stewards on campus and in their communities. In 2015-16, they coordinated 23 student outreach events. Their efforts resulted in a 62% increase in the number of green graduate pledges. They trained six Project Search students for recycling collection, led several green building tours.

Sustainability Reps are ambassadors for:

- Energy conservation (Power of a Single Action)
- Reduce. Reuse. Recycle.
- Sustainability-immersed travel abroad programs
- Ride share and bus transportation
- Rethink Your Drink (water refill stations)
- Green graduate pledge
- Social networking.
- Collaborated with faculty learning days, Humanities Learning Series, Global Awareness Activity Group, Democracy Commitment Team, Global Peace Studies, Think Civically Resource Team, Earth Day Committee, and Energy Conservation Council.

A brief description of how the student educators are selected:

Application / interview process with Sustainability Coordinator

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

The outgoing Sustainability Rep trains the new rep. The Sustainability Coordinator and Academic Sustainability Coordinator provide on-going mentoring. They introduces new initiatives, encourage creative capacity, and provide tools to which to carry them out.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

Funding is provided by an annual Sustainability Office budget.

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

Number of students served (i.e. directly targeted) by the program (2nd program):

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

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

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

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

Number of students served (i.e. directly targeted) by the program (3rd program):

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

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

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

A brief description of all other student peer-to-peer sustainability outreach and education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):

500

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

<http://www.delta.edu/sustainability/student-leadership.html>

Additional documentation to support the submission:

Student Orientation

Score	Responsible Party
2.00 / 2.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

"---" 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 (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):
100

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Since 2009, Sustainability has been cited as one of the college's four institutional strategic focus area. It has recently been selected to renew and continue in this capacity through 2019. A prominent action item throughout has been to identify avenues to promote

opportunities for sustainable learning to the students and to create a culture that engages students to adopt and maintain a socially, environmentally, and economically responsible lifestyle.

Our campus website is intended for new students whereby sustainability was selected and is prominently highlighted as tool for recruitment. (Returning student are directed to a password protected portal site.)

Student recruitment and orientation at the high school level introduces sustainability initiatives, sustainability study abroad scholarship opportunity, alternative transportation, and other related activities.

Additionally, sustainability materials are included in the student orientation packets, new student communications, and sustainability initiatives introduced along the campus tour. Sustainability is featured during student welcome week and Fall event outreach at main campus and three campus centers is conducted by Sustainability Reps. This includes LEED building tours, ride share, bus transportation, recycling, energy conservation, and sustainable volunteer opportunities.

<http://www.delta.edu/campus-life/index.html>

<http://www.delta.edu/sustainability/>

<http://www.delta.edu/sustainability/where-green.html>

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

<http://www.delta.edu/campus-life/index.html>

Additional documentation to support the submission:

Score	Responsible Party
2.00 / 2.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

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

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

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

Yes

A brief description of active student groups focused on sustainability:

Physical Therapy Association, Biology Club, Astronomy Club, Citizens in Action, Society of Hispanic Leaders, Military Association, Honors, Phi Theta Kappa

Sustainability Reps promote and foster activities that further the understanding of the connection between people, planet, and profit and to integrate sustainability into the campus culture by participating as green leaders on campus and at community events. Reps assist in the planning of sustainability events, advance sustainability initiatives, and promote collaboration, education and engagement of our campus community.

<http://www.delta.edu/sustainability/student-leadership.html>

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

<http://www.delta.edu/campus-life/clubs-organizations.html>

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

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

Students collect, track, and deliver pre-consumer food waste to Saginaw Valley State University Greenhouse Vermiculture Project

Students have opportunity to volunteer or intern at several local farms as part of the Life Long Learning Urban Farm program.

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

<http://www.delta.edu/sustainability/student-leadership.html>

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:

Yes

A brief description of the student-run enterprises:

Delta's Closet offers gently used clothing, shoes, and accessories to students for such events as scholarship and job interviews and the first days on their new job. Initially funded by a college-issued grant and sustained by greater college community. Surplus fixtures from another campus project were used to design the store.

<https://sites.delta.edu/collegeinfo/CounselingAdvising/Deltas%20Closet/Delta's%20Closet.aspx>

The Student Food Pantry originated from a Learning Communities class project and is self-sustained by the greater campus community. Students created brochure artwork, intake forms, and tracking databases. They drafted policy and procedure and the pantry design. They are responsible for conducting student intakes, managing donations, developing nutritional recipes, researching legal issues, and incorporating sustainable standards.

<https://sites.delta.edu/collegeinfo/CampusResources/FoodPantry/SitePages/Home.aspx>

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

<https://sites.delta.edu/collegeinfo/CampusResources/FoodPantry/SitePages/Home.aspx>

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

No

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

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

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

Yes

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

Sustainability-focused film series, Green Book presentation, speakers/film/display for Earth Day, Global Awareness, and a number of other campus celebratory events. Event and initiatives are announced throughout the academic year on the sustainability webpage and both the faculty/staff and student portal announcement pages.

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

<http://www.delta.edu/sustainability/student-leadership.html>

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

Yes

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

Off The Page was an exhibit and community event featuring the art work, poetry, and stories contained in Green Book, Volume 1. Poetry and book readings including sustainability-focused / related topics both on-campus and in the community. Event and initiatives are announced throughout the academic year on the sustainability webpage and both the faculty/staff and student portal announcement pages.

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

<http://www.delta.edu/sustainability/student-leadership.html>

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

No

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

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

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

Yes

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

Study Abroad features themed study for which students are assigned a common read throughout the semester culminating in a study abroad travel application.

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

<http://www.delta.edu/campus-life/study-abroad.html>

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

Yes

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

Alternative Energy Trailer
Sustainable Building Site

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

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

Yes

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

Two student employment positions are offered through Facilities Management each academic year.

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

<http://www.delta.edu/services-support/career-services.html>

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

Yes

A brief description of the graduation pledges:

Graduates are invited to consider the environmental, social and economic impact of their daily decisions as they enter the work force. Commemorative pins are awarded at commencement to students who pledge to ‘use my knowledge of sustainability to enhance the communities in which I live, learn, and work.’

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

<http://www.delta.edu/sustainability/commit-to-sustainability.html>

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

Yes

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

Campus and community events and volunteer opportunities, Power of a Single Action (Energy Conservation Program), and program and initiatives are announced throughout the academic year. Community Involvement / Service Learning opportunities

<http://www.delta.edu/campus-life/community-involvement.html>

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

stars.aashe.org

<http://www.delta.edu/sustainability/student-leadership.html>

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

Additional documentation to support the submission:

Outreach Materials and Publications

Score

2.00 / 2.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

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

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

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

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

Yes

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

Sustainability, considered a key student recruitment element and for building community engagement, is featured on the college's main webpage.

The website URL for the central sustainability website:

<http://www.delta.edu/sustainability/student-leadership.html>

Does the institution have a sustainability newsletter?:

Yes

A brief description of the sustainability newsletter:

Sustainability news is shared via the Delta Daily Difference. This is a password protected site for current students, employees, and faculty.

The website URL for the sustainability newsletter:

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

Yes

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

Facebook -

www.facebook.com/deltasustainability

Twitter -

<http://twitter.com/DeltaEcoReps!>

Posts are shared via other campus departments and services.

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

<http://www.facebook.com/deltasustainability>

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

Yes

stars.aashe.org

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

Delta Collegiate covers regular sustainability events, news, interviews, and initiatives.

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

<http://www.delta.edu/news/index.html>

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

No

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

NA. Delta College is not a research facility.

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

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

Yes

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

Permanent signage is installed throughout campus LEED buildings and in exterior sustainable landscapes and stormwater management areas. Information is accessible via a password protected site for current students, employees, and faculty and included as a rotating feature on the sustainability website.

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

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

Yes

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

Information on sustainable food choices and food servery considerations are featured on printed materials and rotating posters in the campus food servery areas and as a rotating feature on the sustainability website. Food Services maintains a password protected site for current students, employees, and faculty.

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

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

Yes

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

Permanent sustainability signage is located throughout campus LEED buildings and in exterior sustainable landscapes and stormwater management areas. This information is accessible via a password protected site for current students, employees, and faculty and included as a rotating feature on the sustainability website.

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

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

Yes

A brief description of the sustainability walking map or tour:

A walking path led by interpretative signage through the stormwater management / wet meadow areas and a walking map of the overall campus sustainability initiatives is available to the greater college community. Information is accessible via a password protected site for current students, employees, and faculty and included as a rotating feature on the sustainability website.

The website URL of the sustainability walking map or tour:

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

Yes

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

Access to reliable transportation can affect student participation in class, school attendance, and ultimately student success. With the work of many community, we have developed alternative transportation and convenient routes including Bay Metro Transit Authority, County Connection, Dial A Ride, His Hands Auto Care, STARS Saginaw Transit Authority Regional Services. This information is accessible via a password protected site for current students, employees, and faculty.

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

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

stars.aashe.org

Yes

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

Safety and education for wheeled conveyances are accessible via a password protected site for current students, employees, and faculty.

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

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

Yes

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

Guide, tips, and trends for green living are accessible via an interactive and public sustainability / energy dashboard faculty and included as a rotating feature on the sustainability website.

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

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

Yes

A brief description of these materials or publications:

Email -

sustainability@delta.edu

Energy Conservation / Power of a Single Action -

singleaction@delta.edu

Public Sustainability / Energy Interactive Dashboard, corridor banners, classroom posters, pocket guides in all campus brochure racks, table tents at social gathering areas.

The website URL for these materials or publications:

Additional documentation to support the submission:

stars.aashe.org

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

Yes

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

Yes

Name of the campaign:

Graduate to Green

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

Delta invites its graduates to consider the environmental, social and economic impact of their daily decisions as they enter the work force. Commemorative pins are awarded to students who pledge to ‘use my knowledge of sustainability to enhance the communities in which I live, learn, and work.’ Graduates sign an electronic pledge form. Token pins will also be made available to faculty and staff who support and promote the initiative. Strong outreach was conducted via tabling, social media, news announcements, and the website from January through April.

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

Over three years, the percentage of graduates who take the sustainability pledge (of those who participate in commencement) has increased from 15% to 60%.

The website URL where information about the campaign is available:

<http://www.delta.edu/sustainability/commit-to-sustainability.html>

Name of the campaign (2nd campaign):

Power of a Single Action

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

An energy conservation employee campaign intended toward behavior change. Employees receive education and encouragement via new employee orientation, faculty welcome, hard-copy marketing, pre-meeting announcements, social media, news announcements, and the employee/faculty portal. Employees are encouraged to use their ‘Power of a Single Action’ to multiply the effort of the energy-efficient equipment and building upgrades by actively engaging the upgrades to their capacity (lighting, occupancy sensors, water refill stations, etc).

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

While the results cannot be attributed solely to employee campaigns, energy consumption has seen a marked decrease over three years (electric use reduction 18%, gas decreased by 11%, water use decreased by 38%). Campaign announcements and information are accessible via a password protected employee site. Since this was also a student campaign, promotion and results are a rotating feature on the public sustainability website.

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

<http://www.delta.edu/sustainability/student-leadership.html>

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

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

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
0.25 / 1.00	Janis Kendziorski Academic Sustainability Officer Accounting

Criteria

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

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

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

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

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

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

Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:

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:

Assessments were developed following the integration of s-related courses and have gone through a couple of revisions. Results have been documented since 2015 and measure the satisfaction of the learning opportunities.

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

[Assessment.pdf](#)

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:

Paper and online copy distribution following a course, an event, or study abroad experience.

A brief summary of results from the cultural assessment, including a description of any measurable changes over time:

Results of assessment tool 2.1 indicate favorable opinions related to S-related courses and the importance of including sustainability topics in the curriculum.

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

Additional documentation to support the submission:

Employee Educators Program

Score

0.00 / 3.00

Responsible Party

Criteria

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

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

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

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

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

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):

100

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

See Optional Fields attachments.

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

<https://sites.delta.edu/cos/Pages/NEO.aspx>

Additional documentation to support the submission:

[EN8 Employee Orientation - Brief Description_1.pdf](#)

Staff Professional Development

Score	Responsible Party
1.25 / 2.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

Yes

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

Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):

1-24%

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

See Optional Fields supporting documentation.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :

1-24%

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

Additional documentation to support the submission:

[EN9 Staff Professional Development - Description.pdf](#)

Public Engagement

Points Claimed 12.14

Points Available 20.00

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

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00
Community Service	1.14 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score	Responsible Party
3.00 / 3.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

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

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

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

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

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

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

Hidden Harvest

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

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership’s sustainability focus?:

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

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

Yes

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

Started in 1994, Hidden Harvest distributes food to 150 different agencies, including food pantries, soup kitchens, and shelters. Since starting their organization in 1994, they have processed over 28 million pounds of food. In 2016, they distributed 1,671,600 pounds of food in the Great Lakes Bay Region. Delta College has partnered with Hidden Harvest for the past 15 years and are one of 352 food contributing donors. The college has donated 906 lbs. of food from its food service operation.

<http://www.hiddenharvestshares.org>

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

Project Search

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

Yes

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

Multi-year or ongoing

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

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

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

Yes

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

Project Search is a transition program that trains and supports high school students with disabilities to find employment in the community. Delta College provided a classroom/office space for the Project Search work team. Project Search worked with various campus departments. Specifically, the 1-3 Project Search employees worked with the college Sustainability Office each semester. Project Search teams were assigned to sustainability-focused tasks which included managing and tracking recycling collections (paper, beverage containers, junk mail, snack bags), tracking water refill stations, preparing collections for materials recovery vendor.

stars.aashe.org

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

Habitat for Humanity

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

Yes

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

Multi-year or ongoing

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

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

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

Yes

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

Delta College Residential Construction Trades program has a long running partnership with Habitat for Humanity. As part of their classroom 'lab', students have renovated and built homes and restored a historical tribal church.

Electrical program students recently teamed with Habitat for Humanity to rewired a home

<http://www.wnem.com/clip/13198536/delta-colleges-electrical-program-teams-up-with-habitat-for-h>

[umanity](#)

SEED (Sustainability Education & Economic Development has highlighted Delta's long running partnership

<http://theseedcenter.org/Colleges-in-Action/Success-Stories/Delta-College-Plays-an-Integral-Rol>

[e-in-the-Sustai](#)

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

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

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
 - Is an active member of a regional, state/provincial or local sustainability network;
 - Has presented at a sustainability conference during the previous year;
 - Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
 - Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
 - Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
 - Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.
-

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

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

Yes

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

AASHE; USGBC; Second Nature Climate Leadership Network; APPA

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

Yes

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

MiAPPA; Saginaw Bay Coastal Initiative; Great Lakes Bay Regional Alliance

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

Yes

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

Conference: CCID 2017, Presentation: Academic Travel Study: A Cyclical Model of Travel & Learning, Description: Model embraces sustainability, a common thread across curriculums, and a catalyst for engaged learning. Integrating sustainability with international travel has linked our students with opportunity for a greater understanding of a sustainable society. Presenters share the elements of a multi-disciplinary, sustainability-focused study abroad course that can be applied to all study destinations. They will demonstrate how it integrates with the exploratory planning model and how attendees might introduce and apply it to their own institutional programs.

Conference: CCID 2017, Panel Presentation: Collaborative Study Abroad with Institute for Study Abroad - Ireland, Description: Sustainability as a learning approach in international study abroad

Conference: AASHE 2016, Panel Presentation: Infusing Sustainability Practices & Principles into Study Abroad, Description: Session will foster engagement and dialogue as audience gains appreciation for integrating sustainability into study abroad, collaborating across curriculums, discovering fresh frameworks, and realizing the value of exploratory travel. Presenters will share the elements to build varied programs that combine campus study with global travel and a multi-disciplinary sustainability core. Participant interaction will be encouraged to examine the tools and strategies of the illustrated travel models.

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

Yes

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

AASHE Campus Sustainability Award, Second Nature Climate Leadership Award

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

Yes

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

Second Nature / ACUPCC Implementation Liaison; AASHE Advisory Council

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:

No

A brief description of the mentoring relationship and activities:

Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

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

Yes

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

Presenter: National Wildlife Greenprint Webinar 2016; Second Nature Climate Leadership Award Jury 2016; Ezekiel Project (local alternative transportation)

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

<http://www.delta.edu/sustainability/partner-with-us.html>

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
5.00 / 5.00	Lindsey Bourassa Life Long Learning Development & Marketing Mgr Life Long Learning Programs

Criteria

Part 1

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

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

For each course, the inventory provides:

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

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

Part 2

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

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

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Total number of continuing education courses offered:

99

Number of continuing education courses offered that address sustainability:

44

Percentage of continuing education courses that address sustainability:

44.44

A copy of the list and brief description of the continuing education courses that address sustainability:

[EN12 Continuing Ed Courses 2015-16.docx](#)

A list and brief description of the continuing education courses that address sustainability:

List attached. Website for LifeLong Learning program information is

www.delta.edu/lifelonglearning

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

One

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program(s), including the year the program was created:

Offerings include 14 face-to-face and 17 online sustainability-themed certificates. Online Ed2Go include 17 programs all of which are certificate and many which are sustainability-themed. Ed2Go courses includes: Biofuel Production Operations, Building Analyst, Quick Start, Carpentry, Certified Indoor Air Quality Manager, Certified Indoor Environmentalist Prep, Chemical Plant Operations, Freight Broker/Agent Training, Home Inspection Certificate, HVACR Certified Technician, HVACR Controls/Building Automation Systems, Natural Gas Plant Operations, Oil Refinery Operations, Performing Comprehensive Building Assessments, Power Plant Operations, Principles of Green Buildings, Solar Power Professional, Wind Energy Professional.

Website:

<https://careertraining.ed2go.com/delta/>

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

Additional documentation to support the submission:

Community Service

Score

1.14 / 5.00

Responsible Party

Allison Ginter

Campus Life & Student Engagement Coordinator
Student & Civic Engagement

Criteria

Part 1

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

Part 2

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

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

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

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

12,686

Number of students engaged in community service (headcount):

1,314

Percentage of students engaged in community service:

10.36

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

Yes

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

105,000

Number of annual community service hours contributed per student :

8.28

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

<http://www.delta.edu/campus-life/community-involvement.html>

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

No

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

No

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

Additional documentation to support the submission:

Participation in Public Policy

Score

0.00 / 2.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

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

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

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

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

No

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

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

No

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

No

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

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

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

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

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

Additional documentation to support the submission:

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	Barbara Powers Bookstore Manager Bookstore

Criteria

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

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

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

Is the institution a member of the Worker Rights Consortium?:

No

Is the institution a member of the Fair Labor Association? :

No

A brief description of the institution's WRC or FLA membership, including the year membership was last established or renewed:

Membership expense prohibited renewal.

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

Additional documentation to support the submission:

Operations

Air & Climate

Points Claimed 4.80

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	3.80 / 10.00
Outdoor Air Quality	1.00 / 1.00

Greenhouse Gas Emissions

Score

3.80 / 10.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Part 1

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

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

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

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

Yes

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

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

A copy of the most recent GHG emissions inventory:

[Calculator_v9_0.xlsm](#)

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

stars.aashe.org

institution accounted for each category of Scope 3 emissions reported above:

For consistency of data and because it is applicable to our campus operations and is supported by ACUPCC, the Campus Carbon Calculator has been used since our initial inventory in 2000.

The process is initiated and managed by the Facilities Management Sustainability Office. The process involves annual data gathering and documentation. A systematic approach begins with stakeholder meetings to introduce the project, assign data collection areas, define report compilation, provide access to data files, determine outside agencies, conduct assessment surveys, and offer assistance. Response deadlines are established and followed up through completion.

All Scope 3 data was gathered by tracking inventory/information for each category.

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

No

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

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

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

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	3,295 <i>Metric Tons of CO2 Equivalent</i>	4,033 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	149 <i>Metric Tons of CO2 Equivalent</i>	216 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	8,252 <i>Metric Tons of CO2 Equivalent</i>	8,604 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Total	11,696 <i>Metric Tons of CO2 Equivalent</i>	12,853 <i>Metric Tons of CO2 Equivalent</i>
-------	---	---

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2013	June 30, 2014

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

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	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 sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	9 <i>Metric Tons of CO2 Equivalent</i>	13 <i>Metric Tons of CO2 Equivalent</i>
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon offsets	9 <i>Metric Tons of CO2 Equivalent</i>	13 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the offsets in each category reported above, including vendor, project source, verification

program and contract timeframes (as applicable):

Carbon from on-site composting provided by Grounds Manager for both performance year and baseline year.

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

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

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

None

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	11,687 <i>Metric Tons of CO2 Equivalent</i>	12,840 <i>Metric Tons of CO2 Equivalent</i>

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	1	1
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	6,043	6,753
Full-time equivalent of employees (staff + faculty)	726	737
Full-time equivalent of students enrolled exclusively in distance education	768	642

Weighted campus users	4,501	5,136.25
-----------------------	-------	----------

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	2.60 <i>Metric Tons of CO2 Equivalent</i>	2.50 <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 (0-100):

0

Gross floor area of building space, performance year:

942,522 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	241,087 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	25,103 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

1,449,799 *Gross Square Feet*

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

0.01 *MtCO2e / GSF*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	267.10 <i>Metric Tons of CO2 Equivalent</i>
Commuting	9,142.50 <i>Metric Tons of CO2 Equivalent</i>

Purchased goods and services	0 Metric Tons of CO2 Equivalent
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 Metric Tons of CO2 Equivalent
Waste generated in operations	0 Metric Tons of CO2 Equivalent
Other categories	6.10 Metric Tons of CO2 Equivalent

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

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

Additional documentation to support the submission:

Outdoor Air Quality

Score	Responsible Party
1.00 / 1.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Part 1

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

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

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

Part 2

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

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus?:

Yes

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

The Delta College Campus Sustainability Plan,

http://www.delta.edu/transparency/capital-outlay-plan/_documents/delta-college-sustainability-c

[climate-action-report-2010.pdf](#)

, is a roadmap for creating a path toward a sustainable campus. Delta College is committed to reducing its carbon footprint while also planning for future growth and development. The plan specifically targets our campus carbon footprint with consideration for the

improvement of the local environment and quality of life in Michigan.

The plan focuses on activities, practices, and processes which directly impact campus greenhouse gas emissions and those which indirectly may influence emissions. Within those areas, we consider: Operations (buildings, transportation, waste management, energy, purchasing, and auxiliary services); Education (curriculum, research, professional development); Administration & Finance (infrastructure, investment, planning). Our goal is to systematically incorporate sustainable practices and decision processes throughout our operations and academic curriculum and to serve as a catalyst for awareness and education throughout the College community.

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:

Yes

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	3.20 Tons
Sulfur oxides (SOx)	0.02 Tons
Carbon monoxide (CO)	---
Particulate matter (PM)	0.24 Tons
Ozone (O3)	0 Tons
Lead (Pb)	0 Tons
Hazardous air pollutants (HAPs)	0 Tons
Ozone-depleting compounds (ODCs)	0 Tons
Other standard categories of air emissions identified in permits and/or regulations	0.18 Tons

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

Delta College contracts with the Michigan DEQ/Michigan Air Emission Reporting System (MAERS) submittal and audit process to perform an annual air quality inspection and to provide emissions data to our facility.

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

http://www.delta.edu/transparency/capital-outlay-plan/_documents/delta-college-sustainability-climate-action-report-2010.pdf

Additional documentation to support the submission:

Buildings

Points Claimed 3.20

Points Available 8.00

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

Credit	Points
Building Operations and Maintenance	1.50 / 5.00
Building Design and Construction	1.70 / 3.00

Building Operations and Maintenance

Score

1.50 / 5.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

Total floor area of building space:

942,522 Square Feet

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

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

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

0 *Square Feet*

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

0

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

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

100

A copy of the IAQ management policy or protocol:

[OP3 Building Operation & Maintenance - Indoor Air Quality Mgmt.pdf](#)

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

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a

stars.aashe.org

published green cleaning policy, program or contract ? (0-100):

0

A copy or the green cleaning policy:

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

In 2007, the Facilities Management custodial team was chosen as the recipient of the Green Cleaning Award for Schools and Universities making Delta College the first community college in the nation to receive this recognition. The American School & University Green Cleaning Award recognizes educational institutions for exemplary green cleaning programs defined as one that “goes beyond chemical and equipment choices. It includes policies, procedures, training and shared responsibility that minimize the impact of cleaning on the health of building occupants and staff, and that protect the environment as a whole.”

Traditional and caustic cleaning products and processes have been eliminated and/or replaced with environmentally-conscious products, equipment, and processes. Because of the extra wear and tear on educational facilities, we also recognize the long-term benefits of green cleaning on the life-cycle of our fixtures, furnishings, equipment, and buildings.

No published program, policy, or contract is available.

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

100

A brief description of the energy management or benchmarking program:

The college operates two energy management systems, Trane and American Auto Matrix. Each controls and monitors various mechanical systems throughout campus and two campus centers. Systems have the ability to control room temperatures, air volume, lighting, and the equipment that deliver each.

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

100

A brief description of the water management or benchmarking program:

The college tracks the number of gallons to fill the campus water tower, generally on a daily basis. Water usage is tracked on cooling towers, boilers, and swimming pool. Domestic cold water chlorine levels are tested and documented regularly. Numerous backflow preventers (RPZ), installed to protect the system, are inspected annually.

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

Additional documentation to support the submission:

stars.aashe.org

Building Design and Construction

Score	Responsible Party
1.70 / 3.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

2) Certified Living under the Living Building Challenge

And/or

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

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

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

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

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

264,920 *Square Feet*

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

0 *Square Feet*

Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC) :

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 <i>Square Feet</i>
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	93,387 <i>Square Feet</i>
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 <i>Square Feet</i>
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	0 <i>Square Feet</i>
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 <i>Square Feet</i>

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

0 *Square Feet*

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

35.25

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

Professional Health Building (F Wing) - LEED Gold Certification

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

171,533 *Square Feet*

A copy of the green building guidelines or policies :

[Sustainable Bldg Policy Guidelines.pdf](#)

The green building guidelines or policies:

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

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

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

2011/12 - L & M Wing Upgrades
2012/13 - Chiller Plant Improvements, Conference Upgrades, Microbiology, Roofs
2013/14 - Coffee N' More, S131 Upgrades, East & West Entrance Vestibules
2014/15 - Professional Health Building, Grounds Management Building
2015/16 - L Wing Upgrades

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

Facilities Management and Project Managers understand, comply, and report with adherence to guidelines and policies.

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

Additional documentation to support the submission:

Energy

Points Claimed 3.21

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Consumption	3.21 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
3.21 / 6.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	0 MMBtu	0 MMBtu
Electricity from on-site renewables	24.43 MMBtu	43.38 MMBtu
District steam/hot water (sourced from offsite)	0 MMBtu	0 MMBtu
Energy from all other sources (excluding transportation fuels)	102,113 MMBtu	108,529 MMBtu
Total	102,137.43 MMBtu	108,572.38 MMBtu

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2013	June 30, 2014

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

In the context with annual greenhouse gas inventory and Climate Commitment Progress Report.

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	942,522 <i>Gross Square Feet</i>	942,522 <i>Gross Square Feet</i>

Source-site ratio for grid-purchased electricity:

3.14

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.11 <i>MMBtu / GSF</i>	0.12 <i>MMBtu / GSF</i>
Source energy	0.11 <i>MMBtu / GSF</i>	0.12 <i>MMBtu / GSF</i>

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

5.93

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

	Degree days (see help icon above)
Heating degree days	6,586.40 <i>Degree-Days (°F)</i>
Cooling degree days	884 <i>Degree-Days (°F)</i>

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	241,087 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

EUI-adjusted floor area, performance year:

1,449,799 *Gross Square Feet*

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

9.43 *Btu / GSF / Degree-Day (°F)*

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

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

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

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

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

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

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

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

Additional documentation to support the submission:

Clean and Renewable Energy

Score

0.00 / 4.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

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

The following renewable systems are eligible for this credit:

- Concentrated solar thermal

- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Total energy consumption (all sources, excluding transportation fuels), performance year :

102,137.43 *MMBtu*

Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes:

24.43 *MMBtu*

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

Solar photovoltaic

Non-electric renewable energy generated on-site, performance year:

0 *MMBtu*

A brief description of on-site renewable non-electric energy devices:

Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes, performance year:

0 MMBtu

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:

0 MMBtu

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

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

Additional documentation to support the submission:

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

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

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

Energy used for heating buildings, by source::

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

Percentage of total energy consumption from clean and renewable sources:

0.02

Food & Dining

Points Claimed 1.65

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.27 / 6.00
Sustainable Dining	1.38 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.27 / 6.00	Cynthia Grether Food Service Manager Food Service

Criteria

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

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

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

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

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

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

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

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

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

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

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

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

Product description/type.

Label, brand or producer.

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

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

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

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

Part 1

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

Part 2

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

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

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

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based (0-100):

5

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):

No

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

Coffee, baked goods, and breads are from locally-owned businesses, family-farmed, family-owned. Additionally, coffee is fair trade, certified USDA organic, Rainforest Alliance Certified.

An inventory of the institution’s sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

[Delta College Food and Beverage Inventory 2015-16_1.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):

Inventory is for 2015/16 taken from Food Service purchasing records.

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	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	No	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	No	No

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :

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

Additional documentation to support the submission:

Sustainable Dining

Score

1.38 / 2.00

Responsible Party

Cynthia Grether
Food Service Manager
Food Service

Criteria

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

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

Part 2

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

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

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

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

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

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

No

A brief description of the sustainable dining policy:

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

No

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

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

No

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

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

Dining services offers a wide selection of vegan options.

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

Yes

A brief description of the low impact dining events:

Low impact dining events, including such venues as Meatless Monday, Eat Low on the Food Chain, etc, are offered and advertised in on-site promotional pieces and through social media.

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

No

A brief description of the sustainability-themed meals:

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

No

A brief description of the sustainability-themed food outlet:

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

Yes

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

Healthy heart, calories, and label information is available in on-site promotional materials and social media posts.

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

Yes

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

The Sustainability Office hosts tabling events to support and promote sustainable food systems and dining choices.

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

Yes

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

Healthy Heart program and promotion; Partnered for learning opportunities with Health & Wellness employee groups and committee service and donated water for their activities; Offers specials meal packages as an incentive toward healthy dining.

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:

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:

Trayless dining is encouraged via on-site promotionals, tabling events, and social media. Food Service employees are educated about pre-consumer food waste which is collected and delivered to a neighboring university greenhouse vermiculture program.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Delta College has partnered with Hidden Harvest for the past 15 years and are one of 352 food contributing donors. The college has donated 906 lbs. of food from its food service operation.

<http://www.hiddenharvestshares.org>

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:

No

A brief description of the food materials diversion program:

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:

Food Service employees are educated about pre-consumer food waste which is collected and delivered to a neighboring university greenhouse vermiculture program.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

No

A brief description of the post-consumer composting program:

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:

China dinnerware and silverware utensils are provided for dine in and catered meals.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

No

A brief description of the compostable containers and service ware:

Reusable containers are given away for special event incentives. To-go meals can be packaged onto compostable / recyclable containers. However, the dining services does not operate an on-site composting program.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:

Yes

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

Reusable food containers and mugs are offered for sale and also given away as special event promotions. Discounts are offered for refills.

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

packaging)?:

Yes

A brief description of other dining services materials management initiatives:

In addition to reducing in-house packaging and food server, dining services has moved 98% of their food / food server product delivery to a single vendor. This has reduced the number of deliveries to the campus, the packaging involved, and fuel emissions.

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

Additional documentation to support the submission:

Grounds

Points Claimed 1.00

Points Available 3.00

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

Credit	Points
Landscape Management	1.00 / 2.00
Biodiversity	<p data-bbox="1425 695 1534 724">0.00 / 1.00</p> <p data-bbox="857 768 1534 835">This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul data-bbox="816 884 1534 1171" style="list-style-type: none"> <li data-bbox="816 884 1534 913">• Legally protected areas (e.g. IUCN Category I-VI) <li data-bbox="816 930 1534 997">• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000) <li data-bbox="816 1014 1534 1081">• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites) <li data-bbox="816 1098 1534 1171">• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p data-bbox="841 1220 1534 1444">Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</p> <p data-bbox="1479 1486 1534 1516">Close</p>

Landscape Management

Score	Responsible Party
1.00 / 2.00	Kevin Bublitz Grounds Maintenance Supervisor Facilities Management

Criteria

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

- 1) An Integrated Pest Management (IPM) program;

Or

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

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

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

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

644.89 Acres

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	148.29 Acres
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	0 Acres
Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	0 Acres

Total area of managed grounds

148.29 Acres

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

The total campus area is 644.89 acres. The developed land (buildings, roads, agricultural land) is 60.66. Non-maintained land includes forested, trails, and rented agriculture fields is 435.94. The remaining 148.29 acres is IPM maintained.

Percentage of grounds managed in accordance with an IPM program:

100

A copy of the IPM plan or program:

[OP9 Landscape Mgmt - IPM.docx](#)

A brief description of the IPM program:

Percentage of grounds managed in accordance with an organic program:

0

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

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

Our campus signature courtyard and mini courts between buildings reduce building cooling loads in the summer and improve indoor air quality. Campus areas feature water efficient landscaping that utilizes plants suited to our local conditions. Using proper design techniques creates beautiful landscapes while benefitting the environment and reducing water use. Landscaping for the environment relies on the application of native groundcovers and deep-rooted plantings which require less irrigation. Their low and 'no mow' approach reduces mower fuel consumption and its pollutants.

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

Delta College has a strong commitment to the management of our area's watershed assets and is proud of its heritage and progress toward the development of an environmentally sustainable campus. Underground cisterns on the north side of campus retain the building rain runoffs and excess ground water. Those waters are pumped into the building to support secondary water systems including toilet flushing, living wall hydration, with excess capacity being diverted for use in the lawn sprinkling system. A wet meadow contains water overage.

South campus rainwater, following a natural hydrologic cycle, is conveyed from parking lot bioswale islands into detention ponds. Eventually, it flows into an adjacent wet meadow before discharge into the regional drainage system.

Both East and West campus bioswales act as biological filters, with beds of sand and gravel and planted with deep-rooted native vegetation. East campus incorporates permeable pavement that allows for rain water and snow melt to move through the surface. It effectively traps dirt and debris, filtering their pollutants before they reach significant bodies of water.

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

The College's Ground Maintenance Department has increasingly incorporated natural products and processes to maintain our lawns, courtyards, trees, and foliage. Fallen leaves and grass clippings are mulched back into soil to provide up to 25% of the lawn fertilization needs. Excess clippings are compost-piled to serve indirectly as a food source for the bacteria in the soil during the decomposition process. The composted material is later returned as humus to landscaped beds to further provide healthy turf such as decomposing thatch. Campus shrub trimmings and tree limbs are ground through a chipper to produce valuable plant material. The material is used in a variety of ways to enhance the campus landscape.

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

Our campus signature courtyard and mini courts between buildings reduce building cooling loads in the summer and improve indoor air quality. Campus areas feature water efficient landscaping that utilizes plants suited to our local conditions. Using proper design techniques creates beautiful landscapes while benefitting the environment and reducing water use. Landscaping for the environment relies on the application of native groundcovers and deep-rooted plantings which require less irrigation. Their low and 'no mow' approach reduces mower fuel consumption and its pollutants.

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

Undeveloped Areas / Wildlife: The college's campus grounds include 436 undeveloped natural acres of trees and fields which serves as home to deer, wild turkey, and other wildlife. Some of acreage is divided among three rental contracts to local farms for the production of agriculture. Each farm supports resource responsible farming and exercises low-to-no-tillage, leaving stalks and stubbles on the surface of the soil. This practice reduces soil erosion by the wind and provides wildlife refuge.

Snow Removal: Grounds Maintenance takes advantage of the road contour and applies salt only to a narrow strip along the centerline rather than salting the entire road surface. As traffic passes, salt is moved off the centerline, begins melting, and dissolves into liquid brine which drains toward both road shoulders for added coverage across the entire road. This pattern quickly gives vehicles clear pavement under at least two wheels while using less salt. It provides for vehicle safety yet reduces operating costs, supplies, and materials and redirects labor time to concentrate on clearing parking lots and sidewalks. Snow windrows to help prevent excess snow from blowing across the entrance drives. Windrows reduce plowing and salt applications and increases driver visibility and safety.

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

Additional documentation to support the submission:

Score

0.00 / 1.00

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)

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

Criteria

Institution conducts one or both of the following:

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

And/or

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

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

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

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

Purchasing

Points Claimed 4.28

Points Available 6.00

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

Credit	Points
Sustainable Procurement	2.25 / 3.00
Electronics Purchasing	1.00 / 1.00
Cleaning and Janitorial Purchasing	0.81 / 1.00
Office Paper Purchasing	0.22 / 1.00

Sustainable Procurement

Score	Responsible Party
2.25 / 3.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Part 1

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

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

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

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

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<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.
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none"> • A stated preference for materials that meet LEED requirements.

3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> • Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> • Including sustainability objectives in contracts with on-site franchises. • Requiring that franchises pay a living wage to employees.
5) Garments and linens	<ul style="list-style-type: none"> • Published labor and human rights standards that suppliers must meet.
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> • A stated preference for disadvantaged or community-based service providers. • A stated preference for B Corporations.
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> • Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. • A stated preference for clean and renewable technologies.
8) Wood and paper	<ul style="list-style-type: none"> • A stated preference for post-consumer recycled, agricultural residue or third party certified content. • A stated preference for FSC certified printing services.
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> • Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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

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

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

Yes

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes, and promotes sustainable purchasing by applying the methodology of "reduce, reuse, recycle, and recover."

Whenever possible, Delta College considers the environmental impacts of a product or service when making purchasing, including choosing products that:

- are the most energy efficient, including EPEAT and Energy Star rated;
- have a high recycled content, especially post-consumer recycled content;
- reduce solid waste (have less packaging, are reusable, durable);
- are the least environmentally damaging through their lifecycle, in manufacturing, use, and disposal;
- and/or are made or grown locally.

<http://www.delta.edu/community/vendors.html>

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:

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. Delta College evaluates elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments by utilizing methods to achieve measurable life-cycle cost savings.

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

Yes

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

From the Delta College Custodial Notebook - Our work, maintaining the buildings on the campus of Delta College and keeping them in top condition, is vital to the overall operation of the College; therefore, Delta College has adopted a Green Cleaning (GC) policy designed to optimize conditions for learning and minimize human exposure to hazardous chemicals, allergens, irritants, and pollutants, essential for all College functions and a healthy environment. Green cleaning increases the life cycle of facilities and proper maintenance extends the longevity and performance of school building materials and furnishings by preventing damage and premature aging, which in turn reduces waste and unnecessary spending. The goal of the program is three-tiered. It strives to incorporate supplies, products, and equipment that 1) have reduced environmental impact, 2) are Green Earth or CRI Certified, and 3) Green Seal or EcoLogo Certified.

The job of a custodian or general laborer is essential for the effective operation of the College. There are many skills involved in housekeeping, including staying abreast of why GC procedures need to be followed in order to protect health without harming the

stars.aashe.org

environment.

This notebook is intended to help you learn the correct GC procedures for carrying out the many housekeeping functions that are a part of your job, the correct way to use equipment, and the proper selection of GC housekeeping products. This notebook will also help you recognize what is “cleaning for health”, and why green cleaning is important. There are many benefits of cleaning green such as improved air quality, recyclable packaging, decreased water use, and the elimination of hazardous disposal costs. In addition, green cleaning helps students stay healthy and learn, protects the health of the custodian, and preserves the environment.

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

Yes

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

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

- 1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.
- 2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.
- 3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and existing buildings as deemed operationally and financially feasible.
- 4) Establish methods to achieve measurable life-cycle cost savings.
- 5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.
- 6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

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

Yes

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

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes, and promotes sustainable purchasing by applying the methodology of "reduce, reuse, recycle and recover."

Whenever possible, Delta College considers the environmental impacts of a product or service when making purchasing, including choosing products that:

- are the most energy efficient, including EPEAT and Energy Star rated;
- have a high recycled content, especially post-consumer recycled content;
- reduce solid waste (have less packaging, are reusable and durable);
- are the least environmentally damaging through their lifecycle, in manufacturing, use and disposal;
- and are made or grown locally.

<http://www.delta.edu/community/vendors.html>

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

Yes

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

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes, and promotes sustainable purchasing by applying the methodology of "reduce, reuse, recycle and recover."

Whenever possible, Delta College considers the environmental impacts of a product or service when making purchasing, including choosing products that:

- are the most energy efficient, including EPEAT and Energy Star rated;
- have a high recycled content, especially post-consumer recycled content;
- reduce solid waste (have less packaging, are reusable and durable);
- are the least environmentally damaging through their lifecycle, in manufacturing, use and disposal;
- and are made or grown locally.

Additionally, beverage vending contracts have energy-rated equipment standards including request for sleep mode vending machines.

<http://www.delta.edu/community/vendors.html>

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

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

No

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

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

No

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

Sustainable Purchasing / Vendors: Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes, and promotes sustainable purchasing by applying the methodology of "reduce, reuse, recycle and recover."

Whenever possible, Delta College considers the environmental impacts of a product or service when making purchasing, including choosing products that:

- are the most energy efficient, including EPEAT and Energy Star rated;
- have a high recycled content, especially post-consumer recycled content;
- reduce solid waste (have less packaging, are reusable and durable);
- are the least environmentally damaging through their lifecycle, in manufacturing, use and disposal;
- and are made or grown locally.

<http://www.delta.edu/community/vendors.html>

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

Yes

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

Facilities Management:

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

- 1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.
- 2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.

- 3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and existing buildings as deemed operationally and financially feasible.
- 4) Establish methods to achieve measurable life-cycle cost savings.
- 5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.
- 6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

Sustainable Purchasing / Vendors:

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes, and promotes sustainable purchasing by applying the methodology of "reduce, reuse, recycle and recover."

Whenever possible, Delta College considers the environmental impacts of a product or service when making purchasing, including choosing products that:

- are the most energy efficient, including EPEAT and Energy Star rated;
- have a high recycled content, especially post-consumer recycled content;
- reduce solid waste (have less packaging, are reusable and durable);
- are the least environmentally damaging through their lifecycle, in manufacturing, use and disposal;
- and are made or grown locally.

<http://www.delta.edu/community/vendors.html>

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

No

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

Facilities Management:

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

- 1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.
- 2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.

- 3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and

existing buildings as deemed operationally and financially feasible.

4) Establish methods to achieve measurable life-cycle cost savings.

5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.

6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

Sustainable Purchasing / Vendors:

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes, and promotes sustainable purchasing by applying the methodology of "reduce, reuse, recycle and recover."

Whenever possible, Delta College considers the environmental impacts of a product or service when making purchasing, including choosing products that:

- are the most energy efficient, including EPEAT and Energy Star rated;
- have a high recycled content, especially post-consumer recycled content;
- reduce solid waste (have less packaging, are reusable and durable);
- are the least environmentally damaging through their lifecycle, in manufacturing, use and disposal;
- and are made or grown locally.

<http://www.delta.edu/community/vendors.html>

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

<http://www.delta.edu/community/vendors.html>

Additional documentation to support the submission:

Electronics Purchasing

Score	Responsible Party
1.00 / 1.00	Susan Nowicki Coordinator - Business Services Business Services

Criteria

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

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

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

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

666,189 US/Canadian \$

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

	Expenditure Per Level
EPEAT Gold	666,189 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Bronze	0 US/Canadian \$

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

100

Do the figures reported above include leased equipment?:

No

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

No equipment is leased and, therefore, not included in the figures. All equipment is owned by Delta College. Figures are drawn from a one year period of July 1, 2015 through June 30, 2016

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

Additional documentation to support the submission:

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.81 / 1.00	Erik Radomski General Trades Facilities Management

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

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

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

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

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

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

Total expenditures on cleaning products:

25,303.81 US/Canadian \$

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

14,390.09 US/Canadian \$

Total expenditures on janitorial paper products:

31,299.72 US/Canadian \$

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

31,299.72 US/Canadian \$

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

80.72

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

One year time period FY 2015/16

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

Additional documentation to support the submission:

Office Paper Purchasing

Score	Responsible Party
0.22 / 1.00	Susan Nowicki Coordinator - Business Services Business Services

Criteria

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

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

Total expenditures on office paper :

36,929.32 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	32,372 US/Canadian \$
30-49 percent	4,557.32 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

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

0

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

Figures reported are from the most current completed fiscal year 2015-16. Additionally, Delta College Print Services operated under the FSC Certification from 2010-2014.

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

Additional documentation to support the submission:

Transportation

Points Claimed 2.09

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	0.15 / 1.00
Student Commute Modal Split	0.28 / 2.00
Employee Commute Modal Split	0.26 / 2.00
Support for Sustainable Transportation	1.40 / 2.00

Campus Fleet

Score	Responsible Party
0.15 / 1.00	Kevin Bublitz Grounds Maintenance Supervisor Facilities Management

Criteria

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

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric (including electric assist utility bicycles and tricycles)
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:

39

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

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	5
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

Do the figures reported above include leased vehicles?:

No

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

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

Additional documentation to support the submission:

Student Commute Modal Split

Score

0.28 / 2.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

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

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

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

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

14

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

Percentage is an estimate from an annual greenhouse gas inventory based on ride sharing and bus transportation data provided by campus metro bus services for 2015/16. The college also conducted a transportation survey which was issued to students registered for Fall 2016/Winter 2017 academic year.

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	86
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	10
Take a campus shuttle or public transportation	4

Use a motorcycle, scooter or moped

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

Additional documentation to support the submission:

Employee Commute Modal Split

Score	Responsible Party
0.26 / 2.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

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

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

13

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

Percentage is an estimate from an annual greenhouse gas inventory based on ride sharing and bus transportation data provided by campus metro bus services for 2015/16.

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

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	87
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	12

Take a campus shuttle or public transportation	1
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

Additional documentation to support the submission:

Support for Sustainable Transportation

Score

1.40 / 2.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

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

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

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

No

A brief description of the facilities for bicycle commuters:

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

Yes

A brief description of the bicycle parking and storage facilities:

Bicycle racks are conveniently located at campus entrances. (College does not have student residents/housing.)

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

Yes

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

College has guidelines for use of wheeled conveyances which includes bicycles, roller skates, hoverboards, skateboards, and similar conveyances.

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

No

A brief description of the bicycle sharing program:

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

Yes

A brief description of the mass transit programs:

Campus is served by three local transportation authorities for bus and dial-a-ride services to the campus community. Students may purchase discount passes at the college bookstore.

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

No

A brief description of the guaranteed return trip program:

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

Yes

A brief description of the carpool/vanpool program:

Electronic ride share registration and search for compatible share schedules is available to all students, faculty, and staff.

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

No

A brief description of the car sharing program:

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:

Two level 2 charging stations can accommodate up to four vehicles. to serve drivers within our campus community including students, faculty, staff, fitness center members, and board members.

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

Yes

A brief description of the telecommuting program:

The College provides telecommuting for employees to work at home or another appropriate alternative site instead of physically reporting to a College site daily.

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

Yes

A brief description of the condensed work week option:

Our green campus initiatives include operating a 4-day workweek Mon-Thurs during spring/summer.

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

No

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

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

No

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

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

Additional documentation to support the submission:

Waste

Points Claimed 4.91

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	3.91 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score

3.91 / 8.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

	Performance Year	Baseline Year
Materials recycled	148.77 Tons	82.27 Tons
Materials composted	0.40 Tons	0.78 Tons
Materials donated or re-sold	2.40 Tons	11.29 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	151.57 Tons	165.06 Tons
Total waste generated	303.14 Tons	259.40 Tons

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2013	June 30, 2014

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

Baseline and performance years were determined In the context of the annual greenhouse gas inventory.

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	1	1
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	6,043	6,753
Full-time equivalent of employees (staff + faculty)	726	737
Full-time equivalent of students enrolled exclusively in distance education	768	664
Weighted campus users	4,501	5,119.75

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
--	------------------	---------------

Total waste generated per weighted campus user	0.07 Tons	0.05 Tons
--	-----------	-----------

Percentage reduction in total waste generated per weighted campus user from baseline (0-100):

0

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

50

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

50

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

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

Tires	No
Other (please specify below)	No

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

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution's recycling program (percentage, 0-100):

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

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

A brief description of the institution's 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 (e.g. by minimizing packaging and purchasing in bulk):

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

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

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

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

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

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Score

0.00 / 1.00

Responsible Party

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 Pursuing** so Reporting Fields will not be displayed.

Hazardous Waste Management

Score

1.00 / 1.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

Campus service areas are made aware of the procedures for the safe removal of hazardous waste through campus-wide announcements. Steps include: comprehensive inventory of all materials, evaluate materials for elimination or replacement with less toxic materials; safe/appropriate storage, proper disposal of waste materials, A Right-To-Know program introduces the campus community to the safe handling of materials and Safety Data Sheet (SDS). Employees have access to the Facilities Management email to discuss options for the reduction of hazardous waste.

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

For compliance, safety and liability purposes, college-owned and college-generated materials for disposal are processed through the appropriate college waste streams. All campus service areas are made aware of the procedures for the safe removal of hazardous waste through campus-wide announcement. Service areas contact Facilities Management via electronic request for removal of such materials and equipment. FM meets with the owner to identify and remove the waste material/equipment from the service area. Equipment is stored in a secure area until which time they are removed via a certified hazardous waste hauler for recycling and safe disposal.

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

No significant release.

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

A comprehensive list of all laboratory chemicals is available online. The Science Department manages a small-chemistry plan aimed at reducing chemical waste through reuse, redistribution, and safe disposal when necessary.

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:

For compliance, safety and liability purposes, college-owned and college-generated materials for disposal are processed through the appropriate college waste streams. The College contracts with local vendors for the recycling of e-waste and for materials of a sensitive nature that require data destruction before reuse or recycling and/or have potential as hazardous waste.

Cell phones, iPods, and accessories are collected throughout campus via convenient drop boxes. Because of the cost of managing student-generated equipment such as computers and peripherals, the college does not directly handle their recycling. However, student outreach displays and information tables are made available throughout the academic year to create awareness of universal waste. Students receive information on how, what, and where to recycle e-waste within their local communities. Students have access to special event programs where e-waste is collected. They may also make inquiries via the Sustainability Office.

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

Yes

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

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

Additional documentation to support the submission:

Water

Points Claimed 6.06

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												
<p>Water Use</p>	<p style="text-align: right;">4.06 / 5.00</p> <p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p> <table border="1" data-bbox="813 1066 1544 1493"> <thead> <tr> <th data-bbox="813 1066 1057 1203">Physical Risk QUANTITY</th> <th data-bbox="1057 1066 1300 1203">Points Available For Each Part</th> <th data-bbox="1300 1066 1544 1203">Total Available Points For This Credit</th> </tr> </thead> <tbody> <tr> <td data-bbox="813 1203 1057 1297">Low and Low to Medium Risk</td> <td data-bbox="1057 1203 1300 1297">1 ■</td> <td data-bbox="1300 1203 1544 1297">4</td> </tr> <tr> <td data-bbox="813 1297 1057 1392">Medium to High Risk</td> <td data-bbox="1057 1297 1300 1392">1 ■</td> <td data-bbox="1300 1297 1544 1392">5</td> </tr> <tr> <td data-bbox="813 1392 1057 1493">High and Extremely High Risk</td> <td data-bbox="1057 1392 1300 1493">2</td> <td data-bbox="1300 1392 1544 1493">6</td> </tr> </tbody> </table> <p style="text-align: right;">Close</p>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low and Low to Medium Risk	1 ■	4	Medium to High Risk	1 ■	5	High and Extremely High Risk	2	6
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit											
Low and Low to Medium Risk	1 ■	4											
Medium to High Risk	1 ■	5											
High and Extremely High Risk	2	6											
<p>Rainwater Management</p>	<p style="text-align: right;">2.00 / 2.00</p>												

Water Use

Score

4.06 / 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 this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

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

Larry Ramseyer
Director of Facilities Management
Facilities Management

[Close](#)

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

Medium to High

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

	Performance Year	Baseline Year
Total water use	16,726,436 <i>Gallons</i>	23,024,436 <i>Gallons</i>

Potable water use:

	Performance Year	Baseline Year
Potable water use	16,336,000 <i>Gallons</i>	22,634,000 <i>Gallons</i>

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2013	June 30, 2014

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

Baseline and performance years were determined In the context of the annual greenhouse gas inventory.

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	1	1
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	6,043	6,753

Full-time equivalent of employees (staff + faculty)	726	737
Full-time equivalent of students enrolled exclusively in distance education	768	664
Weighted campus users	4,501	5,119.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	3,629.42 <i>Gallons</i>	4,420.92 <i>Gallons</i>

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

17.90

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	942,522 <i>Gross Square Feet</i>	942,552 <i>Gross Square Feet</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	17.33 <i>Gallons / GSF</i>	24.01 <i>Gallons / GSF</i>

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

27.82

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

Yes

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	584.23 Acres	584.23 Acres

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

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	28,629.88 Gallons / Acre	39,409.88 Gallons / Acre

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

27.35

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

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

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

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

Additional documentation to support the submission:

[OP22 Water Use - Rainwater Haresting Press Release.docx](#)

Rainwater Management

Score

2.00 / 2.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

Which of the following best describes the institution's approach to rainwater management?:

Comprehensive policies, plans or guidelines that require LID practices for all new projects

A brief description of the institution's green infrastructure and LID practices:

Rainwater Harvesting: Harvesting rainwater is a four step process—Capturing, Storing, Filtration, and Delivery

Step 1: Capturing the Rainwater - Water is harvested from three sources. Rooftop drains collect rainwater, subsurface foundation drains capture groundwater, and air-conditioner condensate is piped into the system. The water passes through a swirl vortex, or pre-filter, to remove organic debris like leaves, twigs, and dirt.

Step 2: Storing the Rainwater - Water is stored in an underground cistern. In times of excess rainfall, the overflow is diverted to a detention field and stored in a series of underground pipes which regulate the release of the water.

Step 3: Filtering the Rainwater - Water is channeled through bag filters that trap and remove particulates as fine as human hair, dust, flour, sand, and pollens. An ultraviolet purifier treats the water against microorganisms like bacteria and viruses.

Step 4: Delivering the Rainwater - Well pumps deliver the clean harvested water into the building through a dedicated piping system and distributed to the restrooms to flush toilets and to hydrate a living wall. Excess water is diverted for landscape irrigation.

Stormwater Management: Rain events are managed by a comprehensive stormwater management program that mimics a natural hydrologic process where rainwater is conveyed from parking lot bioswale islands into detention ponds. Water flows into an adjacent wet meadow before discharge into the regional drainage system. Native seed and aquatic plantings aid in attracting water habitat and creating a living laboratory for environmental study.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, guidelines and/or practices that supports the responses above:

Sustainable Building Design
Policy Guidelines

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

- 1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.
- 2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.
- 3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and existing buildings as deemed operationally and financially feasible.
- 4) Establish methods to achieve measurable life-cycle cost savings.
- 5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.
- 6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

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

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 6.25

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Participatory Governance	2.25 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

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:

The Academic Sustainability Team is committed to developing academic programs that reflect the importance of the principles of sustainability to our students and our community. We engage our students as active participants in the solution of climate change. We seek to deliver sustainable skill sets to ensure our students succeed in their professional and private lives. The Triple Bottom Line is incorporated as:

- Environmentally focused education ensures that students understand the ecological processes and how our choices affect the environment.
- Socially focused education develops student understanding of social justice and equity, encouraging involvement at the local level while considering the global population.
- Economically focused education teaches that business can be structured to be sufficiently profitable without generating financial profit at the expense of the ecosystem, local or world communities.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

The Academic Sustainability Team is charged with infusing sustainability into the Delta College curriculum. A select team of faculty representative of several divisions are focused on bringing sustainability to the forefront of our programs, activities, and courses. Jeff Dykhuizen, Donna Giuliani, Bernadette Harkness, Renee Hoppe, Janis Kendziorski, Lisa Lawrason and Monika Moore are current faculty advisors to the team.

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Sustainability Office, housed in Facilities Management, is comprised of the Coordinator, a part-time student employee, and an Academic Sustainability Officer (a faculty release time position). The function of the office position is to coordinate and promote campus-wide sustainability initiatives toward reducing the environmental impact of the College's operations and practices according to the Triple Bottom Line concept. It acts as a resource and clearinghouse for faculty, staff, students, and the community.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Linda Petee, Sustainability & Risk Management Coordinator; Janis Kendziorski, Academic Sustainability Officer

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The following Strategic Planning Action Plans 2012-2015: Expand, Promote, and Codify Sustainability Across the Curriculum, have been accomplished.

Action Plan - Expand: Continue to expand cross-discipline sections that incorporate sustainability into the curriculum. Utilize Green Book, campus tours, and classroom presentations as opportunities to leverage interest in and create sustainability-related projects.

Baseline: Current sustainability related course count

Goal: Increase by 5%

Action Plan - Promote: Identify avenues to promote opportunities for sustainable learning to the faculty and students. Introduce faculty centric outreach opportunities to create a culture that engages students to adopt and maintain a socially, environmentally, and economically responsible lifestyle.

Baseline: Assess current baseline

Goal: Demonstrate the broad capacity for engaging in sustainable learning and leadership to faculty and potential students through outreach activities. Expand on current sustainability promotion with a focus on faculty. Expand outreach to provide faculty and current students with opportunity for sustain learning and leadership.

Action Plan - Codify: Analyze the data outcome from the Fall 2012 and Winter 2013 Sustainability Assessment. Review the student feedback from the new Sustainability Assessment tool implemented in Winter 2012.

Baseline: Sustainability Assessment Winter 2012

Goal: Goal is contingent upon data which will be analyzed and processed from Fall 2012 and Winter 2013 semesters.

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

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

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
3.00 / 4.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

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

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is one of four focus areas of the college's Strategic Plan. Focus areas are published in annual Delta College Strategic Plan & Budget (URL provided) and a copy is uploaded.

A copy of the strategic plan:

[PA2 Sustainability Planning - Strategic Plan.pdf](#)

The website URL where the strategic plan is publicly available:

http://www.delta.edu/transparency/_documents/strategic-plan-budget-2016-2017.pdf

Does the institution have a published sustainability plan (apart from what is reported above)? :

Yes

A copy of the sustainability plan:

[3.1-1 Strategic Action Plans.pdf](#)

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :

Yes

A copy of the climate action plan:

[Delta College Sustainability Report for Climate Action 2010.pdf](#)

The website URL where the climate action plan is publicly available:

http://www.delta.edu/transparency/capital-outlay-plan/_documents/delta-college-sustainability-climate-action-report-2010.pdf

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

Yes

A list of other published plans that address sustainability, including public website URLs (if available):

New Employee Training Plan, Energy Conservation Guidelines, Business & Finance Environmental Sustainability Statement, Purchasing Sustainability Guidelines, Landscape Master Plan, Delta College Strategic Plan & Budget
stars.aashe.org

Public website

<http://www.delta.edu/sustainability/student-leadership.html>

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

Strategic Planning Action Plan 2015-19 (reference upload for Sustainability Plan)

1. Assess sustainability learning outcomes
2. Explore sustainability certificate program
3. Investigate transferability of sustainability certificate programs and/or curriculum paths leading to 4-year sustainability-related degrees
4. Establish regular college-wide sustainability-related communication

Strategic Planning Action Plan 2012-15

1. Expand Codify Sustainability Across the Curriculum

Action Plan: Continue to expand cross-discipline sections that incorporate sustainability into the curriculum; Baseline: Current sustainability related course count; Goal: Increase by 5%

2. Promote Sustainability Across the Curriculum

Action Plan: Identify avenues to promote opportunities for sustainable learning to faculty and students. Introduce faculty centric outreach opportunities to create a culture that engages students to adopt and maintain a socially, environmentally, and economically responsible lifestyle; Baseline: Assess current baseline; Goals: 1 - Demonstrate the broad capacity for engaging in sustainable learning and leadership to faculty and potential students through outreach activities, 2 - Expand on current sustainability promotion with a focus on faculty, 3 - Expand outreach to provide faculty and current students with opportunity for sustain learning and leadership.

3. Codify Sustainability Across the Curriculum

Action Plan: Analyze the sustainability assessment data outcomes; Sustainability Assessment; Baseline: Current Sustainability Assessment; Goal: Contingent upon data which will be analyzed and processed from previous semesters.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

No

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

Delta College is not a research campus.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus

Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Strategic Planning Action Plan 2015-19 (reference upload for Sustainability Plan)

1. Assess sustainability learning outcomes
2. Explore sustainability certificate program
3. Investigate transferability of sustainability certificate programs and/or curriculum paths leading to 4-year sustainability-related degrees
4. Establish regular college-wide sustainability-related communication

Strategic Planning Action Plan 2012-15

1. Expand Codify Sustainability Across the Curriculum

Action Plan: Continue to expand cross-discipline sections that incorporate sustainability into the curriculum; Baseline: Current sustainability related course count; Goal: Increase by 5%

2. Promote Sustainability Across the Curriculum

Action Plan: Identify avenues to promote opportunities for sustainable learning to faculty and students. Introduce faculty centric outreach opportunities to create a culture that engages students to adopt and maintain a socially, environmentally, and economically responsible lifestyle; Baseline: Assess current baseline; Goals: 1 - Demonstrate the broad capacity for engaging in sustainable learning and leadership to faculty and potential students through outreach activities, 2 - Expand on current sustainability promotion with a focus on faculty, 3 - Expand outreach to provide faculty and current students with opportunity for sustain learning and leadership.

3. Codify Sustainability Across the Curriculum

Action Plan: Analyze the sustainability assessment data outcomes; Sustainability Assessment; Baseline: Current Sustainability Assessment; Goal: Contingent upon data which will be analyzed and processed from previous semesters.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Community Focus is one of four college strategic planning areas. The Delta College Strategic Planning & Budget for 2015 outlines goals and measurements to include utilizing off campus centers to meet the education needs of the community, increasing collaboration with K-12 and post-secondary educators to understand their needs and strengthen our partnerships, meet the needs of area employers and provide support for economic development in our region.

Specific action plans are set annually to meet these goals with measurements reported to the Strategic Planning Committee.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

<https://sites.delta.edu/employeeinfo/FacilitiesManagement/Documents/Energy%20Conservation%20Guidelines%20-%20Approved%20091516.pdf>

-or- reference guidelines here:

Delta College
Energy Conservation Guidelines

PURPOSE

Delta College and its campus centers are committed to a policy of effective energy management including conservation, efficiency, and sustainability. It is the College's intent to conserve energy and reduce consumption whenever possible through the active efforts of its faculty, staff, students, and visitors; installing and monitoring energy-saving devices and equipment in its building and operations; and through the efficient scheduling of its facilities. The reach of this program is to institutionalize energy conservation and efficiency in the Delta College culture through an educational and collaborative approach so that it becomes an integral part of campus life.

These guidelines are implemented through the Delta College Energy Conservation Program whose goals are to:

- reduce campus-wide energy consumption.
- schedule use of campus buildings and facilities for the greatest efficiency of utilities with the best interest to meet the needs of the campus community.
- identify energy, fuel, sewer, and water conservation and efficiency opportunities.
- engage with the campus community to promote energy resourcefulness and to create a comfortable and sustainable work and learning environment.

1. PROGRAM ADMINISTRATION

- A. Energy Conservation Guidelines will be utilized to communicate energy conservation measures.
 - a. Guidelines will be reviewed and approved by the Director of Facilities and the Vice President of Business and Finance.
 - b. Exceptions to the Energy Conservation Guidelines must be approved by the Director of Facilities.
- B. The Director of Facilities will appoint an Energy Manager who will administer the Energy Conservation Guidelines.
 - a. The Energy Manager will perform routine audits of campus facilities and will communicate results to appropriate personnel.
- C. The Facilities Department and the Energy Manager will monitor environmental conditions related to temperature, relative humidity, and light levels throughout the campus's buildings to ensure compliance with industry standards.
- D. The Energy Manager will provide detailed consumption/cost/savings reports to appropriate personnel to help communicate overall performance.
- E. The Director of Facilities coordinates the primary environmental controls and is considered the final authority on exceptions or addendums to these Procedures.
 - a. All energy sources will be controlled and/or monitored at their point of entry to college facilities.
- F. The Facilities Department will monitor all utility meters on campus.
 - a. Meters will be inspected periodically to ensure accurate readings are being recorded.
 - b. All meters not being used on campus will be removed as expeditiously as possible.
- G. As energy consumers, all campus personnel are expected to also be energy savers.
- H. Faculty and staff are responsible for the judicious use of energy in their respective areas.

I. Campus common and transition areas will be monitored and reported for nighttime shutdown.

2. HEATING & VENTILATION

A. HVAC systems are designed to function optimally as isolated spaces which include closed doors.

- a. Ensure doors between conditioned space and non-conditioned space remain closed at all times (i.e. between hallways and gym or pool area) with the intention of improving the space environment.
- b. Non-critical or non-essential exhaust fans should be turned off every day and during unoccupied hours.

3. TEMPERATURE GUIDELINES

A. Temperature guidelines are in accordance with ASHRAE 55-2007 'Conditions for Thermal Comfort.'

- a. Heating Season - Occupied 68°F-71°F, Unoccupied 55°F
- b. Cooling Season - Occupied 72°F-76°F, Unoccupied 85°F

B. Unoccupied time will begin when the faculty, staff, and students leave an area.

C. Most campus building utilize an EMS (energy management system) that switches between occupied and unoccupied times.

D. The Energy Manager will work with the Scheduling Office to make every effort to identify the most efficient occupancy patterns and to reduce the TOD (time of day) schedules to eliminate energy use in unoccupied spaces.

Heating Equipment

A. Occupied temperature settings should be 68°F-71°F unless it is a critically controlled environment.

B. Unoccupied temperature setting should be 55°F (i.e. setback). This may be adjusted to a 60°F setting during extreme weather.

a. Exceptions will be made for areas that require specific temperature control such as laboratories and medical). Approval is required from the Director of Facilities.

C. During seasons when there is no threat of freezing, all heating systems should be switched off during unoccupied times unless required to maintain a sensitive environment.

D. Campus domestic (potable) hot water will be maintained at a temperature of 110F-120F to maximize efficiency in compliance with American Disability Act requirements.

- a. Lesser temperatures may be maintained depending on usage, location, and facility.
- b. All domestic hot water recirculating pumps will be switched off during unoccupied times and when not in use by custodial staff.

Air Conditioning Equipment

A. Occupied temperature settings should not be set below 72°F unless that area is identified as a critical environment that requires cooling below 72°F.

B. During unoccupied times, the air conditioning equipment should be off.

C. Air conditioning start times may be adjusted depending on weather to ensure student and faculty comfort.

D. Non-centralized facilities should be maintained as close as possible to designated temperatures identified for the appropriate season.

a. When feasible, heating and cooling will be adjusted as necessary depending on the season.

E. Outside air dampers will be closed during unoccupied times.

F. Relative humidity levels should not exceed 60% for any 24 hour period. Notify the Energy Manager or Facilities if you suspect high humidity levels indoors.

G. Dry food storage areas should be maintained within code requirements. Typically, this is 55°F-75°F temperature and 35%-60% relative humidity.

4. COMPUTERS & PERIPHERALS

A. All networked office machines (copy machines, network printers, etc.) should be in the 'energy saver' mode to reduce consumption during unoccupied times. Computers should be powered off.

a. All computers, including monitor, local printer, and speakers, should be turned off each night or when use is not anticipated for extended periods of time. Network servers, switches, etc. are exempt and will remain on. (The monitor "sleeps" after 10-minutes of inactivity. Screen savers keep the monitor in 'active' mode and should not be confused with power management.)

5. APPLIANCES

- A. Personal audio devices and equipment will be permitted for use within college facilities by individuals at their respective work station.
- B. Other personally-owned appliances such as cooling fans, heaters, foot warmers, candle heaters, etc. are not permitted for use on campus.
 - a. Exceptions may exist when areas are not able to be heated or cooled to the temperature guidelines in Section 10. A written exception for a college-issued heater or cooling fan must be requested from Facilities Management and approved by the Director of Facilities. The Director of Facilities or designee will notify the individual to remove non-permitted appliances.
- C. Departmental appliances such as microwaves, refrigerators, and coffee pots require written approval by the Director of Facilities and will be restricted to common-use areas only.
 - a. Exceptions may exist depending on health issues, location, and usage. A written exception must be requested from Facilities Management and approved by the Director of Facilities. The Director of Facilities or designee will notify the individual to remove non-permitted appliances.

6. LIGHTING

- A. Campus lighting will be maintained by the Facilities Department.
 - a. Lighting will meet acceptable standards for all facilities as it relates to classrooms, conference rooms, offices, laboratories, etc.
 - b. All ballast and lamp replacements will be energy efficient models when changed-out and/or upgraded.
- B. All unnecessary lighting in unoccupied areas should be turned off.
 - a. Refrain from turning on lights unless needed. (Lights not only consume electricity but also generate heat which increases air conditioning equipment loads and the electricity necessary to cool the room.)
 - b. Utilize natural lighting where appropriate. "Make the Switch to Off" is the concept to adopt on campus.
 - c. Faculty, staff, and students should make certain that lights are turned off when leaving an empty classroom or other area.
 - d. Custodians will turn on lights only in the areas in which they are working.
- C. Exterior campus lighting will be maintained by the Facilities Department.
 - c. Lighting will meet acceptable standards for all interior drives, parking lots, pedestrian walkways, and athletic game areas.
 - d. All ballast and lamp replacements will be energy efficient models when changed-out and/or upgraded.
- D. All outside lighting should be off during daylight hours unless required for a sponsored event and/or security reasons.
- E. All unnecessary lighting in unoccupied areas will be appropriately dimmed or powered off.

7. WATER / SEWER

- A. Ensure all plumbing and/or intrusion (i.e. roof) leaks are reported and repaired immediately.
- B. If possible, water the grounds only during the hours between 12:00am-7:00am.
- C. Install and monitor water saving fixtures (faucets, showers, bottle refill stations, etc) as needed to maintain operating efficiency.
- D. Maintain hot water temperature to ensure output is working efficiently to meet the needs of the specific campus area/use.

8. CONSTRUCTION

- A. All construction should be designed and built to minimize energy use. The most recent version of ASHRAE Standard 90.1 - Energy Efficient Design of New Buildings Except Low Rise Residential Buildings will be the minimum energy efficiency guideline since it has been shown that further reductions in energy use are economically achievable.
 - a. The design process should include energy life-cycle costing analyses.
 - b. New construction should be added to the existing college's environmental control system for enhanced energy management capabilities.
- B. Alternative energy sources such as passive solar heating and heat recovery should be considered, as well as day lighting and other strategies for decreasing building energy consumption in accordance with green building concepts.
- C. Primary consideration should be given to connecting and/or extending central systems for heating, cooling, and other electrical and lighting systems.
 - a. Year-round cooling needs should be met by utilizing the most energy efficient systems.
- D. All new construction should include utility metering for electricity, natural gas, steam, and water.

9. GROUNDS / LANDSCAPING

A. To the greatest degree possible, a low impact development of grounds and outdoor space will be utilized.

a. Select native and drought tolerant plants in accordance with the Campus Landscape Master Plan that, once established, require minimal or no watering.

b. Reduce the coverage of manicured grass lawns by using plants native to the region and landscaping that reduces lawn coverage.

c. Apply low/no mow operations.

d. Refrain from using automatic irrigation systems and potable water as much as possible and access the rainwater harvest system coverage for watering the grounds as needed.

10. PURCHASING

A. The College will use sustainable purchasing by applying the methodology of “Reduce, Reuse, Recycle, and Recover.” Whenever practical, attention should be given to the environment through the evaluation of this methodology along with performance, life expectancy, quality, and value for money. For product categories that have ENERGY STAR rated products available, the College will purchase Energy Star equipment whenever financially possible and wherever practical. Energy efficient products should be purchased whenever possible.

11. SUGGESTIONS

A. Faculty, staff, or students with suggestions for energy efficiency and conservation should contact the Facilities Management Department at

sustainability@delta.edu

12. DEFINITIONS

Utilities refers to any natural or man-made source of power or commodity, such as, natural gas, steam, water, sewer and electricity used in lighting, heating, cooling, sanitation, and environmental functions.

Energy Conservation is the act of reducing energy through using less of an energy service. Energy conservation differs from efficient energy use, which refers to using less energy for a constant service.

Energy Efficiency is the act of delivering more services for the same energy input or the same services for less energy input.

Energy Management System is a system of computer-aided tools used by utility operators to monitor, control, and optimize the performance of the building utilities.

HVAC refers to heating, ventilation, and air conditioning

Potable Water is water safe enough for drinking and food preparation.

13. Next Review/Revision Date

A. Annually or as public awareness, equipment, processes, and technologies deem necessary.

Delta College Sustainable Building Design Policy Guidelines

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.

2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the

efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.

3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and existing buildings as deemed operationally and financially feasible.

4) Establish methods to achieve measurable life-cycle cost savings.

5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.

6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

Delta College Sustainable Building Design Policy Guidelines

Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.

2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.

3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and existing buildings as deemed operationally and financially feasible.

4) Establish methods to achieve measurable life-cycle cost savings.

5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.

6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

Energy data and savings is reported in the published Climate Action Plan.

Energy is tracked regularly. Measurable goals are set and reported as part of the college's internal 'Strategic Planning – Scorecard/KPI' as follows:

Measure: Physical Plant Energy Cost Per Cubic Foot

Definition: Physical Plant energy cost per cubic foot for the total college is 5% or more below state average for the most recent reporting year.

Source of Data: State of Michigan Activities Classification Structure Report (ACS) Table 38; Expenditures by Activity

Frequency of Collection: Annually

Target: 5% or more below state average

Rationale: To measure the colleges desire to operate a highly efficient physical plant in order to commit additional resources to instructional priorities.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

Yes

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Food Service sustainability statement: 'Food Services is committed to creating a dining experience in which the customer can be confident that they are supporting eco-friendly efforts and initiatives.'

Food Service pre-consumer, post-consumer, and general waste stream are tracked monthly. They are reported as part of the college's internal 'Strategic Planning – Scorecard/KPI'.

Food Service operations and materials are included and reported in the published Climate Action Plan.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

Yes

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

Delta College Landscape Master Plan includes a vision for land distribution, vehicular and pedestrian circulation, building expansion, maintenance zones, signage, reforestation, athletics, courtyard, wetland research, watercourses, and stormwater management. The plan

addresses sustainable business principles with elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments.

Delta College Sustainable Building Design Policy Guidelines - Delta College has established itself as a leader in environmental responsibility by engaging in and demonstrating sustainability practices that enhance the life-cycle of its materials, equipment, and infrastructure. To further its progress towards reducing the impact of the campus on the environment, Delta College adopts a plan to:

- 1) Design and construct all new buildings, including major renovation projects, to meet or exceed LEED Silver standards whenever possible with consideration to program needs and budget parameters.
- 2) Address sustainable building principles to the fullest extent possible in new, existing, and renovated buildings including landscape and infrastructure projects. Sustainable business principles include those elements of planning, design, and construction that promote the efficient use of energy and material resources, water conservation, and the protection of land and water environments. Projects utilizing this approach will use the LEED process and rating system to the fullest extent possible within principles of efficient use of financial resources.
- 3) Incorporate LEED points related to optimizing energy, green cleaning and maintenance, and other applicable measures to all new and existing buildings as deemed operationally and financially feasible.
- 4) Establish methods to achieve measurable life-cycle cost savings.
- 5) Evaluate and change, as appropriate, existing College processes to promote the development and operation of sustainable building.
- 6) Actively seek environmentally innovative projects and use of innovative technology to achieve these objectives.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

No

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

No

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each

objective is included:

Waste data tracking and savings are reported in the published Climate Action Plan.

All campus waste is tracked regularly. Measurable goals are set and reported as part of the college's internal 'Strategic Planning – Scorecard/KPI' as follows:

Measure: Waste to Diversion / Recycle Ratio

Definition: Amount of materials recycled or diverted from disposal in landfills

Source of Data: Waste Management service reports and vendor reports for diverted materials (metals, mixed paper, plastics, pre/post-consumer foods, beverage containers, etc.)

Frequency of Collection: Quarterly

Target: Strive for 50% diversion to 50% disposal of materials annually

Rationale: Reducing the waste we send to landfills lowers our costs and has a direct link to financial stability and sustainability.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

No

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

Although water consumption and waste water are closely tracked by Facilities Management aimed toward conservation and reduction, there is no formal measureable objectives.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

See 'Additional Document' upload for Strategic Plan & Budget action plans for Diversity & Affordability

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

Yes

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

.See 'Additional Document' upload for Strategic Plan & Budget action plans for Work & Wellbeing

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

Yes

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

Technology: Delta College Data Center Life Cycle Management Plan - Relevant sections are contained in the document 'Measurable Objective' which has been uploaded in the section for additional documentation.

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

Yes

The formal statement in support of sustainability:

Guiding Principle as adopted by the Board of Trustees: Promoting learning, actions and practices that incorporate social, environmental, and economic sustainability in our communities.

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Delta College is committed to promoting learning, actions and practices that incorporate social, environmental, and economic sustainability in our communities.

- Socially focused education develops student understanding of social justice and equity, encouraging involvement at the local level while considering the global population.
- Environmentally focused education ensures that students understand the ecological processes and how our choices affect the environment.
- Economically focused education teaches that business can be structured to be sufficiently profitable without generating financial profit

at the expense of the ecosystem or local and world communities.

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	---

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

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

<http://www.delta.edu/sustainability/student-leadership.html>

Additional documentation to support the submission:

[PA2 - Sustainability Planning - Measureable Objectives_1.pdf](#)

Participatory Governance

Score	Responsible Party
2.25 / 3.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
 - Local government and/or educational organizations;
 - Private sector organizations; and/or
 - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

No

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

Student Senators, elected by the student body, attend college-wide Senate with the right to vote. Student Senators are mentored by two faculty advisors.

Delta College Senate

<http://www.delta.edu/about-us/college-leadership/shared-governance.html>

1.025 POLICY STATEMENT ON GOVERNANCE AT DELTA COLLEGE

I. Introduction

The purpose of this Statement is to provide clarity, guidance, and to promote mutual understanding in the governance of Delta College and the ways in which various elements of Delta College work together to achieve its mission and reach for its vision. Delta College (the College) observes the principles of policy governance, in which the governance system embodies and supports the College's Mission, Vision, and Values, strategic direction and learning focus. The governance system enables internal stakeholders to participate in decision making with the understanding that the College President is responsible to the Board of Trustees (the Board) for all decisions made in the governance system. Internal stakeholders in the College governance system are identified as the Administrative/Professional Staff (including the College President), the Faculty, the Support Staff, and the Students. In all matters, laws, regulations, Board policies and bylaws supersede these College governance policies. For the purposes of this policy, the College Community will at a minimum include all Senate Assembly members.

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

Staff members are represented accordingly by Support Staff Executive Committee (SSEC) and Executive Committee for Administrative/Professional Staff (ECAPS).

SSEC facilitates communication and provide a forum for issues directly affecting Support Staff; provide input into matters involving Senate policy and pending Senate policies and issues, and act as a liaison between the Support Staff and other functional bodies of the College.

ECAPS facilitates communication and provide a forum for issues directly affecting A/P staff. ECAPS functions include: facilitate communication and to provide a forum for issues directly affecting Administrative/Professional Staff; provide input into matters involving Senate policy and pending Senate policies and issues; act as a liaison between the Administrative/Professional Staff and other functional bodies of the College; members of the Administrative/Professional Staff who are Senate Assembly members are elected to ECAPS. Ex-officio/non-voting members may also be appointed.

Delta College Senate

<http://www.delta.edu/about-us/college-leadership/shared-governance.html>

1.025 POLICY STATEMENT ON GOVERNANCE AT DELTA COLLEGE

I. Introduction

The purpose of this Statement is to provide clarity, guidance, and to promote mutual understanding in the governance of Delta College and the ways in which various elements of Delta College work together to achieve its mission and reach for its vision. Delta College (the College) observes the principles of policy governance, in which the governance system embodies and supports the College's Mission, Vision, and Values, strategic direction and learning focus. The governance system enables internal stakeholders to participate in decision making with the understanding that the College President is responsible to the Board of Trustees (the Board) for all decisions made in the governance system. Internal stakeholders in the College governance system are identified as the Administrative/Professional Staff (including the College President), the Faculty, the Support Staff, and the Students. In all matters, laws, regulations, Board policies and bylaws supersede these College governance policies. For the purposes of this policy, the College Community will at a minimum include all Senate Assembly members.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

No

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

The Faculty Executive Committee (FEC) represents and pursues faculty interests; initiates and recommend academic change and innovation; oversees elections for the FEC, Grievance, Sabbatical Leave and Faculty Salary Committees; reviews the Academic Promotion Policy and Guidelines. Members are elected to the FEC for three-year terms.

The Senate Executive Board provides a leadership role in initiating and/or coordinating all policy matters that come before the Senate. The Board appoints Senate committees and chairs and monitors their work. The SEB establishes the agenda for Senate meetings.

Delta College Senate

<http://www.delta.edu/about-us/college-leadership/shared-governance.html>

1.025 POLICY STATEMENT ON GOVERNANCE AT DELTA COLLEGE

I. Introduction

The purpose of this Statement is to provide clarity, guidance, and to promote mutual understanding in the governance of Delta College and the ways in which various elements of Delta College work together to achieve its mission and reach for its vision. Delta College (the College) observes the principles of policy governance, in which the governance system embodies and supports the College's Mission, Vision, and Values, strategic direction and learning focus. The governance system enables internal stakeholders to participate in decision making with the understanding that the College President is responsible to the Board of Trustees (the Board) for all decisions made in the governance system. Internal stakeholders in the College governance system are identified as the Administrative/Professional Staff (including the College President), the Faculty, the Support Staff, and the Students. In all matters, laws, regulations, Board policies and

bylaws supersede these College governance policies. For the purposes of this policy, the College Community will at a minimum include all Senate Assembly members.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

Yes

A copy of the written policies and procedures:

The policies and procedures:

Advisory Committees

<http://www.delta.edu/about-us/college-leadership/advisory-committees.html>

Foundation Board of Directors,

<http://www.delta.edu/about-us/college-leadership/foundation-directors.html>

Special project advisory boards as needed

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	Yes
Private sector organizations	Yes
Civil society (e.g. NGOs, NPOs)	Yes

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

Board of Trustees,

<http://www.delta.edu/board-of-trustees/index.html>

stars.aashe.org

Operating Parameters - Delta College Board of Trustees

http://www.delta.edu/board-of-trustees/_documents/2014.11.11.delta-operating-parameters-approve-d-changes-final.pdf

(pages 4-5 of this document provide description)

ARTICLE II - GOVERNING BODY

Section 1. Members The governing body of the district shall be the Board of Trustees. Members of the Board of Trustees shall be determined in accordance with law.

Section 2. Number and Terms Nine (9) trustees shall be elected, three (3) from each county in the district, elected at large from the college district on a nonpartisan basis. Each member shall be elected for a period of six (6) years. Concurrent terms of office may be held by no more than three members. The term of office commences on January 1 of the year following the election of the trustee.

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

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 8.22

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	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	2.89 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.33 / 2.00	Kristy Nelson Director of Learning Centers Academic Services

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Delta College Equity Office is responsible for monitoring and ensuring that the College policies and programs are in compliance with federal and state statutory and regulatory requirements relating to Equal Opportunity and Equity issues, including Title IX and the Violence Against Women Act.

Additionally, Delta College is committed to addressing discrimination complaints promptly, consistently and fairly. Any Delta College employee, student, applicant for admission or employment, or other participant in the College's programs or activities who believes discrimination has occurred on the basis of one of the protected classes listed below may file a complaint.

Delta College embraces equal opportunity as a core value: we actively promote, advocate, respect and value differences, and we foster a welcoming environment of openness and appreciation for all. Delta prohibits discrimination in accordance with, and as defined by, applicable federal, state, and local law, particularly non-discrimination in employment, education, public accommodation, or public service on the basis of age, arrest record, color, disability, ethnicity, familial status, gender identity, genetic information, height, marital

status, national origin, race, religion, sex, sexual orientation, veteran status, and weight.

<http://www.delta.edu/equity/index.html>

<http://www.delta.edu/about-us/diversity.html>

Awareness Activities - The College has developed an annual educational campaign consisting of presentations that include distribution of educational material, participating in and presenting information and materials throughout the entire year to all students and employees.

VAWA/Clery Training - Employees and students are provided with education and training on awareness and risk reduction of sexual violence, dating violence, domestic violence, stalking, and consent in compliance with the Violence Against Women Act and the Clery Act.

Multicultural services - The Office of Multicultural Services offers a wide range of services and activities designed to support students from multicultural backgrounds and experiences. Staff members are available and committed to helping students begin as well as achieve their educational and career goals. If you encounter difficulties which interfere with your goals or progress, let us know. We provide a supportive environment and serve as a resource to help students more effectively meet their personal and academic challenges.

Safe Space - Safe Space is a nationally recognized program supported in many public school systems, colleges and universities. Delta College Safe Space consists of a dedicated team of administrators, faculty and staff members who are committed to providing a safe haven, a listening ear and support for anyone dealing with issues related to sexual orientation and gender expression.

Staff and faculty groups include Black Faculty & Staff Association and PRISM Alliance.

Student groups include that incorporate diversity include Black Student Union, Citizens in Action, Mu Omega Delta (Men of Delta), Society of Hispanic Leaders, Sociology in Action, and Unison.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

A brief description of the institution's cultural competence trainings and activities:

By taking part in training and activities, the participant will be able to define diversity, inclusion, and stereotype; understand how diversity positively impacts the bottom line; identify ways to create and maintain an inclusive environment; understand the impact of stereotypes on peer and customer relationships; and understand that culture is unique to every individual.

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

<http://www.delta.edu/equity/index.html>

Additional documentation to support the submission:

Assessing Diversity and Equity

Score

1.00 / 1.00

Responsible Party

Margarita Mosqueda

Dean of Student Services / Equity Officer
Student & Educational Services

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

"---" 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:

At the end of the Winter 2016 semester, the Personal Assessment of College Environment (PACE) Survey was administered for the third time on our campus.

In Fall 2011, Delta College adopted the PACE survey as a formal method for collecting feedback. "The PACE survey is designed to assess satisfaction with the college climate, including identifying the areas of greatest satisfaction and the priorities for change. This survey has been tested for validity and reliability, is normed on a national database, and is proven as a tool for accountability and benchmarking of institutional effectiveness." (

<http://nilie.ncsu.edu>

)
stars.aashe.org

The survey is administered on a 2-year cycle so that we have time to take action on the results and make improvements.

PACE was developed and is administered by the National Initiative for Leadership and Institutional Effectiveness (NILIE) – a part of North Carolina State University.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

[https://sites.delta.edu/employeeinfo/PresidentsOffice/Documents/Delta%20College%20Pace%202016%2](https://sites.delta.edu/employeeinfo/PresidentsOffice/Documents/Delta%20College%20Pace%202016%20Final.pdf)

[0Final.pdf](https://sites.delta.edu/employeeinfo/PresidentsOffice/Documents/Delta%20College%20Pace%202016%20Final.pdf)

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:

Results are published from the President's webpage and via a letter of information which invites campus members to meetings to share the results.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary:

The website URL where the report or summary is publicly posted:

<https://sites.delta.edu/employeeinfo/PresidentsOffice/Documents/Delta%20College%20Pace%202016%20Final.pdf>

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

Additional documentation to support the submission:

Support for Underrepresented Groups

Score	Responsible Party
3.00 / 3.00	Jonathon Miller Dean of Students Student & Educational Services

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
 - 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
 - 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
 - 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
 - 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
 - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Delta College embraces equal opportunity as a core value: we actively promote, advocate, respect and value differences, and we foster a welcoming environment of openness and appreciation for all. Delta prohibits discrimination in accordance with, and as defined by, applicable federal, state, and local law, particularly non-discrimination in employment, education, public accommodation, or public service on the basis of age, arrest record, color, disability, ethnicity, familial status, gender identity, genetic information, height, marital status, national origin, race, religion, sex, sexual orientation, veteran status, and weight. Direct inquiries to the Equity/Compliance Officer, Delta College, Office A093, 1961 Delta Rd., University Center, MI 48710, telephone 989-686-9547, or email

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

Equity Office: Delta College is committed to addressing discrimination complaints promptly, consistently and fairly. Any Delta College employee, student, applicant for admission, or other participant in the College's programs or activities who believes discrimination has occurred on the basis of age, color, disability, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status may file a complaint with the Equity Office or the Director of Human Resources.

Grievance/Complaint Procedure: Delta College, in its continuing effort to seek equity in education and employment and in support of federal and state anti-discrimination legislation, has adopted this procedure for the prompt and equitable investigation and resolution of claims of unlawful discrimination on the basis of race, color, national origin, religion, age, sex, disability, sexual orientation, gender identity, height, weight, arrest record, veteran status, marital status, or other classifications identified in applicable U.S. federal, state, or local law, or in College policy.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

Diversity outreach is a required component of all of our job boards (Higher Ed, Insider Higher Ed, Community College Jobs, MIHerc). In addition, we attend career fairs, visit colleges and universities, and send job postings to local civic and community groups to promote the Delta College "diversity brand" and build "List serves" as reference/resources for future job openings of interest.

Types of Projects

Projects include: academic advice, personal counseling, and career workshops; information on post-secondary education opportunities and student financial assistance; help in completing applications for college admissions, testing, and financial aid; coordination with nearby post-secondary institutions; media activities designed to involve and acquaint the community with higher education opportunities; tutoring; mentoring; education or counseling services designed to improve the financial and economic literacy of students; and programs and activities previously mentioned that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in post-secondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students. Services also target first generation and low income participants.

Website:

<https://www2.ed.gov/programs/trioeoc/index.html>

Recruitment and Processes: Establishing community partnerships to identify and provide services to underrepresented participants within the Saginaw, Bay, Midland counties. Partnerships consists of referrals, pre-service college workshops, and post-secondary enrollment. A few of the partnerships are as follows: MiWorks!, Underground railroad, Eastside Soup Kitchen, alternative education, inner city high schools, prison re-entry program, Civic and Business Leaders, community organizations, economic development organizations (SVRC, Saginaw Promise, Saginaw Community Foundation), social service (DHS), financial literacy workshops to parents and students, mental health organizations, commission on aging, veteran organizations, foster organizations (FAST Program), Homeless Shelters (New Hope Village, Saginaw Rescue Mission, Good Samaritan), etc. Marketing of services will be provided by socio-media, newspaper, websites, radio, flyers, telephone, etc.

In addition to the above, Delta College also provides the following services for underrepresented participants: Food pantry for those in need, Delta Closet professional clothing for employment opportunity, teaching learning services to be academic success (tutorial, mentorship), student employment opportunities for networking purposes (work study, internships, co-op opportunities, study abroad), student organizations representing diverse populations (LGBTQ, Black Student Union, Society of Hispanic Leaders), Multicultural Services, career services (resume, cover letter), cultural activities, community wide expo (financial literacy fair, career fair, job fair, veterans expo), counseling and disability services (mental, health, social services), educational plan (increase work skills, personal enrichment, certificate programs), learning centers to meet environmental needs (travel, home, employment), accommodation of courses (online, weekend, blended), prison re-entry program (Second Chance prison PELL), etc

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

Yes

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

Students Support

Delta College sponsors a wide range of services and activities for underrepresented groups within the student body--many of which are available through the Student Engagement Office.

Office of Multicultural Services:

- wide range of services and activities designed to support students from multicultural backgrounds and experiences. Staff members are available and committed to helping students begin as well as achieve their educational and career goals.
- provides a supportive environment and serves as a resource to help students more effectively meet their personal and academic challenges.
- sponsors programs and activities designed to help students get involved and connect with the College as well as to recognize the cultural, historical, and linguistic heritage of our students.

Student Leadership Academy seeks to develop and enhance leadership skills utilizing key resources from the College and community. Academy participants are required to attend a two-day interactive workshop. Membership in the Academy also requires participation in volunteer projects that benefit the campus.

Student Clubs & Organizations organizes numerous activities and oversees various student groups that can help students meet people with similar interests and discover a new world of opportunity. They include: Black Student Union, Citizens in Action, Mu Omega Delta (Men of Delta), Society of Hispanic Leaders, Sociology in Action, and Unison.

CMU Student Transition Enrichment Program (STEP) and Pathways to Academic Student Success Program commonly referred to as STEP, is a KCP grant-funded program designed to support first-generation and/or Pell Grant-eligible transfer students in their transition from a community or tribal college to Central Michigan University. Staff from the Student Transition Enrichment Program visits once a month throughout the academic school year.

The MICUP - Michigan Community and University Partnership, coordinated by Michigan Technological University's Center for Diversity and Inclusion, offers low-income, first-generation and underrepresented minority community college students a summer research internship and a first-hand experience of what life at a four-year institution is really like. The program teaches students how to navigate challenges and make the most of opportunities through networking and relevant research.

The internship also includes social events and recreational activities along with tutoring sessions and weekly meetings with MI-CUP directors in an effort to combine fun with the discovery of knowledge.

The LGBTQ Resource Center offers a variety of brochures, magazines, newspapers, books and other forms of information related to LGBTQ topics. Students should feel free to browse this information, informally borrowing whatever they'd like (though items without extra copies, such as books, should be returned later). There are nearby chairs for students to use, too. The student Unison group sometimes meets in the area. While the center isn't officially staffed, volunteers, such as Safe Space providers and Prism Alliance members hold office hours from time to time.

Faculty & Staff Support

Delta College actively promotes, advocates, respects and values differences. We foster a welcoming environment of openness and appreciation for all. Delta does this by being committed to a sustainable vision that cultivates excellence and innovation, and embraces diversity as a core principle in services and perspectives at every level of course development (programs), engagement (outreach), and human resources (leadership, training, and management).

Diversity Course: Exploring Diversity (ED388/389) available to faculty.

Equity Office: Delta College is committed to addressing discrimination complaints promptly, consistently and fairly. Any Delta College employee, student, applicant for admission, or other participant in the College's programs or activities who believes discrimination has occurred on the basis of age, color, disability, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status may file a complaint with the Equity Office or the Director of Human Resources.

Multicultural Services sponsors programs and celebrations that enhance the campus environment by increasing the awareness and appreciation of different cultures. Multicultural Services incorporates the college's value of diversity and actively promotes, advocates, respects and values differences by fostering a welcoming environment of openness and appreciation for all.

Prism Alliance is a group of college lesbian, gay, bisexual, and transgender faculty and staff and their straight allies. Prism's mission is to establish a safe climate at Delta College for lesbian, gay, bisexual, and transgender (LGBT) students, staff, and faculty; to raise awareness of LGBT issues across campus through education and advocacy; to increase tolerance and model acceptance across all levels of the college; to advocate for LGBT faculty, staff, and students in an effort to end discrimination; to promote the health and well-being of LGBT persons in an adverse society; to act as a community liaison and welcome the participation and support of all who share in our mission; to support the Delta College student gay/straight alliance (Unison) as appropriate and as needed.

Safe Space is a nationally recognized program supported in many public school systems, colleges, and universities. Delta College Safe Space consists of a dedicated team of administrators, faculty, and staff members who are committed to providing a safe haven, a listening ear, and support for anyone dealing with issues related to sexual orientation and gender expression.

The Delta College Black Faculty and Staff Association (BFSA) was founded in the 1970s as a professional, support, service and social organization for the college's faculty and staff of color. The association works to promote a healthy support system that will enhance effective communication and networking among Delta College faculty and staff. Delta's BFSA is one of the oldest, continuously active employee groups of its kind in Michigan for two-year and four-year educational institutions.

The BFSA strives to carry out various activities involving recruiting and retaining faculty, staff and students of color in order to help enhance the cultural diversity within the college and surrounding communities.

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:

When Dr. Peter D. Boyse announced his intentions to retire as President of Delta College in 2005, the Delta College Foundation, in conjunction with the College's Executive Staff members, planned and implemented a fundraising campaign to honor his leadership tenure. Because of his strong belief in addressing the issue of diverse hiring needs, funds were sought and committed to the President's Scholar Program.

The Foundation raised nearly \$1.6 million to start an endowment dedicated to supporting future diversity needs. The initiative was announced as a surprise at Dr. Boyse's retirement gathering. The College then launched the President's Scholar Program with its first full-time hire in Fall 2008 to improve and promote a diversified workforce of administration, faculty and staff.

The President's Scholar Program provides support and assistance to under-represented individuals interested in pursuing further education and careers as faculty members. The program identifies promising individuals and provides mentoring and assistance in securing further education, teaching opportunities.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

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

Additional documentation to support the submission:

Affordability and Access

Score

2.89 / 4.00

Responsible Party

Linda Petee

Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Part 1

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

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
 2. The graduation/success rate for low-income students
 3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
 4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
-

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

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

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

Financial Aid, gainful employment, student loans, scholarships, tuition payment plans, and work study opportunities are accessible to students at

<http://www.delta.edu/admissions-aid/cost-financial-aid/index.html>

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

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

Scholarship opportunities are accessible to students at

<http://www.delta.edu/admissions-aid/cost-financial-aid/scholarships/index.html>

Additionally, The Delta College Foundation supports the educational pursuits of many Delta students through the generosity of donors who provide funding. Access to community scholarships is also available.

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

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

Scholarship opportunities are accessible to students at

<http://www.delta.edu/admissions-aid/cost-financial-aid/scholarships/index.html>

Additionally, The Delta College Foundation supports the educational pursuits of many Delta students through the generosity of donors who provide funding. Access to community scholarships is also available.

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of the institution's other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

51.40

The graduation/success rate for low-income students (0-100):

13

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

95

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

30

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):

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

Additional documentation to support the submission:

Investment & Finance

Points Claimed 0.50

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	0.50 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
0.50 / 2.00	Debra Lutz VP of Business & Finance Finance

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also include alumni, trustees, and/or other parties).

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

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes?:

Yes

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

The purpose of the investment policy is to state the policies, guidelines and objectives of the Delta College Endowment Fund (The Fund). The mission of the fund is to provide resources to fund student scholarships and programs at Delta College. This policy is intended to provide a clear understanding of the objectives of The Fund, the responsibilities accepted by and authority granted to the Investment Manager, and to create an effective working relationship with The Fund's Investment Manager, the Investment Advisory Committee, and the Delta College Board of Trustees. It is the intent that this policy establish a philosophy which will guide The Fund toward the performance desired; that it be sufficiently specific to be meaningful and also flexible enough to be practical.

Does the CIR include staff representation?:

Yes

Does the CIR include faculty representation?:

No

Does the CIR include student representation?:

No

Members of the CIR, including affiliations and role (e.g. student, faculty, staff, alumni):

Mr. Jeffrey E. Hert, CPA (community), Principal, Rehmann

Mr. Jonathan M. Gardey, CFP, CFA, (community), President & CEO, Gardey Financial Advisors, LLC

Mr. Dan Engelhardt (community), Registered Investment Advisor, Assured Financial Advisor

Ms. Jane L. Hagen, Chair (community), Senior Vice President/Director of Retirement Plans, Tri-Star Trust Bank

Mr. Dave Mikolajczak, C.P.A. (community), Director of Tax Practice, Andrews Hooper & Pavlik P.L.C

Mr. Pavel Konecny, CFA (community), Senior Vice President, Senior Investment Officer, Chemical Bank

Ms. Kathleen M. McGraw, J.D. (community), VP/Sr. Private Client Advisor, Huntington National Bank

Mr. Andre Buckley (community), Portfolio Manager & Trading Officer, Tri-Star Trust Bank

Ms. Debra K. Lutz, C.P.A. (staff) , Vice President of Business & Finance, Delta College

Ms. Pam Clark (staff), Executive Director, Institutional Advancement/Delta College Foundation

Ms. Jeanne Doyle (staff), Accountant, Business & Finance Services

Ms. Ellen Gasta (staff), Admin. Office Professional to Vice President of Business & Finance

Mr. Steve Lutenski (community), Morgan Stanley Wealth Management

Mr. Nick Barris (community), Morgan Stanley Wealth Management

Examples of CIR actions during the previous three years:

1. Review and recommend Endowment Fund Investment and Distribution Policy.
2. Review, evaluate, and monitor overall performance of the Endowment Investment Advisor or Manager.
3. Recommend changes to policy, practice, and investment strategy.

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

Additional documentation to support the submission:

Sustainable Investment

Score

0.00 / 4.00

Responsible Party

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Does the institution wish to pursue Option 1 (positive sustainability investment)?:

No

Total value of the investment pool:

Value of holdings in each of the following categories:

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

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

Percentage of the institution's investment pool in positive sustainability investments:

0

Does the institution wish to pursue Option 2 (investor engagement)?:

No

Does the institution have a publicly available sustainable investment policy?:

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution have a publicly available investment policy with negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:

A brief description of the investor networks and/or collaborations:

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

Additional documentation to support the submission:

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	Debra Lutz VP of Business & Finance Finance

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	---
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	---

Does the institution engage in proxy voting?:

Are proxy voting records included in the snapshot of investment holdings?:

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

Additional documentation to support the submission:

Wellbeing & Work

Points Claimed 3.01

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	0.12 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.89 / 2.00

Employee Compensation

Score

0.12 / 3.00

Responsible Party

Wendy Childs

Senior Manager of HRIS & Compensation
Human Resources

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

The local living wage (based on a family of four and expressed as an hourly wage):

14.54 US/Canadian \$

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):

79

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:

Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):

75

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the basic living wage for one adult)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

Delta's lowest paid regular employees in 2015-16FY received \$8.50/hr. Total compensation paid to these employees was \$11.45 which included college-paid retirement contributions and taxes.

Has the institution made a formal commitment to pay a living wage?:

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

A brief description of the institution's commitment to a student living wage:

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

Additional documentation to support the submission:

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	Andrea Ursuy Asst. to the President & Dir. of Institutional Effectiveness President Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

3. Delta College uses the Personal Assessment of College Environment (PACE) Survey. The College administers PACE every 2 years. PACE was developed and is administered by the National Initiative for Leadership and Institutional Effectiveness (NILIE) – a part of North Carolina State University. “The PACE survey helps institutions of higher education define areas needing change or improvement and sets the stage for more in-depth planning. In the PACE model, the leadership of an institution motivates each of these climate factors toward an outcome of student success and institutional effectiveness.” (

<https://nilie.ncsu.edu/survey/>

).

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

4. Survey results are shared and discussed at various levels throughout the organization and discussed in-depth by Executive Council. Complete results are shared with the entire college community. The entire college community is invited to participate in Fireside Chats with Senior Leadership to encourage two-way dialogue about how we can become an even stronger institution. Where appropriate, Strategic Action Projects are developed with an intent to improve the results. Two examples of action being taken are as follows:
- a. Our Fall convocation, “Fall Learning Days” will feature sessions on engaging voices of our employees.
 - b. Our Institutional Strategic Plan includes an action project titled, “Implement a structure, long-term plan for the College which focuses on improving faculty and staff satisfaction, engagement, and overall morale.”

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

Additional documentation to support the submission:

Wellness Program

Score	Responsible Party
1.00 / 1.00	Wendy Childs Senior Manager of HRIS & Compensation Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

Wellness Education Program provides employees with a peer network to encourage, support and promote healthy living for assistance, awareness and education. "Well-time" provides opportunity for all employees to improve their physical fitness to benefit their health, overall quality of life, job satisfaction, morale, and personal relationships with fellow workers. "Well-time" is available one and one-half hours per day, three days per week. All full-time regular and full-time temporary employees are encouraged to participate to the greatest extent possible within the limits of College policies. Supervisors are asked to cooperate in enabling employees to participate to the extent possible within policy limits and the workload of their offices.

LifeWorks offers expert help with life, work and everything in between by offering a range of services including confidential consultations, in-person counseling, referrals to helpful resources, and online content and tools. It is available 24 hours a day at no cost.

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

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
0.89 / 2.00	Shannon Mehl Benefits / HR Specialist Human Resources

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	9	10
Full-time equivalent of employees	726	726
Number of injuries and cases per FTE employee	0.01	0.01

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

	Start Date	End Date
Performance Year	Jan. 1, 2016	Dec. 31, 2016
Baseline Year	Jan. 1, 2015	Dec. 31, 2015

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

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline (0-100):

10

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:

1.24

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

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

Additional documentation to support the submission:

Innovation & Leadership

Exemplary Practice

Points Claimed 1.00

Points Available 3.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
Sustainability Course Designation	0.50 / 0.50
Green Athletics	0.00 / 0.50
Fair Trade Campus	0.00 / 0.50
Certified Green Cleaning	0.00 / 0.50
Green Laboratories	0.50 / 0.50
Spend Analysis	0.00 / 0.50

Sustainability Course Designation

Score

0.50 / 0.50

Responsible Party

Janis Kendziorski

Academic Sustainability Officer
Accounting

Criteria

Institution formally designates sustainability courses in its standard course catalog or listings.

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

Does the institution formally designate sustainability courses in its standard course catalog or listings?:

Yes

A brief description of the formal sustainability course designation program, including the methodology used to identify and approve courses for inclusion:

Sustainability courses are prefixed with an 'S' in the online course catalogue as a note for each S-related class section. The public can readily identify which courses are S-related and can seek out those class sections for any subject area for which they wish to enroll. As a student/general public clicks on the section note in the online schedule, they will link into the green academics webpage. A listing of s-coded courses is available to students in their portal site.

Additionally, the college maintains a database of S-related course applications, including rationale for approval, date of approval, and whether the course was approved only for specific instructors or all instructors. The Academic Sustainability Officer reviews course offerings each semester and compares it to the master list of S-related courses to confirm courses are correctly identified in the online course schedule.

Does the institution designate sustainability courses on student transcripts?:

Yes

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

<http://www.delta.edu/sustainability/green-academics.html>

Additional documentation to support the submission:

Score	Responsible Party
0.00 / 0.50	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution has an active green athletics program through which it engages the community around issues of sustainability. The program includes at least four of the following:

Zero waste and/or carbon neutral athletic events

A stadium certified under a green building rating system

A sustainable food and beverage purchasing program that includes athletic event vendors and concessions

A program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping

A program to support more sustainable transportation options for athletic events

Community engagement efforts, e.g. to educate students and fans/supporters about the institution's sustainability initiatives

- An athletic team certification program

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

Does the institution's green athletics program include the following?:

	Yes or No
Zero waste and/or carbon neutral athletic events	No
A stadium certified under a green building rating system	No
A sustainable food and beverage purchasing program that includes athletic event vendors and concessions	No
A program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping	Yes

A program to support more sustainable transportation options for athletic events	Yes
Community engagement efforts, e.g. to educate students and fans/supporters about the institution's sustainability initiatives	Yes
An athletic team certification program	No

A brief description of the institution's green athletics program, including the specific initiatives selected above:

Student eco-reps conduct outreach at athletic events to promote recycling and refundable beverage container collection. Announcements of the same are made during basketball games.

Landscape is maintained per grounds management sustainability program. Student athletes operate an electric shuttle to the game fields. Teams are transported to 'away' games by mass transport.

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

Additional documentation to support the submission:

Fair Trade Campus

Score	Responsible Party
0.00 / 0.50	Susan Nowicki Coordinator - Business Services Business Services

Criteria

Institution is currently designated as a Fair Trade College or University by Fair Trade Campaigns USA or Fairtrade International/FLO and its members (e.g. Fairtrade Canada).

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

Is the institution currently designated as a Fair Trade College or University?:

No

A brief description of the institution's Fair Trade initiatives, including the year formal designation was achieved and/or renewed:

Institution is not currently designated as a Fair Trade College.

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

Additional documentation to support the submission:

Certified Green Cleaning

Score	Responsible Party
0.00 / 0.50	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution and/or its primary cleaning services contractor uses a green cleaning program that is certified under one of the following:

Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42),

The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)

- An equivalent third party certification program approved by AASHE (email stars@ashe.org to enquire about program equivalence)

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

Under which of the following is the institution's green cleaning program certified?:

	Yes or No
Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42)	No
The International Sanitary Supply Association's (ISSA's) Cleaning Industry Management Standard for Green Buildings (CIMS-GB)	No
An equivalent third party certification program approved by AASHE	No

A brief description of the institution's certified green cleaning program, including the year adopted and/or certified:

In 2007, the Facilities Management custodial team was selected as the recipient of the Green Cleaning Award for Schools and Universities making Delta College the first community college in the nation to receive this recognition. The American School & University Green Cleaning Award recognizes educational institutions for exemplary green cleaning programs defined as one that "goes beyond chemical and equipment choices. It includes policies, procedures, training and shared responsibility that minimize the impact of cleaning on the health of building occupants and staff, and that protect the environment as a whole." Delta College practices green cleaning through its purchasing, use, and recycling/disposal of custodial materials.

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

Additional documentation to support the submission:

Green Laboratories

Score	Responsible Party
0.50 / 0.50	Michael Garlick Manager - Chemistry Laboratory Chemistry

Criteria

Institution has or participates in a green laboratory benchmarking or certification program that covers at least three of the following:

Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs

Water conservation and efficiency

Chemical use and disposal

Materials management, e.g. green purchasing guidelines and recycling and reuse programs

- Training for lab users on sustainable practices

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

Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g. fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g. green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

A brief description of the green laboratory program, including the specific initiatives selected above:

Delta College laboratories operate under the guidance of small-scale chemistry which practices the elimination and/or minimization of waste generation and environmentally sound on-site and off-site recycling. The laboratories have significantly reduced the amount of chemical waste generated, water consumption, and follow sustainable purchasing guidelines.

Energy Conservation & Efficiency (e.g. fume hoods, shut the sash) and Freezer Maintenance Programs

Auto-sash, height-closing fume hoods operate by room occupancy sensors. Sensors close hoods when labs are not in use and indicate when it is safe to close hoods to reduce make up air volumes. Color-coded display alongside each hood encourage reduced sash heights for optimum hood face velocities and reduced air consumption during labs. An upgrade from an analog to digital hood control system created greater energy conservation (i.e., by considering class schedules). Other upgrades to increase air handling efficiencies include changing main air fans from B+ and F- ratings to A+ for redundant twin fan air circulation systems. This increases the ability to control energy loss in make-up air and to reduce over-supply by shutting down the secondary fan and reducing fan speed.

Measures to conserve energy are practiced by the laboratory staff and include: operating the autoclave only at full capacity. (The autoclave relies on FM steam line which reduces the energy to heat water.); and using a microwave rather than hotplate to melt agar.; turning off incubators and refrigerators when not in use; unplug unused appliances over weekends and extended breaks; and programming refrigerators to continually run through auto-defrost cycle every few hours.

As students perform simultaneous heating experiments, a significant amount of electricity is expended. As a measure of conservation, a series of microscale experiments using microwave technology were modified for use in the organic chemistry lab. Standard kitchen microwaves are operated inside a fume hood under a closed sash. Reactions can be completed in a microwave in less than three minutes, a significant savings compared to operating a hotplate for up to two hours.

Water Conservation & Efficiency

All laboratory and dishwashing sinks have water-saving aerator faucets. The dishwasher is operated only when full, using Econo wash when possible. DI water is dispensed through pin-hole wash bottles to reduce consumption. Students use methods to conserve water during the drying process including the use of microwave ovens. After the solid sample is dried on a vacuum aspirator, it is sandwiched between filter paper and paper towels. It is then placed in the microwave where it is subjected to three cycles of drying and cooling. Student research in green chemistry found that by utilizing water aspirators and microwave drying, an 87% reduction in water consumption could be realized.

Chemical Use and Disposal

Labs resulting in product creation are used in other labs as feed stocks when possible. Recycling chemicals by distillation or recrystallization as part of the Lab experience lead to near zero waste production in labs.

Materials Management

Products created in a lab are used in other labs as feed stocks when possible. Recycling chemicals by distillation or recrystallization as part of the Lab experience lead to near zero waste production in labs.

As a financially-responsible and materials-reduction method, all 'disposable' glass test tubes are sterilized, washed, and reused. Small-sized petri dishes are used whenever possible to minimize agar use and volume of disposal.

Training for Lab Users on Sustainable Practices

Lab training includes methods for reduce, reuse, and recycle processes. Delta College also offers lab training for local teachers to encourage small scale chemistry practices.

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

Additional documentation to support the submission:

stars.aashe.org

Spend Analysis

Score

0.00 / 0.50

Responsible Party

Susan Nowicki

Coordinator - Business Services

Business Services

Criteria

Institution has conducted a comprehensive spend analysis to assess the sustainability impacts of its purchasing across all significant commodity categories and identify and prioritize opportunities for improvement. Examples include supply-chain carbon footprint analysis and related methodologies that address the environmental, social, and economic performance of the institution's products and suppliers.

The analysis has been conducted or updated during the three years prior to the anticipated date of submission.

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

Has the institution conducted a comprehensive spend analysis to assess the sustainability impacts of its purchasing across all significant commodity categories and identify and prioritize opportunities for improvement?:

No

A brief description of the institution's comprehensive, sustainability-related spend analysis:

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

Additional documentation to support the submission:

Innovation

Points Claimed 3.00

Points Available 3.00

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

Credit	Points
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00

Score	Responsible Party
1.00 / 1.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

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:

As we sought a source for campus food waste, we realized the impetus for a new and unique learning series. Delta College was a natural fit for a start-up food hub whose mission was to build a local food system. Our shared vision was one that promotes healthy lifestyles through the education of growing locally, supports area small farmers, and nourishes our community, environment and economy. The Urban Farmer, a non-credit learning series, created an invitation to become part of the community-building movement to encourage a strong local food system. Developed on the premise of 'If we build it, they will come', we found success in only six months despite not having our own campus garden and our location among acres of traditional large agricultural operations. The program realized full-circle engagement as one local eatery transitioned to farm-to-table and as our students dedicated their spring break to learn new skills in an urban agriculture workshop to share among our communities.

Fall 2014 was dedicated to developing introductory course content that grew to include more advanced learning. The program launched in Winter 2015 with five sessions. A Farm-to-Table field trip that integrated local eateries was added in Fall 2015. In Winter 2016, eight new classes and two additional instructors were added. A spin-off internship/volunteer project invited students to work on one of three local farms to earn Academic Career Experience, Independent Study, or Experiential Learning. From one year to the next, class size more than doubled. Surveys showed 100% overall satisfaction of the students.

Student EcoReps were largely involved in conducting outreach both on campus and in the community and organizing course materials.

News article:

http://www.mlive.com/news/bay-city/index.ssf/2015/03/bay_city_organic_food_co-op_be.html#incart_river

Program promotionals:

Which of the following impact areas does the innovation most closely relate to? (select up to three):

- Curriculum
- Public Engagement
- Food & Dining

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Collegiate News Article 022615.pdf](#)

The website URL where information about the innovation is available :

Additional documentation to support the submission:

[Urban Farming Flyer Winter 2016.pdf](#)

Innovation B

Score	Responsible Party
1.00 / 1.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

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:

The campus Health Professions Building North atrium showcases a living wall, an architectural feature and natural ventilation system that acts as a bio filter to improve air quality. It works by pulling contaminated air into the wall and through the plants. Plant leaves act as dust collectors and a carbon sink, the roots break down harmful particulates, and water filters wash away the diluted particles.

Because bio filtering relies on microorganism to remove air toxins, it also serves as an energy-efficient mechanism for reducing outside air intake and the energy it consumes.

Hydration for the wall is supplied by the rainwater harvesting system located just outside of the building's North entrance.

The living wall spans three floors allowing for natural light filtration to all three levels. The first level, the North atrium, serves as a welcoming main entrance to the building and to the community Dental Clinic. Interpretive signage on all three floors provide a learning experience to the college community. Casual and study seating is integrated into the space offering a quiet, casual meeting space to the college community. The living wall is a popular 'campus as a learning lab' space and a highlight of student, community, and new employee orientation tours conducted throughout the year.

Wall plantings include Arboricola Bush, Schefflera Dazzle, Algerian Ivy, Ficus elastica Burgundy, Philodendron Xanadu, and Sympodium (also known as white butterfly).

News Article -

<https://mrgreatlakes.com/2015/04/24/sugar-trails-kickoff-leed-gold-for-delta-geothermal-financi>

[ng-options/](#)

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Campus Enagement

Air & Climate

Energy

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Living Wall2.jpg](#)

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

Additional documentation to support the submission:

[livingwallsign.JPG](#)

Score	Responsible Party
1.00 / 1.00	Linda Petee Sustainability & Risk Management Coordinator Facilities Management

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

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:

Launched in 2014 and recipient of the Delta College DeVinney Award Endowed Teaching Chair, our study abroad model embraces sustainability and operates with an exploratory component to encourage continued, ‘pass forward’ teaching and learning for both seasoned and potential trip leaders. The planning, development, and implementation of this project included faculty, staff, and students. It includes an honors option and has the capacity to be applied across curriculum and to the service learning experience.

Project goals were aligned with institutional goals which focus on expanding, promoting, and codifying sustainability across the curriculum; identifying avenues to promote sustainable learning to faculty and students; and to introduce faculty centric outreach that engages students to adopt a sustainably responsible lifestyle. They endeavored to: Improve recruitment and retention of the Honors Program while connecting it to sustainability-related learning; recruit a greater pool of trip leaders— especially those with an interest in sustainability-immersed learning; offer reasonably priced, authentic travel experiences while eliminating third party vendors as much as possible; ensure a more diverse, fresh platform of destinations that would accommodate varied study programs; and, promote an understanding that many, if not all, study programs could include sustainability learning concepts.

Sustainability focus areas, which help to inform potential host sites and to build future itineraries, include the Built Environment, Preservation of Culture and Tradition, Art & Symbolism, Food Systems, Natural Resource Conservation, and Waste/Recycling Management.

Quantitative results show six faculty and staff have participated as exploratory travelers and have completed the required global travel course. An estimated 50 students have traveled each year. An average of 3-4 students opt for honors credit. Since Fall 2014, six travel venues have been completed in which 100 students have participated. At least 10 students have elected honors option. All student travelers had opportunity to earn a sustainability designation on their transcript. Two sustainability-immersed trips have been approved for Winter 2018. Three new exploratory faculty will participate. These study trips do not use a third party vendor but instead rely on the exploratory capacity to become familiar with the area and partners local to the region. This greatly reduces the cost of travel for students.

Academic Sustainability Travel (2 credits) was approved for inclusion in course catalogue. A one credit course, Business & Cultural Travel, has been drafted by an exploratory faculty traveler. The long-term planning capacity of this model has allowed the offering of scholarships as a high school to college and new student recruitment tool. We are currently working to establish a faculty / staff exploratory stipend.

This project engaged multiple campus stakeholders. Students and Eco Reps conduct outreach prominently emphasizing sustainability-immersed learning. Faculty and staff have acted as trip leaders, participated in exploratory roles, and joined as travelers in general. It offers opportunity to meet educators from around the world w/the potential for future combined travel ventures (Delta College partnered with Hawaii Community College for study abroad in 2016). The community is introduced to the college’s sustainability-related study abroad travel when extra seats are available. Post-trip travel evaluations consistently rate sustainability-focused study abroad as ‘good’ to ‘excellent’.

This model of study abroad was selected as the faculty forum workshop presentation at the 2017 CCID Conference for its ability to be replicated as a model by other educational institutions.

A diagram to visually demonstrate a cyclical, exploratory approach for planning study abroad is attached.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum

Public Engagement

Coordination & Planning

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

[Model Diagram.pdf](#)

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

<http://www.delta.edu/campus-life/study-abroad.html>

Additional documentation to support the submission:
