Delta College
STARS REPORT

Date Submitted: 2011-01-31

Rating: Silver

Score: 55.55

Online Report: Delta College

STARS Version: 1.0

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About STARS

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

STARS is designed to:

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

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – 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.

STARS 1.0, which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

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.

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Summary of Results

Score 55.55

Rating: Silver

Education & Research	**44.48%**
Co-Curricular Education	16.75 / 17.25
Curriculum	10.94 / 45.00
Research	0.00 / 0.00

Operations	**38.59%**
Buildings	4.61 / 9.00
Climate	3.83 / 16.50
Dining Services	1.25 / 2.00
Energy	4.90 / 16.50
Grounds	3.00 / 3.25
Purchasing	5.25 / 7.50
Transportation	2.71 / 12.00
Waste	4.90 / 11.00
Water	3.51 / 10.25

Planning, Administration & Engagement	**77.57%**
Coordination and Planning	18.00 / 18.00
Diversity and Affordability	13.50 / 13.50
Human Resources	14.75 / 19.75
Investment	2.25 / 16.50
Public Engagement	28.49 / 31.50

Innovation	**2.00**
Innovation	2.00 / 4.00

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

Education & Research

Score 44.48%

Co-Curricular Education

Points Claimed 16.75

Points Available 17.25

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

Credit	Points
ER-1: Student Sustainability Educators Program	5.00 / 5.00
ER-2: Student Sustainability Outreach Campaign	5.00 / 5.00
ER-3: Sustainability in New Student Orientation	2.00 / 2.00
ER-4: Sustainability Outreach and Publications	4.00 / 4.00
Tier2-1: Student Group	0.25 / 0.25
Tier2-2: Organic Garden	0.00 / 0.25
Tier2-3: Model Room in a Residence Hall	Not Applicable
Tier2-4: Themed Housing	Not Applicable
Tier2-5: Sustainable Enterprise	0.25 / 0.25
Tier2-6: Sustainability Events	0.25 / 0.25
Tier2-7: Outdoors Program	0.00 / 0.25
Tier2-8: Themed Semester or Year	Not Applicable

ER-1: Student Sustainability Educators Program

Score	Responsible Party
5.00 / 5.00	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

Submission Note:
To Eco Rep information from website URL for 1st program, reference Right Menu, Meet the Eco Reps.

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

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

> 10642

Program name (1st program):

> Eco Reps

Number of students served by the program (1st program):

> 10642

A brief description of how the student educators are selected (1st program):

The Eco-Rep Program focuses on promoting ecological literacy and environmentally and socially responsible choices. Eco Reps are educators and leaders willing to assist in campus and community outreach initiatives and education. The Eco-Rep Program seeks motivated individuals who can work both collaboratively and independently toward a common goal. Eco-Reps must complete an application and respond to questions including prior experience, sustainable course work, qualities to enrich the group, and other club/organization involvement.

A brief description of the formal training that the student educators receive (1st program):

Eco Reps recieve training via current Eco Reps and Sustainability Coordinator. They learn about current initiatives, programs in development, conducting outreach, attendance at event venues, tracking program details, survey compilations, waste management, and other relevant programs.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

Eco Reps have access to the Sustainability Coordinator and Academic Sustainability Officer for learning opportunities and support. Eco Reps receive financial support for outreach activities and promotional materials.

The website URL for 1st Program:

http://www.delta.edu/sustainability/student-leadership.aspx

Program name (2nd program):

Number of students served by the program (2nd program):

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

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

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

The website URL for 2nd program:

Program name (3rd program):

Number of students served by the program (3rd program):

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

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

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

The website URL for 3rd program:

Program name (All other programs):

Number of students served by the program (All other programs):

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

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

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

The website URL for all other programs:

ER-2: Student Sustainability Outreach Campaign

Score	Responsible Party
	Linda Petee
5.00 / 5.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign yields measurable, positive results in advancing sustainability.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

Submission Note:
Other measureable outcomes for student outreach include such campaigns as and annual trash analysis and beverage container collection for student clubs and organization.

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

Does the institution hold a campaign that meets the criteria for this credit?:

Yes

The name of the campaign(s):

'Plant It For the Planet' & 'Snack, Then Give Back'

A brief description of the campaign(s):

The student outreach campaigns, 'Plant it for the Planet'and 'Snack, Then Give Back' yielded positive, measureable results in advancing sustainability. The goal of the combined projects, which took place in early October, was to increase the collection of campus-generated snack bags, successfully conduct a science research project, and create a closed-loop process.

In June, students had registered with the TerraCycle Snack Bag return program. Also, when Frito Lay introduced the100% compostable chip bag, Science students elected to conduct their semester-long research project studying its biodegradability. They would use the SunChip bag to study, demonstrate, and evaluate decomposition dependent on varied elements in a variety of other campus locations. The new snack bag was made available in Food Services and vending machines.

Collection of snack bags throughout the summer months, though, was minimal. The expectation was that participation would pick up in the Fall; however, when numbers were still down in September, an outreach campaign was launched.

Additional collection containers were placed near vending machines. A walk-in display case, table tents, posters, and an outreach table were installed to announce both the science project and the general bag collection. On the day of the promotion, students were offered free SunChip samples and information about diverting waste stream materials, the benefits of recycling, composting, and closed-loop practices. The student body and the general campus community were encouraged to enjoy a favorite snack and drop the bag into a collection box. Eco Reps would later deliver the SunChip bags to the college greenhouse for the small scale science research project and return the remaining bags to TerraCycle.

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

By the end of October, collection numbers had increased by 200%, from 81 bags/month to 275. The SunChip bag research project is currently in progress and general snack bags have been returned to Terracycle for recycling. The program continues to grow. The loop closed when students purchased recycled products (purses and carrier bags) from TerraCycle as prizes for a Sustainability Scavenger Hunt.

The website URL for the campaign:

https://www.delta.edu/sustainability/action.aspx

ER-3: Sustainability in New Student Orientation

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

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

Submission Note:

Submission information gathered through Counseling/Advise/Career Srvs and Admissions Office.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

The Delta College Admissions Office conducts new student orientation sessions and campus tours throughout the year. They also conduct major outreach in high schools and vocational centers. Sustainability is promoted by the inclusion of distribution materials in the student packets including a brochure with removable inserts that address sustainability in student leadership, education, campus services, operations, and community partnerships. The brochure announces sustainability as a guiding principle, the triple bottom line concept, and how to learn more by accessing the sustainability website. Students also receive information to encourage participation in sustainability-focused clubs and events.

Eco Reps schedule campus outreach activities for the start of each semester to introduce programs and initiatives to new students such as alternative transportation, recycling, club participation, sustainable dining options, and volunteer opportunities.

The website URL where information about sustainability in new student orientation is available:

ER-4: Sustainability Outreach and Publications

Score	Responsible Party
	Linda Petee
4.00 / 4.00	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 may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable grounds-keeping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

Website is divided into distinct categories: Academics, Operations, Campus Services, Community Partnerships, & Student Learning. Additional categories include Power of Single Action (initiatives aimed at individual participation), News & Events, and Resources.

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

Yes

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

The Daily Difference is a communications venue serving faculty and staff which is available electronically and dispersed daily when logging in. It also hosts an electronic, searchable archive file.

Academic divisions host their department websites which offer opportunity to publish and disseminate student sustainability projects.

The main page website regulary features sustainable student projects and academic initiatives.

Delta College has it's own Broadcasting D-TV channel and recently produced a segment on a student compost research compost project.

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

http://app.delta.edu/deltanews/news.aspx

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

Yes

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

A series of 'Evergreen' professionally produced posters are routinely installed into the corridor signage systems. They highlight green building features such as retroplate flooring, windows, green cleaning, recycled carpet, recycled asphalt, chilled water plant, occupancy sensors, construction materials, and other sustainable building attributes.

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

http://www.facebook.com/album.php?aid=24079&id=142892082420833&ref=mf

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

Yes

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

Food Services highlights sustainable practices and dining options via posters, point-of-purchase signage, display cases, table top tents, napkin holder inserts, and flyers. They announce such options as local, organic, fair trade, transfat, low-on-the-food chain, and vegetarian dining.

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

http://www.facebook.com/pages/Delta-College-Sustainability/142892082420833?v=wall&ref

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

http://www.facebook.com/pages/Delta-College-Sustainability/142892082420833?v=wall&ref

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

No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

Does the institution have a guide for commuters about how to use alternative methods of transportation?:

Yes

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

Guides for alternative transportation methods describe the programs and offer the web addresses for additional information.

Green Line and general bus routes posting and brochures are available on the Alternative Transportation posting board near the Student Engagement Office, in the bus shelter, at the Park-N-Ride community connection, on on the sustainability website.

Ride share connection postings and informational flyers are available on the Alternative Transportation posting board near the Student Engagement Office, on the sustainability website, and are available during outreach events.

Posters in all classrooms, labs, and student areas announce alternative transportation methods and offer direction to additional information.

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

http://www.delta.edu/sustainability/action.aspx

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

No

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

NA - not a residential campus

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

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

Yes

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular

column or a reporter assigned to the sustainability beat:

> Sustainable projects, venues, meetings, and outreach activities are forwarded to the campus student newspaper and coverage is assigned. The Collegiate newspaper regularly assigngs a reporter to cover sustainability topics. The newspaper also hosts social networking venues such as Twitter and Facebook.

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

> http://www.delta.edu/collegiate.aspx

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

> Yes

A brief description of this material:

> Accordian brochure titled 'Sustainability at Delta College' highlights sustainability in education, operations, services, and participation and student leadership opportunities.

The website URL for this material:

> ---

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

> Yes

A brief description of this material:

> A folder brochure 'Delta College Sustainability' features pull out inserts that detail Services & Programs, Green Cleaning, Education, Green Trails, Stormwater Management, and Student Leadership.

The website URL for this material:

> ---

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

> Yes

A brief description of this material:

The Sustainability Office and Eco Reps host the social networking site Facebook offering opportunity for student learning and outreach activities.

The website URL for this material:

http://www.facebook.com/pages/Delta-College-Sustainability/142892082420833

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

Yes

A brief description of this material:

The Sustainability Office and Eco Reps host the social networking site Twitter offering opportunity for student learning and outreach activities.

The website URL for this material:

http://twitter.com/DeltaEcoReps

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

Yes

A brief description of this material:

Brochure entitled 'Green Cleaning at Delta' introduces faculty and staff to green cleaning, office cleaning schedule, weekly maintenance, and steps to take to minimize cleaning.

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

Yes

A brief description of this material:

> Brochure entitled 'Delta Recycles!' introducing faculty and staff to the do's and don'ts of recycling program.

The website URL for this material:

> ---

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

> Yes

A brief description of this material:

> Brochure announcing green line, park-n-ride bus transportation and general bus transportation schedules.

The website URL for this material:

> ---

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

> ---

A brief description of this material:

> ---

The website URL for this material:

> ---

Tier2-1: Student Group

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Yes

A brief description of the student group:

Students for Sustainability: The mission of Students for Sustainability is to promote and foster activities that further the understanding of the connection between people, planet, and profit (Triple Bottom Line) and to integrate sustainability into the campus culture by participating as green leaders on campus and at community events.

Students for Sustainability assist in the planning of sustainability events, advance sustainability initiatives, and promote collaboration, education and engagement of our campus community.

Advisor: Linda Petee, lindapetee@delta.edu; Student Leaders: Samanatha Langston, samanthalangston@delta.edu; Stephanie Lobsinger, stephanielobsinger@delta.edu

Environmental Club: The group's mission is to engage in activities to further their own knowledge of the environment, to explore the wonders of the environment and pass that knowledge on to others so that they may also enjoy and respect the world around us.

Co-Advisors: Wendy Baker, wjbaker@delta.edu; Jay VanHouten, jwvanhouten@delta.edu; Student Leader: Hillary Markey, hillarymarkey@delta.edu

The website URL where information about the student group is available:

http://www.delta.edu/sustainability/student-leadership.aspx

Tier2-2: Organic Garden

Score	Responsible Party
	Linda Petee
0.00 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Tier2-3: Model Room in a Residence Hall

Responsible Party

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

Institution does not have residence halls.

Tier2-3: Model Room in a Residence Hall

Tier2-4: Themed Housing

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

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

Institution does not have on-campus housing.

Tier2-5: Sustainable Enterprise

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:

Delta's Closet - Submission information based on interview with Lori Ziolkowski, Instructor, Business Mgmt, 989-686-9384, lorizioldowski@delta.edu Food Pantry - Submission information based on interview with Sharon Lindhorst-Everhardt, Ph.D, 989-686-9506, sharoneverhardt@delta.edu

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills?:

Yes

A brief description of the enterprise:

DELTA'S CLOSET

Delta's Closet, operated as an on-campus retail store, is self-sustained by the greater campus community. Gently used clothing, shoes, and accessories are accepted during regular campus hours. Students may shop for free apparel for such events as scholarship and job interviews and the first days on their new job. Student must provide college ID. Agency referrals for non-Delta students may be considered. Since April 2010, 300+ students have been served. An initial clothing donation of 350 pieces has grown to currently 700 pieces. The Career Closet is a campus Learning lab for students.

Students were instrumental in the project development including those in Merchandise Display (floor plans and set up design), Marketing (promotional materials), Retail (tagging and store management), Buying for Resale (inventory control), Marketing Capstone (web design template to be launched during W'11 semester). They are responsible for the ongoing management of the enterprise including donation inventory and stocking and creating store displays. Students produce a booklet of appropriate dressing tips and they curate an annual fashion show 'Dressing for Success' to educate and promote the retail service.

This student-run enterprise was initially funded by a college-issued Innovation Incubator grant. Surplus fixtures from another campus project were used to design the store.

Director: Lori Ziolkowski, Instructor, Business Mgmt, 989-686-9384, lorizioldowski@delta.edu

STUDENT FOOD PANTRY

Obtaining an adequate food supply is often a major component of student's financial stress. Increasing

economic difficulty for Delta College students prompted the idea for a campus Student Food Pantry. The 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.

The Food Pantry is self-sustained by the greater campus community. Non-perishable/non-glass/no expiration food items, gift cards to local grocers, or tax deductible monetary donations are accepted during regular campus hours. Students may access the pantry up to three times per month to fill one grocer bag. Students in immediate need of a complete daily meal may select five ready-to-eat items and a beverage. A student ID and proof of current semester enrollment is required. As of Nov 2010, over 1,700 lbs of food has been donated and 50+ students have utilized the service.

Director: Sharon Lindhorst-Everhardt, Ph.D, 989-686-9506, sharoneverhardt@delta.edu
Co-Director (Student Assistant): Tara Cobb, taracobb@delta.edu
General Operations: Student volunteers

The website URL where information about the sustainable enterprise is available:

https://www.delta.edu/sustainability/services.aspx

Tier2-6: Sustainability Events

Score	Responsible Party
0.25 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

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

Yes

A brief description of the event(s):

Annual events include Global Education Week, National Wildlife Federation Chill Out, Earth Day, SCUP Sustainability Day, and a wide variety of annual cultural holiday celebrations. Students take an active role as volunteers, participants, panel deliveries, outreach displays, and poster sessions.

The college hosts a President's Speaker Series whose goals are to 'expand and improve the learning opportunities of the Delta College community, engage students faculty and staff in creating diverse learning connections through the creation of a high-profile interdisciplinary speaker series supporting the college's diversity and learning-centered community initiatives.' Sustainable issues have been addressed by such prominent speakers and topics as Tzeporah Berman, Co-Founder of Forest Ethics; Naomi Tutu, Social Activist; Herman Boone, Diversity Proponent;
Breaking Ice, diversity improvisational performance; and 'Rebuilding Michigan: Why Education Matters' to address the development and growth of green industries.

All events are open and free to students and general public. Faculty are encouraged to schedule attendance as a class group.

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

http://www3.delta.edu/EventsCalendar/index.aspx?cal_monthDate=2010-10

Tier2-7: Outdoors Program

Score	Responsible Party
	Linda Petee
0.00 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Tier2-8: Themed Semester or Year

Responsible Party

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

Institution does not have themed semesters, years, or first-year experiences.

Curriculum

Points Claimed   10.94

Points Available   45.00

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
ER-5: Sustainability Course Identification	3.00 / 3.00
ER-6: Sustainability-Focused Courses	0.00 / 10.00
ER-7: Sustainability-Related Courses	1.61 / 10.00
ER-8: Sustainability Courses by Department	1.33 / 7.00
ER-9: Sustainability Learning Outcomes	0.00 / 10.00
ER-10: Undergraduate Program in Sustainability	Not Applicable
ER-11: Graduate Program in Sustainability	Not Applicable
ER-12: Sustainability Immersive Experience	Not Applicable
ER-13: Sustainability Literacy Assessment	2.00 / 2.00
ER-14: Incentives for Developing Sustainability Courses	3.00 / 3.00

ER-5: Sustainability Course Identification

Score	Responsible Party
	Michael Finelli
3.00 / 3.00	Academic Sustainability Officer
	TTM

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

• Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
• Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:

What is a Sustainability Related Course/Section?

A Sustainability Related Course, or a particular Section of a course, is a course where the instructor has committed to tie the course content to sustainability issues. This Course/Section has been documented through a process developed by the Academic Sustainability Team (AST). A sustainability related course is further defined as a course that incorporates sustainability as a distinct course module, or concentrates on a single aspect of the three pillars of sustainability; environmental, social, or economic.

Has the institution identified its sustainability-focused and sustainability-related course offerings?:

Yes

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

The Academic Sustainability Team (AST), with faculty representatives from all the academic divsions, developed a process by which faculty document the sustainability level of their courses.

An important achievement was the ability of individual course sections to be tagged as sustainability course/sections. This allowed an individual faculty member to teach a sustainability-related course without requiring all faculty to teach the course in this manner. This is particularily important to faculty teaching in math and english. The documented course/sections receive a tag in the course schedule which becomes visable to all students and links them to the sustainability webpage for further information and a complete list of sustainability courses. This tag also becomes part of the students transcript and can be identified in a graduation audit.

Does the institution make its sustainability course inventory publicly available online?:

Yes

The website URL where the sustainability course inventory is posted:

http://www.delta.edu/sustainability/academics.aspx

ER-6: Sustainability-Focused Courses

Score	Responsible Party
0.00 / 10.00	

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

ER-7: Sustainability-Related Courses

Score	Responsible Party
	Michael Finelli
1.61 / 10.00	Academic Sustainability Officer
	TTM

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

The number of sustainability-related courses offered :

70

The total number of courses offered :

1447

Number of years covered by the data:

One

A list of sustainability-related courses offered:

ARC-101-FA110
ARC-214-FA110
ENG-111-FA130
ENV-130W-FA710
MGT-153W-105
MGT-153W-110
MGT-153W-115
MGT-153W-120
MGT-153W-125
MGT-153W-130
MGT-153W-135

MGT-153W-140
MGT-153W-145
MGT-153W-210
MGT-153W-220
MGT-153W-310
MGT-153W-320
MGT-153W-330
MGT-153W-340
MGT-153W-350
MGT-153W-810
MGT243-FA210
MGT243-FA810
MGT243-FA820
MGT245-FA110
MGT245-FA120
MGT245-FA320
MIT-111W-FA710
MTH-119W-FA117
RC-104-FA110
SOC-211W-FA120
SOC-211W-FA115
ENG 112-WN114
ENG 112-WN116
ENG 112-WN144
ENG 112-WN166
POL 225W-WN110
POL 225W-WN120
SOC 211W-WN820
SOC-211W-WN860
SOC-211W-WN870
ENV-130W-WN310
ENV-130W-WN710
CHM 111-WN120
CHM 111-WN150
CHM 210-WN110
CHM 220-WN110
CHM 220-WN310
CHM 220LW-WN110
CHM 220LW-WN310
ARC 101-WN110
TTI 110-WN110
TT1 120-WN110
MIT-111W-WN710
MTH 119W-WN130
MTH 119W-WN140
MGT-153W-105
MGT-153W-125
MGT-153W-140

MGT-153W-150
MGT-243-130
MGT-243-210
MGT-243-810
MGT-243-820
MGT-245-110
MGT-245-120
MGT-143-110
MGT-143-210
MGT-153W-210
MGT-153W-810

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://www.delta.edu/sustainability/academics.aspx

A copy of the sustainability course inventory:

SUST- REL- COURSE- SEC FA2010-WI-11.docx

ER-8: Sustainability Courses by Department

Score	Responsible Party
1.33 / 7.00	**Michael Finelli** Academic Sustainability Officer TTM

Criteria

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

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

The number of departments that offer at least one sustainability-related or -focused course :

14

The total number of departments that offer courses:

82

A list of departments that offer sustainability courses:

Architectural Technology
Chemistry
English
Environmental Science
Interior Design
Management
Manufacturing&Industrial Technology
Mathematics
Political Science
Residential Construction
Skilled Trades
Sociology
Technical Trades Interdisciplinary
Water Environment Technology

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

http://www.delta.edu/sustainability/academics.aspx

A copy of the sustainability course inventory :

SUST- REL- COURSE- SEC FA2010-WI-11.docx

ER-9: Sustainability Learning Outcomes

Score	Responsible Party
	Michael Finelli
0.00 / 10.00	Academic Sustainability Officer
	TTM

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

ER-10: Undergraduate Program in Sustainability

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

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

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Institution does not have undergraduate majors, academic programs, or the equivalent.

ER-10: Undergraduate Program in Sustainability

ER-11: Graduate Program in Sustainability

Responsible Party

Michael Finelli
Academic Sustainability Officer
TTM

Criteria

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

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

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

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

Institution offers fewer than 25 distinct graduate programs.

ER-12: Sustainability Immersive Experience

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Institution does not offer immersive educational programs.

ER-13: Sustainability Literacy Assessment

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

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

Has the institution conducted a sustainability literacy assessment?:

Yes

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort?:

Yes

A copy of the questions included in the sustainability literacy assessment:

Student Sustainability Survey - Summary 2009.pdf

A copy of the questions included in the sustainability literacy assessment :

A brief description of how the assessment was developed:

The assessment was a collarboration between the Sustainability Office, Academic Sustainability Office, and the Director of Institutional Research. Sample questions were proposed to Institutional Research who then provided suggestions toward the refinement of the survey to best elicit measureable responses.

A brief description of how the assessment was administered:

The annual survey is administered at the start of each academic year and runs through the start of the Winter semester. It is marketed via the front page main campus website, the sustainability webpage, student outreach activities, tabletop notices, and by suggestion of faculty during classes.

A brief summary of results from the assessment:

Surveys are available from academic yrs 2008/09 and 2009/10. Results of the current academic yr survey (2010/11) has not yet been compiled.

Q7 – Q7 – Greater % response to identfying major components of sustainability

Q8 – Three top choices remained consistent (paper recycling, transportation, alternative energy)

Q9 – Greater % paid attention to the number of copies printed in labs

Q10 – Greater % reported that, if a cost were attached to their printing needs, it would not affect the number of copies printed.

Q11 – Greater % reported interest in more offerings of sustainable food choice but only if the increase cost increase were less than $1 (Q12)

Q13 – Greater % believes the college should commit to purchasing electricity from renewable sources. Increased % of respondents are willing to fund this option. (Q14)

Q15 – Greater % believes college apparel should be fair trade; however, they are not willing to pay if there is an increased cost. (Q16)

Q17 – Greater % seeing evidence of Delta's commitment to sustainability.

Q18 – Greater % enrolled in sustainability-related courses.

Q19 – Lesser % aware of Environmental Tech Program.

Q20 – Slightly greater % agrees sustainable components should be a part of overall study.

Q21 – Greater % agrees on having a stand-alone sustainability course.

Q22 – Awareness of eco club/organizations remains about the same.

Survey showed an interest in accessing the sustainability website. Overall, the results indicate an increase in the understanding and awareness of sustainable vocabulary and concepts.

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

http://www.delta.edu/sustainability/student-leadership.aspx

ER-14: Incentives for Developing Sustainability Courses

Score	Responsible Party
	Michael Finelli
3.00 / 3.00	Academic Sustainability Officer
	TTM

Criteria

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

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

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

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

Does the institution have a program that meets the criteria outlined above?:

Yes

A brief description of the program(s):

The Sustainability Office has been co-led by the Sustainability & Risk Management Coordinator (Facilities Management) and an Academic Sustainability Officer (faculty). The faculty member, with release time equivalent to half of the standard teaching load, is responsible for integrating sustainability throughout the curriculum. The release time allowed for the development of the Academic Sustainability Team (AST)with faculty representataion from all college divsions. The AST built a process were the faculty can document their classes as sustainability-related. A multitude of tasks had to be completed in order for this process to become a reality and would not have been possible with out this finacial support.

The college named sustainability in academics as one of the colleges major initiatives placing sustainability into the quality improvement plan and strategic planning.

The program includes multiple sustainability sessions through our Center for Organizational Success, a faculty and staff resource center. One such session "Teaching Sustainability", focused on helping new faculty build a sustianability-related course.

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

The current incentive is aimed at the Academic Sustainability Officer who was given release time for past three years equivalent to half the standard teaching load. The faculty member works closely with the AST providing support and recourses to its members and any faculty member interested in documenting a sustainability related section.

Faculty are also granted professional development funding and may choose to attend campus-sponsored or other training venues in sustainability. The campus Center for Organizational Success, a faculty and staff resource center, provides access to a number of sustainability topics.

The website URL where information about the program is available:

http://www.delta.edu/sustainability/academics.aspx

Research

Points Claimed   0.00

Points Available   0.00

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

Credit	Points
ER-15: Sustainability Research Identification	Not Applicable
ER-16: Faculty Involved in Sustainability Research	Not Applicable
ER-17: Departments Involved in Sustainability Research	Not Applicable
ER-18: Sustainability Research Incentives	Not Applicable
ER-19: Interdisciplinary Research in Tenure and Promotion	Not Applicable

ER-15: Sustainability Research Identification

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Research is not considered during faculty tenure and promotion decisions.

ER-16: Faculty Involved in Sustainability Research

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

Research is not considered during faculty tenure and promotion decisions.

ER-16: Faculty Involved in Sustainability Research

ER-17: Departments Involved in Sustainability Research

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

Research is not considered during faculty tenure and promotion decisions.

ER-18: Sustainability Research Incentives

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

Research is not considered during faculty tenure and promotion decisions.

ER-18: Sustainability Research Incentives

ER-19: Interdisciplinary Research in Tenure and Promotion

Responsible Party

Criteria

Institution gives positive recognition to interdisciplinary, trans■disciplinary, and multi■disciplinary research during faculty promotion and tenure decisions.

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

Research is not considered during faculty tenure and promotion decisions.

Operations

Score 38.59%

Buildings

Points Claimed 4.61

Points Available 9.00

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
OP-1: Building Operations and Maintenance	2.63 / 7.00
OP-2: Building Design and Construction	Not Applicable
OP-3: Indoor Air Quality	1.98 / 2.00

OP-1: Building Operations and Maintenance

Score	Responsible Party
2.63 / 7.00	**Matt Sullivan** Facilities Planner Facilities Management

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

Submission Note:
Submission information provided by: Matt Sullivan, Facilities Planner and Anthony Khalil, Project Manager - Staff Engineer/Architect

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

Total building space that meets "Eligible Buildings Criteria":

974819 *Gross Square Feet*

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:

974819 *Gross Square Feet*

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

0 *Gross Square Feet*

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

0 *Gross Square Feet*

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

0 *Gross Square Feet*

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

0 *Gross Square Feet*

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

http://www.delta.edu/sustainability/operations.aspx

An electronic copy of the guidelines or policies:

Policy - Sustainable Bldg Guidelines Nov2007.docx

The date(s) the policies or guidelines were adopted:

11/01/07

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

The role of Facilities Management in campus operations imparts responsibility and provides opportunity to consider, develop, and implement processes and practices intended to improve the quality of our environment. By incorporating sustainable practices throughout operation and maintenance projects and processes, it is our intention to serve as an example and a catalyst of environmental awareness to the College community.

To encourage environmentally sensitive building and land management practices that provide a safe and healthy environment for existing space, Facilities Management operates in accordance with the LEED EB Operations & Maintenance Registered Project Checklist which includes standards for:

• Site Sustainability
• Water Efficiency
• Energy & Atmosphere
• Materials & Resources

• Indoor Environmental Quality

Additionally, we have developed a campus specific checklist that addresses in the standards listed above in greater detail while incorporating additional elements of planning, design, and construction such as transportation, furniture and equipment, community impact, and education and awareness.

OP-2: Building Design and Construction

Responsible Party

Matt Sullivan
Facilities Planner
Facilities Management

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Institution does not have "Eligible Building Space (Design and Construction)," as defined in this credit.

OP-3: Indoor Air Quality

Score	Responsible Party
1.98 / 2.00	**Jeff Jump** Assistant Director Facilities Management

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints :

> 865555 *Square Feet*

Total occupied building space :

> 874619 *Square Feet*

A brief description of the institution's indoor air quality plan, policy, and/or practices:

> The Indoor Air Quality program consists of the following:
>
> Air Handler Filters: Air handling system dampers are checked for accurate functioning and to monitor acceptable indoor air quality twice annually. Filters are changed by the third shift team during the first three weeks of both May and November. The Building Automation System is capable of transmitting an alarm which monitors spent filters and triggers a notification of filter change.
>
> Duct Maintenance: The reheat coils on duct interiors in the Allied Health and Fine Arts Buildings are vacuumed once annually during a three week time period in June/July.
>
> Intake Air Handlers: There are approximately 30 air handlers campus-wide. Once annually in June, the intakes on the air handlers are cleaned.
>
> Unit Ventilators: Twice annually, in March and September, the filters are changed and the dampers are adjusted on the unit ventilators.

The website URL where information about the institution's indoor air quality initiatives is available:

Climate

Points Claimed   3.83

Points Available   16.50

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit	Points
OP-4: Greenhouse Gas Emissions Inventory	2.00 / 2.00
OP-5: Greenhouse Gas Emissions Reduction	1.83 / 14.00
Tier2-1: Air Travel Emissions	0.00 / 0.25
Tier2-2: Local Offsets Program	0.00 / 0.25

OP-4: Greenhouse Gas Emissions Inventory

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

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Submission Note:

GHG inventories includes years 1999-2008. Inventories are also made available via the ACUPCC website. Inventories for 2009 & 2010 are in progress to be made available by Dec 31, 2010.

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

The website URL where the GHG emissions inventory is posted:

http://www.delta.edu/sustainability

Does the inventory include all Scope 1 and 2 emissions?:

Yes

Does the inventory include emissions from air travel?:

Yes

Does the inventory include emissions from commuting?:

Yes

Does the inventory include embodied emissions from food purchases?:

No

Does the inventory include embodied emissions from other purchased products?:

No

Does the inventory include emissions from solid waste disposal?:

Yes

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

Yes

If yes, please specify:

Wastewater

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

OP-5: Greenhouse Gas Emissions Reduction

Score	Responsible Party
1.83 / 14.00	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as "local offsets") count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

Submission Note:
Performance year is 2008

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

Scope 1 and 2 gross GHG emissions, 2005 :

     17416 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed carbon offsets generated, 2005:

     0 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased, 2005:

     0 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005:

     0

Non-residential/commuter full-time students, faculty, and staff members, 2005:

6175

Non-residential/commuter part-time students, faculty, and staff members, 2005:

9624

Scope 1 and 2 gross GHG emissions, performance year :

15600 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed offsets generated, performance year:

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year:

0 *Metric Tons of CO2 Equivalent*

On-campus residents, performance year:

0

Non-residential/commuter full-time students, faculty, and staff members, performance year:

6835

Non-residential/commuter part-time students, faculty, and staff members, performance year:

9216

Tier2-1: Air Travel Emissions

Score	Responsible Party
0.00 / 0.25	**Susan Nowicki** Coordinator - Business Services Business Services

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

Tier2-2: Local Offsets Program

Score	Responsible Party
	Linda Petee
0.00 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Dining Services

Points Claimed   1.25

Points Available   2.00

This subcategory seeks to recognize institutions that are helping build a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid sub-standard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit	Points
OP-6: Food Purchasing	Not Applicable
Tier2-1: Trayless Dining	Not Applicable
Tier2-2: Vegan Dining	0.25 / 0.25
Tier2-3: Trans-Fats	0.25 / 0.25
Tier2-4: Guidelines for Franchisees	Not Applicable
Tier2-5: Pre-Consumer Food Waste Composting	0.00 / 0.25
Tier2-6: Post-Consumer Food Waste Composting	0.00 / 0.25
Tier2-7: Food Donation	0.25 / 0.25
Tier2-8: Recycled Content Napkins	0.25 / 0.25
Tier2-9: Reusable Mug Discounts	0.25 / 0.25
Tier2-10: Reusable To-Go Containers	0.00 / 0.25

OP-6: Food Purchasing

Responsible Party

Criteria

Institution purchases food that meets one or more of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade)
- Grown on a farm that operates as a cooperative, has a profit sharing policy for all employees, or has a social responsibility policy covering the following for all workers: union or prevailing wages, transportation and/or housing support, and/or health care benefits.

Food purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food purchases for dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit.

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

Institution does not have residential dining halls

Tier2-1: Trayless Dining

Responsible Party

Submission Note:
Although Delta College does not have residential dining halls, we promote trayless dining through outreach events and countertop displays.

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

Institution does not have residential dining halls.

Tier2-2: Vegan Dining

Score	Responsible Party
	Cynthia Grether
0.25 / 0.25	Food Service Manager
	Food Service

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:

Yes

A brief description of the vegan dining program:

Food Services offers vegan options in its daily menus including garden grill vegy burger, protein soups, soy milk, fresh fruit, any sandwich choice w/o animal product, and extensive salad bar w/protein choices. Vegan and vegetarian choices are indicated by a (v) on electronic menu.

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

http://www.delta.edu/foodservices/foodservicesmenus.aspx

Tier2-3: Trans-Fats

Score	Responsible Party
0.25 / 0.25	**Cynthia Grether** Food Service Manager Food Service

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

Institution does not use trans-fats or ingredients that include trans-fats in its dining operations. Frying oil contains no trans-fats.

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

Tier2-4: Guidelines for Franchisees

Responsible Party

Cynthia Grether
Food Service Manager
Food Service

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

Institution does not have food service franchisees operating on campus.

Tier2-4: Guidelines for Franchisees

Tier2-5: Pre-Consumer Food Waste Composting

Score	Responsible Party
0.00 / 0.25	**Cynthia Grether** Food Service Manager Food Service

Submission Note:

Program to be introduced in 2011.

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

Tier2-6: Post-Consumer Food Waste Composting

Score	Responsible Party
	Cynthia Grether
0.00 / 0.25	Food Service Manager
	Food Service

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

Tier2-6: Post-Consumer Food Waste Composting

Tier2-7: Food Donation

Score	Responsible Party
	Cynthia Grether
0.25 / 0.25	Food Service Manager
	Food Service

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

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

Food Services partners with Hidden Harvest, a local food recovery organization, to redistribute leftover food from
catering & special events. Hidden Harvest strives to alleviate hunger & end food waste in the Great Lakes
Bay area by providing a system of rescuing & redistributing surplus food to feed people in need.

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

http://www.hiddenharvest.org/

Tier2-8: Recycled Content Napkins

Score	Responsible Party
	Cynthia Grether
0.25 / 0.25	Food Service Manager
	Food Service

Submission Note:
Plates, bowls, cups are also recycled content and/or biodegradable.

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

Does the institution use recycled content napkins in its dining service operations?:

Yes

A brief description of the purchasing behavior:

Napkins are cholorine-free and 100% recycled content.

The website URL where information about the purchasing is available:

Tier2-9: Reusable Mug Discounts

Score	Responsible Party
	Cynthia Grether
0.25 / 0.25	Food Service Manager
	Food Service

Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:

Yes

A brief description of the reusable mug program:

Food Services makes available a 20oz coffee and 22oz foutain pop reusable container for purchase for $5/each. Both containers are filled free at the time of purchase and future refills are .99 cents. Campus remote coffee station customers are encouraged to purchase a reusable $5 container or to bring their own. Refills are $1.20/each. Customers may also purchase coffee in the standard point-of-purchase container and have it refilled at a discount cost throughout the day.

Amount of the discount offered for using reusable mugs:

0.30

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

http://www.delta.edu/sustainability/services.aspx

Tier2-10: Reusable To-Go Containers

Score	Responsible Party
0.00 / 0.25	**Cynthia Grether** Food Service Manager Food Service

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

Energy

Points Claimed 4.90

Points Available 16.50

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

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

Credit	Points
OP-7: Building Energy Consumption	3.65 / 8.00
OP-8: Clean and Renewable Energy	0.00 / 7.00
Tier2-1: Timers for Temperature Control	0.25 / 0.25
Tier2-2: Lighting Sensors	0.25 / 0.25
Tier2-3: LED Lighting	0.25 / 0.25
Tier2-4: Vending Machine Sensors	0.00 / 0.25
Tier2-5: Energy Management System	0.25 / 0.25
Tier2-6: Energy Metering	0.25 / 0.25

OP-7: Building Energy Consumption

Score	Responsible Party
	Linda Petee
3.65 / 8.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should b converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.0012 MMBtu

1 MJ = 0.000948 MMBtu

Submission Note:
Gross square feet and consumption utilizes data from ACUPCC GHG reports for both 2004/05 baseline and 2009/10 performance year.

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

Total building energy consumption, 2005:

154826.69 *MMBtu*

Building space, 2005 :

965505 *Gross Square Feet*

Total building energy consumption, performance year:

120611.90 *MMBtu*

Building space, performance year:

974819 *Gross Square Feet*

OP-8: Clean and Renewable Energy

Score	Responsible Party
	Linda Petee
0.00 / 7.00	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 for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using co-generation technologies to generate electricity more efficiently. Note: generating electricity using co-generation technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

   1 kWh = 0.003412 MMBtu

   1 MWh = 3.412 MMBtu

   1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.0012 MMBtu

1 MJ = 0.000948 MMBTU

Submission Note:
A grant by the Michigan Department of Energy allowed for the installation of a large scale solar photo-voltaic demonstration project to be installed on the roof of the Technical Trades & Manufacturing wing. The solar array, an educational resource to demonstrate the feasibility of solar generated electricity, is utilized in a number of programs including Physics, Architectural Technology, Electronics, Engineering, Residential Construction, Skilled Trades, Refrigeration, and HVAC. The panels produce an estimated 10 kilowatts per hour which reduce campus electrical usage from the power grid by an estimated 13,000 kWh per year.

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

Tier2-1: Timers for Temperature Control

Score	Responsible Party
0.25 / 0.25	**richard colvin** Building Systems Control Technician Facilities Management

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

Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:

Yes

A brief description of the technology used:

The college utilizes a central energy management system to schedule all campus areas for heating, cooling, ventilation, and lighting. Scheduling is based on such variables as class occupancy, staff requirements, and special events.

The website URL where information about the practice is available:

Tier2-2: Lighting Sensors

Score	Responsible Party
	Anthony Khalil
0.25 / 0.25	Project Manager - Staff Engineer/Architect
	Facilities Management

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:

Yes

A brief description of the technology used:

Dual technology lighting sensors using infrared and ultrasonic detection have been installed in all offices, corridors, many classrooms, the Process Training Lab, racquetball courts, boiler house, and gymnasiums.

Several of the more recent 2009 lighting upgrades have taken advantage of the Consumers Energy Saving Solutions Program. The energy incentive plan allows for a substantial savings by reducing the estimated project cost and allowing eventual total investment payback in just over two years.

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

http://www.delta.edu/sustainability/operations.aspx

Tier2-3: LED Lighting

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:

Yes

A brief description of the technology used:

High efficiency, more cost-effective LED lighting reduces energy use by 45% on the South campus. LED lighting was installed as part of the campus Stormwater Management project.

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

Tier2-4: Vending Machine Sensors

Score	Responsible Party
0.00 / 0.25	**Susan Nowicki** Coordinator - Business Services Business Services

Submission Note:

All Star Vending, the campus distributor of non-soda and water products, replaced all incandescent bulbs with LED lights.

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

Tier2-5: Energy Management System

Score	Responsible Party
	richard colvin
0.25 / 0.25	Building Systems Control Technician
	Facilities Management

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

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

Yes

A brief description of the management system:

The college utilizes a central energy management system (EMS) that has the ability to track energy consumption and building performance. The metering is accomplished by using the EMS pulse counter that reads pulses generated by the respective energy suppliers

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

Tier2-6: Energy Metering

Score	Responsible Party
	richard colvin
0.25 / 0.25	Building Systems Control Technician
	Facilities Management

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

The college utilizes a central energy management system that monitors electrical consumption and natural gas usage. Electricity is monitored by counting pulses from Consumers Energy meter. The gas meter transmits pulses that are counted and totaled.

The website URL where information about the metering system is available:

Grounds

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Points Claimed 3.00

Points Available 3.25

</div>

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

Credit	Points
OP-9: Integrated Pest Management	2.00 / 2.00
Tier2-1: Native Plants	0.25 / 0.25
Tier2-2: Wildlife Habitat	0.25 / 0.25
Tier2-3: Tree Campus USA	0.00 / 0.25
Tier2-4: Snow and Ice Removal	0.25 / 0.25
Tier2-5: Compost	0.25 / 0.25

OP-9: Integrated Pest Management

Score	Responsible Party
2.00 / 2.00	**Kevin Bublitz** Grounds Maintenenance Supervisor Facilities Management

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds

2) Monitor and identify pests

3) Prevention

4) Control

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

The size of the campus grounds :

> 640 *Acres*

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

> 640 *Acres*

A brief description of the IPM plan(s) :

> All campus grounds acreage are developed and maintained in accordance with a four-tiered approach IPM plan. Prevention encompasses the entire campus grounds with the campus signature courtyard serving as the center of the action thresholds. Thresholds increase moving towards to the outer limits of the campus grounds area.
>
> The principle of the IPM program is the preventing pests by promoting healthy, vigorously growing plants. This is accomplished by aeration, fertilization, supplemental watering and the application of mulch and compost. Healthy plants prevent pests and encourage the outgrow of pest damage thereby increasing action thresholds and eliminating the need for control. Action thresholds and control measures vary with the type of plant, plant location, time of year, forecasted weather, and the scheduled activities in the area of damage.

Delta College Grounds Management has two team members who are certified commercial pesticide applicators (CPA) that monitor the campus for pest damage. If damage is present, CPAs accurately identify the damage so appropriate control decisions can be made in conjunction with action thresholds. If it is determined that preventive methods are no longer effective or available and pest control is required, appropriate control methods which consider both effectiveness and risk are evaluated. Effective, less risky pest controls receive priority.

The website URL where information about the IPM plan(s) is available:

Tier2-1: Native Plants

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Does the institution prioritize the use of native plant species in landscaping?:

Yes

A brief description of the native plant program, policy, or practice:

A comprehensive master plan was completed by Smith Group JJR, LLC in 2002-03 with includes consideration for land distribution, maintenance zones, reforestation, courtyard development, wetlands, and watercourses. It commits to incorporating native plant species into the design of all newly landscaped areas and future grounds development.

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

Tier2-2: Wildlife Habitat

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:

Yes

A brief description of the wildlife habitat program, policy, or practice:

In April 2008, the College embarked on a major upgrade to its rainwater management. An earlier environmental impact study indicated various aquatic organisms which would benefit from the improved ecosystem changes. Therefore, a significant part of the project incorporated native seed and aquatic plantings to aid in attracting water habitat like frogs, toads, muskrat, fish, and spring peepers.

The area is utilized by students and faculty for field observation and laboratory study of the various aquatic habitats and micro systems. Science classes study the success of returning bugs and animals. The campus outdoor learning laboratory promotes 'respectful learning' which means faculty incorporate 'no collection unless absolutely sure' and absolutely no harassment or persecution of wildlife along the lines of "the unknowing eye cannot see" (Murie).Coursework observes all these principles in depth.

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.

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

http://www.delta.edu/sustainability.aspx

Tier2-3: Tree Campus USA

Score	Responsible Party
	Kevin Bublitz
0.00 / 0.25	Grounds Maintenenance Supervisor
	Facilities Management

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

Tier2-3: Tree Campus USA

Tier2-4: Snow and Ice Removal

Score	Responsible Party
	Kevin Bublitz
0.25 / 0.25	Grounds Maintenenance Supervisor
	Facilities Management

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:

Yes

A brief description of the snow and ice removal program, policy, or practice:

Facilities Management Grounds Maintenance recognizes its obligation to ensure proper and consistent snow removal. They concentrate on keeping the interior roadways, sidewalks, and parking lots cleared as soon as possible, during and after a snow fall.

While the application of salt has proven the most economical and effective for snow removal and safety measures, it does present environmental concern. With this in mind, Grounds Maintenance has employed an environmentally sound approach to snow removal on the two-lane campus roads. By taking advantage of the road contour and applying salt only to a narrow strip along the centerline, they can avoid 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.

Additionally, the grounds crew creates 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. Grounds Maintenance continues to research environmentally sound application materials and processes.

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

http://www.delta.edu/sustainability/operations.aspx

Tier2-5: Compost

Score	Responsible Party
	Kevin Bublitz
0.25 / 0.25	Grounds Maintenenance Supervisor
	Facilities Management

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:

Yes

A brief description of the composting or mulching program:

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.

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

http://www.delta.edu/sustainability/operations.aspx

Purchasing

Points Claimed   5.25

Points Available   7.50

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
OP-10: Computer Purchasing	2.00 / 2.00
OP-11: Cleaning Products Purchasing	0.88 / 2.00
OP-12: Office Paper Purchasing	0.87 / 2.00
OP-13: Vendor Code of Conduct	1.00 / 1.00
Tier2-1: Historically Underutilized Businesses	0.25 / 0.25
Tier2-2: Local Businesses	0.25 / 0.25

OP-10: Computer Purchasing

Score	Responsible Party
2.00 / 2.00	**Susan Nowicki** Coordinator - Business Services Business Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted :

http://www.delta.edu/purchasing/sustainablepurchasing.aspx

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes. As part of this effort, requests for quotation, proposal and bids include a request for vendors to provide information on their company's green initiatives and eco-friendly purchasing practices. Companies that are able to supply environmentally preferable products and services, especially post-consumer recycled materials, that meet performance requirements, will be encouraged to offer them

in bids and proposals.

Whenever practical, attention will be given to the environment through the evaluation of this methodology along with performance, life expectancy, quality and value for the money.

Whenever possible, practical and feasible, Delta College will choose products that are:

•the most energy efficient, including Energy Star rated products

•have a high recycled content, especially post-consumer recycled content

•reduce solid waste

•are the least environmentally damaging through their life cycle

•are made or grown locally

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

317262 *US/Canadian $*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian $*

Total expenditures on desktop and laptop computers and monitors :

317262 *US/Canadian $*

OP-11: Cleaning Products Purchasing

Score	Responsible Party
	Linda Petee
0.88 / 2.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:

Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:

http://www.delta.edu/sustainability/operations.aspx

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

The Custodial Notebook addresses green cleaning policies and procedures. It documents products, ratings/certifications, and environmental benefit. All cleaning supplies, products, and equipment are ordered by the custodial supervisors with approval by the Assistant Director of Faciliites Management and mindful of the green cleaning policies and procedures.

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

Yes

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

9781 *US/Canadian $*

Total expenditures on cleaning products :

38380 *US/Canadian $*

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

OP-12: Office Paper Purchasing

Score	Responsible Party
	Susan Nowicki
0.87 / 2.00	Coordinator - Business Services
	Business Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

Submission Note:
All copier paper is chlorine-free and is purchased through certified FSC vendors. One hundred percent (100%) of paper expenditures are centrally tracked.

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:

Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

http://www.delta.edu/purchasing/sustainablepurchasing.aspx

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes. As part of this effort, requests for quotation, proposal and bids include a request for vendors to provide information on their company's green initiatives and eco-friendly purchasing practices. Companies that are able to supply environmentally preferable products and services, especially post-consumer recycled materials, that meet performance requirements, will be encouraged to offer them in bids and proposals.

Whenever practical, attention will be given to the environment through the evaluation of this methodology along with performance, life expectancy, quality and value for the money.

Whenever possible, practical and feasible, Delta College will choose products that are:

•the most energy efficient, including Energy Star rated products
•have a high recycled content, especially post-consumer recycled content
•reduce solid waste
•are the least environmentally damaging through their life cycle
•are made or grown locally

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

Yes

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

60768 *US/Canadian $*

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

13970 *US/Canadian $*

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

3261 *US/Canadian $*

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

0 *US/Canadian $*

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

1322 *US/Canadian $*

Total expenditures on office paper :

84321 *US/Canadian $*

OP-13: Vendor Code of Conduct

Score	Responsible Party
	Susan Nowicki
1.00 / 1.00	Coordinator - Business Services
	Business Services

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Does the institution have and act on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business?:

Yes

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

http://www.delta.edu/purchasing/vendor-sustainability.aspx

A copy of the vendor code of conduct or equivalent policy:

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable:

The vendor code of conduct, adopted in December 2007, is a statement of sustainable purchasing intention. It reads:
Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes. As part of this effort, requests for quotations, proposals and bids include a request for vendors to provide information on their company's green initiatives and environmentally-friendly purchasing practices. Companies that are able to supply environmentally preferable products and services, especially post-consumer recycled materials and that meet performance requirements will be encouraged to offer them in bids and proposals.

By incorporating green purchasing, we are consciously considering the environmental impacts of a product when making College purchases. By following some basic guidelines in purchasing practices, Delta College will able to help the transition to an economy that makes better use of our natural resources and less disruptive of the environment.

Delta College promotes sustainable purchasing practices by applying the methodology of "Reduce, Reuse, Recycle and Recover." Whenever practical, attention will be given to the environment through the evaluation of this methodology along with performance, life expectancy, quality and value for the money.

Whenever possible, practical and feasible, Delta College will choose products that are the most energy efficient, including Energy Star rated products; have a high recycled content, especially post-consumer recycled content; reduce solid waste; are the least environmentally damaging through their life cycle; are made or grown locally.

Tier2-1: Historically Underutilized Businesses

Score	Responsible Party
0.25 / 0.25	**Susan Nowicki**
	Coordinator - Business Services
	Business Services

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:

Yes

A brief description of how the institution meets the criteria:

The Business Office / Purchasing Department abides by the highest standards of excellence and integrity in all of our supplier relationships. They are committed to adhering to the Code of Ethics promoted by the National Association of Educational Procurement (NAEP). Their ethical standards includes: Foster fair, ethical and legal trade practices. Additionally, historically underutilized, minority-owned, and woman-owned businesses are considerations in federal procurements.

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

http://www.delta.edu/purchasing/memberships_cooperatives.aspx

Tier2-2: Local Businesses

Score	Responsible Party
	Susan Nowicki
0.25 / 0.25	Coordinator - Business Services
	Business Services

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:

Yes

A brief description of the program:

Delta College is committed to incorporating environmentally-conscious choices into purchasing and procurement processes. Current purchasing procedure gives preference to in-district and state of MI vendors when all other factors are equal. Whenever possible, practical, and feasible, Delta College will choose products that are the most energy efficient, including Energy Star rated products; have a high recycled content, especially post-consumer recycled content; reduce solid waste; are the least environmentally damaging through their life cycle; and are made or grown locally.

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

http://www.delta.edu/purchasing/sustainablepurchasing.aspx

Transportation

Points Claimed 2.71

Points Available 12.00

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
OP-14: Campus Fleet	0.29 / 2.00
OP-15: Student Commute Modal Split	1.00 / 4.00
OP-16: Employee Commute Modal Split	0.42 / 3.00
Tier2-1: Bicycle Sharing	0.00 / 0.25
Tier2-2: Facilities for Bicyclists	0.00 / 0.25
Tier2-3: Bicycle Plan	0.00 / 0.25
Tier2-4: Mass Transit	0.25 / 0.25
Tier2-5: Condensed Work Week	0.25 / 0.25
Tier2-6: Telecommuting	0.25 / 0.25
Tier2-7: Carpool Matching	0.25 / 0.25
Tier2-8: Cash-out of Parking	0.00 / 0.25
Tier2-9: Carpool Discount	0.00 / 0.25
Tier2-10: Local Housing	0.00 / 0.25
Tier2-11: Prohibiting Idling	0.00 / 0.25
Tier2-12: Car Sharing	0.00 / 0.25

OP-14: Campus Fleet

Score	Responsible Party
	Kevin Bublitz
0.29 / 2.00	Grounds Maintenenance Supervisor
	Facilities Management

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Hydrogen fueled
6. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
7. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

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

0

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

0

Plug-in hybrid vehicles in the institution's fleet :

0

100 percent electric vehicles in the institution's fleet :

4

Hydrogen fueled vehicles in the institution's fleet :

0

Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year :

0

Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year :

0

Total number of vehicles in the institution's fleet, including all of the above :

28

OP-15: Student Commute Modal Split

Score	Responsible Party
	Linda Petee
1.00 / 4.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

Institution's students commute to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include living on campus, walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

Submission Note:
Delta College is a non-residential campus. Percentage of students who bike, walk, or use other non-motorized modes of transporation are not tracked. Data regarding bus and car pool is collected by student survey and bus transit authority and estimated to the best of our knowledge. (Bus transit may actually be a greater percentage.)

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

The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

0

The percentage (0-100) of institution's students who van or carpool as their primary method of transportation :

23

The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :

2

The percentage (0-100) of institution's students who drive alone as their primary method of transportation:

75

The website URL where information about alternative transportation is available:

OP-16: Employee Commute Modal Split

Score	Responsible Party
0.42 / 3.00	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus by a means other than single occupancy vehicle for the majority of their daily trips. Alternatives to single-occupancy vehicle transportation include walking, bicycling, van or carpooling, taking public transportation, or riding a campus shuttle.

Submission Note:
The percentage of employees who bike, walk, or use other non-motorized modes of transportation are not tracked. Employees who car pool or use other alternative transportation have also reported biking or walking at times. Data regarding bus and car pool is collected by employee survey and bus transit authority and estimated to the best of our knowledge. (Bus transit may actually be a greater percentage.)

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

The percentage (0-100) of institution's employees who walk, bicycle, or use other non-motorized means as their primary method of transportation :

1

The percentage (0-100) of institution's employees who van or carpool as their primary method of transportation :

12

The percentage (0-100) of institution's employees who take a campus shuttle or public transportation as their primary method of transportation :

1

The percentage (0-100) of institution's employees who drive alone as their primary method of transportation :

86

The website URL where information about alternative transportation is available:

Tier2-1: Bicycle Sharing

Score	Responsible Party
	Linda Petee
0.00 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:

The roads surrounding campus are not suitable for walking, biking, or other non-motorized commuting. Delta College is currently in the planning stages of build a non-motorized green trail between our campus and Saginaw Valley State University. The trail will also connect to the Great Lakes Bay Area trail system. This will offer potential for creating a bike share program.

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

Tier2-1: Bicycle Sharing

Tier2-2: Facilities for Bicyclists

Score	Responsible Party
0.00 / 0.25	**Linda Petee**
	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:

Although the college does not offer indoor/secure bike storage, the campus installed new bike racks (100% recycled/recyclable materials, locally manufactured, extremely low VOCs) in 2008; however, there is no indoor storage. Lockers and shower facilities for bicyclists are available.

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

Tier2-3: Bicycle Plan

Score	Responsible Party
0.00 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

Submission Note:

Delta College is currently in the planning stages of build a non-motorized green trail between our campus and Saginaw Valley State University. The trail will also connect to the Great Lakes Bay Area trail system. A bicycle plan will be developed with this project.

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

Tier2-4: Mass Transit

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:
Special funds are available only through reference by Delta College faculty or staff.

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

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

Yes

A brief description of the program:

Student bus transit rates are discounted 25% of the regular fare. Students may purchase multi-ride, discounted bus passes from the campus Cashiers Office. Delta College also provides funds for special needs that may prevent students from achieving success. These can include a wide range of scenarios, including transit passes and funds for gas. Gifts from the funds are intended to be small (approx $300-$500 each), and do not have to be paid back to the College.

The website URL where information about the program is available:

http://www.delta.edu/files/Sustainability/Student%20Leadership/Bus%20Transportation.p

Tier2-5: Condensed Work Week

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:
At website URL, reference Right Menu, Climate Action Plan 2010, pg 14 for details.

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

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

Yes

A brief description of the program:

Green Fridays is a green campus initiative to reduce our campus carbon footprint, without decreasing the level of education and services provided. First piloted for four weeks in the summer 2008, the initiative was a result of analysis that showed Fridays had the fewest visitors to campus. The College adjusted its hours to a four day, 10-hour work week.

Some areas of the campus remained open on Fridays including the Fitness and Recreation Center and our corporate training center. In all other areas, utilities were reduced. The program was repeated for additional weeks in 2009 and again for a longer duration in 2010.

To gain an understanding of the true impact of our carbon emissions, an energy savings and use analysis was conducted. Additionally, surveys were distributed to faculty and staff regarding commuting habits.

The website URL where information about the program is available:

http://www.delta.edu/sustainability.aspx

Tier2-6: Telecommuting

Score	Responsible Party
0.25 / 0.25	**Wendy Childs**
	Senior Manager of HRIS & Compensation
	Human Resources

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

Does the institution offer a tele-commute program for employees?:

Yes

A brief description of the program:

The College provides a telecommuting work alternative, whereby it may permit or request certain employees to work at home or an another appropriate alternative site instead of physically reporting to a College site daily.

Telecommuting is not available to all employees but may be arranged at the sole discretion of the College when the arrangement is in the best interest of the College and the employee and will meet the operating needs of the College. Telecommuting is a privilege, and the arrangement can be refused or terminated by the College for any or no reason at any time. Similarly, no employee is required to telecommute. If approached by the College, an employee may refuse the telecommuting option without penalty.

An employee working under a telecommuting arrangement can terminate the arrangement and return to his or her former work routine upon making appropriate logistical arrangements (i.e., office space, support staff, etc.) with the College.

The website URL where information about the program is available:

https://deltanet.delta.edu/myintranet/senate/procedure-manual/Human%20Resources/Telec

Tier2-7: Carpool Matching

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:

URL: Reference 'Transportation, Ride Share'

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

Does the institution have a carpool matching program?:

Yes

A brief description of the program:

The college hosts a transportation posting board that provides a posting system for meeting others interested in ride sharing. Forms are available on the sustainability website or at the posting board. A completed form will include origination, nearest community intersection, campus destination (main campus and three satellite centers), arrival/departure times, and contact information. Both information sites offer ride share etiquette and tips for successful connections. The system has been operating since 2009 and is currently being transitioned to provide online posting and sharing via a campus dedicated database.

The website URL where information about the program is available:

http://www.delta.edu/sustainability/action.aspx

Tier2-8: Cash-out of Parking

Score	Responsible Party
0.00 / 0.25	**Linda Petee**
	Sustainability & Risk Management Coordinator
	Facilities Management

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

Tier2-9: Carpool Discount

Score	Responsible Party
0.00 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

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

Tier2-9: Carpool Discount

Tier2-10: Local Housing

Score	Responsible Party
0.00 / 0.25	**Wendy Childs** Senior Manager of HRIS & Compensation Human Resources

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

Tier2-11: Prohibiting Idling

Score	Responsible Party
	Linda Petee
0.00 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Tier2-12: Car Sharing

Score	Responsible Party
0.00 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
OP-17: Waste Reduction	0.64 / 5.00
OP-18: Waste Diversion	1.51 / 3.00
OP-19: Construction and Demolition Waste Diversion	Not Applicable
OP-20: Electronic Waste Recycling Program	1.00 / 1.00
OP-21: Hazardous Waste Management	1.00 / 1.00
Tier2-1: Materials Exchange	0.25 / 0.25
Tier2-2: Limiting Printing	0.00 / 0.25
Tier2-3: Materials Online	0.25 / 0.25
Tier2-4: Chemical Reuse Inventory	0.25 / 0.25
Tier2-5: Move-In Waste Reduction	Not Applicable
Tier2-6: Move-Out Waste Reduction	Not Applicable

OP-17: Waste Reduction

Score	Responsible Party
	Linda Petee
0.64 / 5.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management.*

Submission Note:
Performance year is FY2009/10

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

Weight of materials recycled, 2005 baseline year :

63.40 *Tons*

Weight of materials composted, 2005 baseline year :

8 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

209.91 *Tons*

Weight of materials recycled, performance year :

138 *Tons*

Weight of materials composted, performance year :

7 *Tons*

Weight of materials disposed as garbage, performance year :

158.30 *Tons*

On-campus residents, 2005:

0

Full-time, non-residential/commuter students, faculty, and staff members, 2005:

6175

Part-time, non-residential/commuter students, faculty, and staff members, 2005:

9624

On-campus residents, performance year:

0

Non-residential/commuter full-time students, faculty, and staff members, performance year:

7877

Non-residential/commuter part-time students, faculty, and staff members, performance year:

9943

The website URL where information about the institution's waste reduction initiatives is available:

OP-18: Waste Diversion

Score	Responsible Party
	Linda Petee
1.51 / 3.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program,* and *OP Credit 21: Hazardous Materials Management.*

Submission Note:
Report year is FY09/10

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

161.40 *Tons*

Materials disposed in a solid waste landfill or incinerator :

158.30 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

Delta College diversion streams include mixed paper, beverage containers, metals, junk mail, asset resale and donation, and food service bulk containers (not including universal, e-waste, construction/demolition, or hazardous materials).

OP-19: Construction and Demolition Waste Diversion

Responsible Party

Linda Petee
Sustainability & Risk Management Coordinator
Facilities Management

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.

Submission Note:

The college documents diverted and recycled components including masonry, metals, and wood as much as possible. C&D materials lanfilled are included in the general waste management totals for all campus materials and is not tracked separately. The bid process includes clauses requiring the contractor to manage the disposed and diverted materials; however, those materials which leave campus as part of the contract are not officially tracked. We are in the process of creating a tracking mechanism for construction and demolition materials. Over the past three recent years, diverted and recycled construction materials tracked include: Gym Bleacher Replacement (08/09) - 10.5 tons wood resold for window trim, diverted for peace pole construction and recognition plaques, and for student projects. Masonry (2008-2010)- 76.68 tons Metals (2008-2010)- 2 tons Tree Removal / Stormwater Mgmt Project (2008)- Tops of existing trees were removed and ground to mulch bedding to be used on and off campus. Remaining tree stumps were lifted and driven into bottom of a new drain watercourse to act as a natural deflector for slowing the stream flow.

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

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

OP-20: Electronic Waste Recycling Program

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

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

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 e-waste and the process for responsible management. Service areas contact Facilities Mgmt/Sustainability Office to request removal of spent equipment.

FM meets with the owner to identify and remove e-waste such as computers and peripherals from the service area. Equipment is stored in a secure area until which time a community-wide surplus asset sale is scheduled. Equipment not sold in a given time are processed through local redistribution centers such as

Dell/Goodwill ReConnect. Equipment not suitable for redistribution are processed through a universal waste hauler for recycling and safe disposal.

Cell phones, iPods, and accessories are collected throughout campus via convenient collection drop boxes.

A brief description of the electronic waste recycling program for institution-generated materials:

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 two Michigan companies--one for the recycling of universal waste and another for materials of a sensitive nature that require data destruction before reuse or recycling and have potential as hazardous waste.

A brief description of the electronic waste recycling program for student-generated materials :

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 also have access to special event programs where e-waste is collected. They may also make inquiries via email at sustainability@delta.edu.

The website URL where information about the e-waste recycling program is available:

http://www.delta.edu/sustainability/action.aspx

OP-21: Hazardous Waste Management

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

Criteria

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

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

Does the institution have strategies in place to safely dispose of all hazardous, 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, universal, and non-regulated chemical waste:

All campus service areas are made aware of the procedures for the safe removal of hazardous waste through periodic announcements and via the Sustainability website. The first step is to evaluate materials periodically for elimination or replacement with less toxic materials. A Right-To-Know program introduces the campus community to the Material Safety Data Sheet (MSDS). Employees have access to the Facilities Management email facilities@delta.edu to discuss options for the reduction of hazardous waste. The Science area has adopted a small-chemistry plan aimed at reducing chemical 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 periodic announcements and via the Sustainability website. Service areas contact Facilities Mgmt/Sustainability Office to request removal of such materials/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.

The website URL where information about hazardous materials management is available:

http://www.delta.edu/sustainability/action.aspx

Tier2-1: Materials Exchange

Score	Responsible Party
0.25 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

Support staff is responsible for managing the inventory and ordering for office supply stock within their office suite or acadmeic division. Support staff operate an exchange program via an electronic distribution list. The postings notify service areas of surplus and used office supplies. Faculty may also access surplus materials that may be reused by students in the classrooms and laboratories.

The website URL where information about the program is available:

Tier2-2: Limiting Printing

Score	Responsible Party
	Linda Petee
0.00 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

Submission Note:

A policy for Print Management was approved for implementation with the Winter 2011 semester.

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

Tier2-2: Limiting Printing

Tier2-3: Materials Online

Score	Responsible Party
	Linda Petee
0.25 / 0.25	Sustainability & Risk Management Coordinator
	Facilities Management

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

All course catalogs, schedules, directories, event schedules, and other campus and community information documents are made available online.

The website URL where information about the practice is available:

http://www.delta.edu/

Tier2-4: Chemical Reuse Inventory

Score	Responsible Party
0.25 / 0.25	**Michael Garlick** Manager - Chemistry Laboratory Chemistry

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals?:

Yes

A brief description of the program:

Several years ago, Delta College instituted a small-scale chemistry program which practices the elimination 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.

The website URL where information about the practice is available:

Tier2-5: Move-In Waste Reduction

Responsible Party

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

Institution does not have residence halls.

Tier2-5: Move-In Waste Reduction

Tier2-6: Move-Out Waste Reduction

Responsible Party

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

Institution does not have residence halls.

Water

Points Claimed 3.51

Points Available 10.25

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit	Points
OP-22: Water Consumption	1.01 / 7.00
OP-23: Stormwater Management	2.00 / 2.00
Tier2-1: Waterless Urinals	0.00 / 0.25
Tier2-2: Building Water Metering	0.00 / 0.25
Tier2-3: Non-Potable Water Usage	0.00 / 0.25
Tier2-4: Xeriscaping	0.25 / 0.25
Tier2-5: Weather-Informed Irrigation	0.25 / 0.25

OP-22: Water Consumption

Score	Responsible Party
	Linda Petee
1.01 / 7.00	Sustainability & Risk Management Coordinator
	Facilities Management

Criteria

Institution has reduced its water consumption per weighted campus user compared to a 2005 baseline.

Submission Note:

Performance Yr is 2009/10

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

Water consumption, 2005 baseline year:

20583000 *Gallons*

Water consumption, performance year :

20286000 *Gallons*

On-campus residents, 2005:

0

Full-time, non-residential/commuter students, faculty, and staff members, 2005:

6175

Part-time, non-residential/commuter students, faculty, and staff members, 2005:

9624

On-campus residents, performance year:

0

Non-residential/commuter full-time students, faculty, and staff members, performance year:

6835

Non-residential/commuter part-time students, faculty, and staff members, performance year:

9216

The website URL where information about the institution's water conservation initiatives is available:

OP-23: Stormwater Management

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

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :

Yes

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

Yes

A brief description of the institution's stormwater management initiatives:

Part 1: It is the policy of Delta College to include bid specifications for all construction projects to mitigate the impact of stormwater runoff. The college is guided by the State of MI Department of Management & Budget Major Project Design Manual (DMB-494, R 10/08).

The manual considers sustainable site work such as hazardous waste removal, sedimentation and erosion control, green building construction, and permeable paving. Sewage and drainage is addressed to ensure the building ground floor is placed at an elevation that will permit positive surface drainage away from the structure and so no possibility exists for storm water to enter doors or other large openings in case of catch basin or drain stoppage. Sustainable landscaping calls for utilizing tree and shrub stock native or adaptive to site, avoidance of exotic species, monocultures, and invasives, and strategies and designs to reduce reliance on irrigation.

Part 2: Delta College is guided by a Campus Master Plan which incorporates strategies that mitigate the runoff impacts of ongoing campus operations. The overall plan reflects the character of the surrounding campus landscape and is designed to take advantage of environmentally friendly concepts to manage storm water drainage. Mimicking a natural hydrologic process, rainwater is conveyed from parking lot bioswale islands into detention ponds. From there, it eventually flows into wet meadows before discharge into the regional drainage system.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

http://www.delta.edu/sustainability/operations.aspx

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

Does the institution have porous paving?:

No

A brief description of the institution's porous paving:

A project study showed the clay soil was not porous enough to support this type paving It was determined the cost would not provide sufficient benefit and that is was more advantageous to collect runnoff into the bioswales.

Does the institution have retention ponds?:

Yes

A brief description of the institution's retention ponds:

Stormwater detention basins and an adjacent meadow wetland will catch the runoff from the bioswales. Detention basins will eventually flow to the drain system. Native wetland plantings adjacent to the low flow channel on the wetland terraces are designed to be flooded regularly during the growing season to support emergent and wet meadow wetlands.

All rainwater will be surface conveyed into parking lot islands and eventually into the detention area. The intention is to slow down and slowly released into the drain overtime.

Strategically placed detention systems allow the campus to maintain and improve the level of runoff currently being discharged into the regional drainage system. The design reflects the surrounding landscape character and became integrated as part of the trail system and general campus experience.

Does the institution have stone swales?:

Yes

A brief description of the institution's stone swales:

Runoff collection begins at the parking lot with bioswales incorporated into the design of the parking areas. Bioswales are a combination of stone and vegetation. They
consist of a gently sloped drainage course filled with vegetation designed to remove silt and pollution from surface runoff water. When applied around parking lots where substantial automotive pollution is collected, the bioswale treats the runoff before releasing it to the detention ponds.

Rather than flowing from Delta's parking lots through underground pipes directly into the drain, rainwater is deflected and held in bioswales built into the two south lots and in a large wet meadow between the two lots.

They are planted with deep-rooted native vegetation and upland grasses that serve as filters and require little or no mowing. Beds of sand and gravel in the bioswales hold the water, allowing it to percolate instead of rushing into the drain.

Does the institution have vegetated swales?:

Yes

A brief description of the institution's vegetated swales:

Runoff collection begins at the parking lot with bioswales incorporated into the design of the parking areas. Bioswales are a combination of stone and vegetation. They
consist of a gently sloped drainage course filled with vegetation designed to remove silt and pollution from surface runoff water. When applied around parking lots where substantial automotive pollution is collected, the bioswale treats the runoff before releasing it to the detention ponds.

Rather than flowing from Delta's parking lots through underground pipes directly into the drain, rainwater is deflected and held in bioswales built into the two south lots and in a large wet meadow between the two lots.

They are planted with deep-rooted native vegetation and upland grasses that serve as filters and require little or no mowing. Beds of sand and gravel in the bioswales hold the water, allowing it to percolate instead of rushing into the drain.

Does the institution employ any other technologies or strategies for stormwater management?:

A brief description of other technologies or strategies for stormwater management employed:

Tier2-1: Waterless Urinals

Score	Responsible Party
0.00 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

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

Tier2-2: Building Water Metering

Score	Responsible Party
0.00 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

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

Tier2-3: Non-Potable Water Usage

Score	Responsible Party
0.00 / 0.25	**Kevin Bublitz**
	Grounds Maintenenance Supervisor
	Facilities Management

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

Tier2-3: Non-Potable Water Usage

Tier2-4: Xeriscaping

Score	Responsible Party
	Kevin Bublitz
0.25 / 0.25	Grounds Maintenenance Supervisor
	Facilities Management

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

Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:

Yes

A brief description of the program or practice:

Since 1999, all new campus grounds designs have incorporated xeriscape landscaping techniques. In planting areas, the soil has been amended with compost using the most efficient irrigation methods. Those methods include drip-line, low water use plantings in dry, sunny areas, and covering all planting areas with 2-4 inches of organic mulch. Many non-planting areas are covered with cobble and gravel.

Irrigation in turf areas has been separated into sun and shade zones. Large droplet, gear-driven rotary sprayers are monitored for the appropriate amount of supplemental water from irrigation. All watering is applied during night hours to avoid evaporation water loss. Our maintenance practices include aeration, fertilization and a three inch mowing height allowing clipping to fall.

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

Tier2-5: Weather-Informed Irrigation

Score	Responsible Party
	Kevin Bublitz
0.25 / 0.25	Grounds Maintenenance Supervisor
	Facilities Management

Submission Note:

Another 12 acres are situated to be managed by state-of-the-art controllers capable of receiving information from satellite weather stations or cellular telephone. Software to manage this system is under purchase consideration.

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:

Yes

A brief description of how weather data or sensors are used:

A computerized, on-campus weather station monitors and logs temperature, precipitation, wind speed and direction, and dew point. The data is utilized to program and adjust irrigation systems. Rain sensors automatically shut down the programmed systems if it rains prior to a scheduled start time. Approximately six of the eighteen acres of irrigated campus turf are controlled by rain sensors.

The website URL where information about the practice is available:

Planning, Administration & Engagement

Score   77.57%

Coordination and Planning

Points Claimed   18.00

Points Available   18.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit	Points
PAE-1: Sustainability Coordination	3.00 / 3.00
PAE-2: Strategic Plan	6.00 / 6.00
PAE-3: Physical Campus Plan	4.00 / 4.00
PAE-4: Sustainability Plan	3.00 / 3.00
PAE-5: Climate Plan	2.00 / 2.00

PAE-1: Sustainability Coordination

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

Criteria

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

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

Submission Note:

In 2007, a Sustainability Task Force was convened by the college President and charged with advising the President on matters pertaining to the environment and sustainability as it directly relates to Delta College: •To engage the College in an ongoing dialogue about environmental sustainability. •To integrate sustainability with campus programs in education, operations, and community service. •To instill a culture of sustainable long-range planning and forward-thinking design. The Task Force was co-chaired by Linda Petee, Sustainability & Risk Management Coordinator, Facilities Management and Mike Finelli, Assistant Professor, Residential Construction/Architectural Technology. Members included Jack Crowell, Professor, Math & Computer Science; Donna Giuliani, Instructor, Sociology; Jennean Kabat, Reference Librarian, Library; Janis Kendziorski, Associate Professor, Accounting; Adam Martin, student; Judy Miller, Dean of Learning Support Services, Academic Services; Dan Segura, Assistant Director of Assessment/Testing, Testing & Assessment Services; and Jay VanHouten, Associate Professor, Biology. Task Force members are called upon for their expertise in program development and implementation.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

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 the committee, including affiliations:

Mike Finelli , Assistant Professor Residential Construction
Stephanie Baiyasi, Assistant Professor Biology
David Baker, Associate Professor Chemistry
Jeff Dykhuizen, Associate Professor Psychology
Matt Eyre, Assistant Professor Mechanical Tech & Design
Donna Guiliani, Assistant Professor Sociology
Tari Hackborn, Associate Professor Computer Aided Design
Bernadette Harkness, Instructor Chemistry
Renee Hoppe, Assistant Professor Lifelong Wellness
Jason Lijewski, Instructor Management
Carla Murphy, Associate Professor Lifelong Wellness
Natascha Rivet, Associate Professor Math & Computer Science
Ryan Wilson, Instructor English
Jay Vanhouten, Associate Professor Biology

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

http://www.delta.edu/sustainability/academics.aspx

Does the institution have a sustainability office?:

Yes

A brief description of the 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 manage sustainability initiatives for the Business & Finance department and to implement campus-wide 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.

The number of people employed in the sustainability office:

3

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

http://www.delta.edu/sustainability

Does the institution have a sustainability coordinator?:

Yes

Sustainability coordinator's name:

Linda Petee

Sustainability coordinator's position title:

Sustainability & Risk Management Coordinator

A brief description of the sustainability coordinator's position:

Manages sustainability initiatives for the Business & Finance department and implements campus-wide initiatives toward reducing the environmental impact of the College's operations and practices according to the Triple Bottom Line concept. Acts upon special short and long-term assignments that may include predefined goals involving data gathering, tracking and assessment, surveys, and assembling reports and statistics. Works w/other educational institutions and outside organizations on special projects. Acts as a resource for the campus community by coordinating diverse stakeholder interests and activities to achieve sustainability objectives and to integrate greening efforts into campus culture, curriculum, and other educational components. Creates awareness of sustainability efforts to campus community and the public by initiating varied communications such signage, marketing pieces, presentations, web page, and press releases. Develops assessment tools for program initiatives by establishing indicators and measurements, monitoring progress and trends, and reporting performance as needed via written and/or verbal communication. Identifies and communicates future initiatives, funding sources, and opportunity for program recognition. Informs administration and appropriate personnel of changes in laws / regulations that may affect College policies, require the implementation of new policies, or affect operating budgets as related to sustainability.

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

http://www.delta.edu/sustainability

PAE-2: Strategic Plan

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

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

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

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2008

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Delta College has adopted the Triple Bottom
Line model of economic, social, and environmental sustainability to lead us in making sound sustainable decisions.

The Academic Quality Improvement Process (AQIP) Strategic Planning Steering Committee adopted sustainability as a Strategic Priority under the Strategic Focus Area 'Using all resources in an efficient and sustainable way' with the specific strategic initiative to implement a comprehensive institutional effectiveness program; proactively increase the efficiency of resource use to financially support the achievement of our mission; and to develop a comprehensive plan to achieve climate neutrality. In doing so, it was assigned as an Action Project for both
the 2008/09 and 2009/10 academic years.

The AQIP Strategic Planning process adopted
sustainability as a Distinctive Objective for its Systems
Portfolio. Sustainability is one of nine categories the
college submitted for review by the Higher Learning Commission in October 2010.

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:

Delta College has adopted the Triple Bottom
Line model of economic, social, and environmental sustainability to lead us in making sound sustainable
decisions.

The AQIP Strategic Planning process adopted
sustainability as a Distinctive Objective for its Systems
Portfolio. Sustainability is one of nine categories the
college submitted for review by the Higher Learning Commission in October 2010.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

Delta College has adopted the Triple Bottom
Line model of economic, social, and environmental sustainability to lead us in making sound sustainable
decisions.

The Academic Quality Improvement Process (AQIP) Strategic Planning Steering Committee adopted
sustainability as a Strategic Priority under the Strategic Focus Area 'Using all resources in an efficient
and sustainable way' with the specific strategic initiative to implement a comprehensive institutional
effectiveness program; proactively increase the efficiency of resource use to financially support the
achievement of our mission; and to develop a comprehensive plan to achieve climate neutrality. In doing
so, it was assigned as an Action Project for both
the 2008/09 and 2009/10 academic years.

The AQIP Strategic Planning process adopted
sustainability as a Distinctive Objective for its Systems
Portfolio. Sustainability is one of nine categories the
college submitted for review by the Higher Learning Commission in October 2010.

The website URL where information about the strategic plan is available:

http://www.delta.edu/sustainability

PAE-3: Physical Campus Plan

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

Criteria

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

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

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

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

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

Does the institution's physical campus plan include sustainability at a high level?:

Yes

A brief description of how the physical campus plan or amendment includes sustainability:

A comprehensive master plan was completed by Smith Group JJR, LLC in 2002-03. The plan includes vision, 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. The Master Plan models and enhances the goals of triple bottom line of sustainability.

The year the physical campus plan was developed or adopted:

2002

The website URL where the physical campus plan is available:

PAE-4: Sustainability Plan

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

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students.   The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals.   The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

1 - Sustainability Task Force: Formal planning toward campus-wide sustainability began in 2007with the Sustainability Task Force. The Task Force, a representative group of faculty, staff, and students, was charged with advising the college President on matters pertaining to the environment and sustainability as it directly relates to Delta College in order to engage the college in an ongoing dialogue about environmental sustainability, integrate sustainability with campus programs in education, operations, and community service, and instill a culture of sustainable long-range planning and forward-thinking design.

2 – AQIP: The Academic Quality Improvement Process (AQIP Accreditation) Steering Committee is comprised of college-wide representation including executive staff, administration, faculty, and support staff. The steering committee adopted sustainability as a Strategic Priority under the Strategic Focus Area 'Using all resources in an efficient and sustainable way'. As the strategic priority is incorporated into department level planning and the employee appraisal system it benefits by input from all service areas employees.

A brief description of the plan's measurable goals :

1 - Sustainability Task Force Plan: To encourage a thorough evaluation of the broad spectrum of sustainability and to consider its implications to the triple bottom line, the Task Force employed the

Sustainability Tracking & Rating System (STARS Pilot) categories as a template. Each category was reviewed to determine existing programs, initiatives in the planning process, and areas of potential future development. In 2008, the Task Force prepared a series of recommendations including strategies for implementation.

2- AQIP: The specific strategic initiative to establish measurement was to implement a comprehensive institutional effectiveness program; proactively increase the efficiency of resource use to financially support the achievement of our mission; and to develop a comprehensive plan to achieve climate neutrality.

Sustainability was also adopted as a Distinctive Objective for the AQIP Systems Portfolio. It became one of nine categories the college developed for review by the Higher Learning Commission in October 2010. The specific measurements focused on a comprehensive awareness program, meeting the requirements of the American College & University President's Climate Commitment (ACUPCC), and the Academic Sustainability Team (AST) sustainability curriculum development.

A brief description of how progress in meeting the plan's goals is measured:

1 – Sustainability Task Force Plan: Beginning in 2009 and each year to follow, a summary of the original recommendations is compiled to provide a status report to the college community. STARS Pilot has now transitioned to STARS 1.0 and the recommendations will be revised to meet the updated criteria.

Members of the original Sustainability Task Force participate in the development of initiatives and processes in both administrative/operations and academic areas. These initiatives and processes are reviewed on an on-going basis. All program processes and projects are periodically reported and reviewed with the Director of Facilities Management, the Vice President of Business & Finance, the College President and involved stakeholders. Additionally, progress of incorporating sustainability into the curriculum is reviewed through the curriculum process.

2 - AQIP: Specific timeframes for accomplishing objectives is determined—generally reportable within a year. The 2008/09 Action Plan focused on the STARS Pilot and completion of a nine year greenhouse gas inventory and in 2009/10 the target goal was the publishing of a Climate Action Plan. A close out process is followed to which members responded questions such as: What was the actual completion date?; What is the primary reason for closing this project?; What aspects of this project would you categorize as successful?; What aspects of this project would you categorize as less than successful?

The requirements of ACUPCC, most specifically the greenhouse gas inventory data, is analyzed and evaluated for trends of annual emissions. Results from the STARS Pilot allowed for the measurement of criteria across all campus sectors. Progress of the AST is evaluated via a curriculum process assessment mechanism of sustainability-related courses and sustainability-focused courses.

The website URL where more information about the sustainability plan is available:

http://www.delta.edu/sustainability.aspx

The year the plan was developed or last updated:

PAE-5: Climate Plan

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

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan's long-term goals:

The Sustainability Plan for Climate Action is a dynamic document intended to provide a roadmap toward a sustainable campus. Delta College is committed to reducing its carbon footprint while planning for future growth and development. The plan specifically targets our campus carbon footprint with consideration for the improvement of the local environment and the quality of life in Michigan.

Please refer to the appropriate sections in the Climate Action for long-term goals at www.delta.edu/files/Sustainability (Right Menu, Climate Action Plan 2010)

A brief summary of the climate plan's short-term goals:

The Sustainability Plan document focuses on activities, practices, and processes which directly impact campus greenhouse gas emissions and those which indirectly may influence its carbon footprint. It addresses goals for:

Operations (buildings, transportation, waste management, dining services, grounds, energy,purchasing)

Education (curriculum, co-curricular education,
and faculty/staff development and training)

Administration & Finance (sustainable infrastructure, investment, and planning)

Community Relations & Partnerships (student
outreach and community partnerships)

Please refer to the appropriate sections in the Climate Action for short-term goals at
www.delta.edu/files/Sustainability (Right Menu, Climate Action Plan 2010)

Year the climate plan was formally adopted or approved:

2010

The website URL where information about the climate plan is available:

http://www.delta.edu/sustainability

Diversity and Affordability

Points Claimed 13.50

Points Available 13.50

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

Credit	Points
PAE-6: Diversity and Equity Coordination	2.00 / 2.00
PAE-7: Measuring Campus Diversity Culture	2.00 / 2.00
PAE-8: Support Programs for Under-Represented Groups	2.00 / 2.00
PAE-9: Support Programs for Future Faculty	4.00 / 4.00
PAE-10: Affordability and Access Programs	3.00 / 3.00
Tier2-1: Gender Neutral Housing	Not Applicable
Tier2-2: Employee Training Opportunities	0.25 / 0.25
Tier2-3: Student Training Opportunities	0.25 / 0.25

PAE-6: Diversity and Equity Coordination

Score	Responsible Party
2.00 / 2.00	**Margarita Mosqueda** Dean of Student Services / Equity Officer Student & Educational Services

Criteria

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

Submission Note:
Delta College Diversity & Equity are represented and service by dual offices--Diversity Office and Equity Office. The Equity Office website can be accessed at http://www.delta.edu/equity/advisory-committee.aspx

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

At the invitation of President Jean Goodnow, 13 College employees representing the faculty, administrative / professional staff, support staff, and students were convened as the Diversity Task Force Committee.

Charter/mission statement: Define how the College's mission and values promote Delta's culture of diversity, and then express this commitment to diversity through a comprehensive plan that can be practically woven into the fabric of the College. Serve as the coordinating group for strategic planning of diversity initiatives.

Develop a comprehensive plan to:
•Assess institutional progress with diversity (key performance indicators) including a mechanism for measuring success.
•Develop a method to annually report on the progress of diversity.

Members of the committee, including affiliations :

Eric Beckman, Instructor of Economics; Wendy Burns, Assistant Professor of Biology; Thelma Bushong, Director, Center for Organizational Success; Connie Colvin, Office Professional, Student Development; Tamie Grunow, Director of Human Resources; Sylvia George, Office Professional, Financial Aid; Linda

Holoman, Director of Student
Development, Diversity and Inclusion; Masood Mowlavi, Associate Professor of Biology; Howard
Sharper, Mgr of Programming/Production Q90.1 FM Broadcasting; Charis Urbano, Professor of Biology;
Jacob Krzysiak, Student; Maria Sablo-Yates, Assistant Professor of Spanish; Elizabeth Ullrich, Instructor
of Political Science

The website URL where information about the diversity and equity committee is available:

http://www.delta.edu/diversity/taskforce.aspx

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

The Diversity & Equity Office is staffed by three personnel--Director of Student Diversity & Inclusion,
Multi-Cultural Service Advisor, and an Administrative Office Professional.

Program initiatives include programs and celebrations that enhance the campus environment by
increasing the awareness and appreciation of different cultures, incorporate the colleges value of diversity
and actively promote, advocate, respect and value differences by fostering a welcoming environment of
openness and appreciation for all.

The office focues on Diversity & Inclusion Services, Retention, Manage and develop projects or
activities that advance the College's diversity initiatives, Budget Management, and Program Assessment.

The number of people employed in the diversity office:

3

The website URL where information about the diversity and equity office is available:

http://www.delta.edu/diversity.aspx

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator's name:

Linda Holoman

Diversity coordinator's position title:

Director of Student Diversity & Inclusion

A brief description of the diversity coordinator's position:

Principle position duties inluded: Diversity & Inclusion Services, Retention, Manage and develop projects or activities that advance the College's diversity initiatives, Budget Management, and Program Assessment.

Specifically, collaborate and partner with College departments such as the Center for Organizational Success, committees such as the Human Relations Committee, and with community individuals and organizations such as the NAACP that closely align with the college's missions, vision, values, and education initiatives.

Provide coordination with the Student Senate Liason Committee to offer, improve, and enhance student leadership opportunities on and off campus with an emphasis on open access to all.

Look for opportunities to be in the classroom eith through ABS teaching or other partnerships with academic areas such as the Diversity course offering.

The website URL where information about the diversity and equity coordinator is available:

http://www.delta.edu/diversity.aspx

PAE-7: Measuring Campus Diversity Culture

Score	Responsible Party
	Margarita Mosqueda
2.00 / 2.00	Dean of Student Services / Equity Officer
	Student & Educational Services

Criteria

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

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

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

Submission Note:

The Campus Diversity Survey was administered in 2008. The Noel-Levitz Student Satisfaction Inventory was administered in 2010.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

• Campus Diversity Survey (2008) - Adapted an existing Campus Diversity Survey created by The Regional Consortium for Multicultural Education. Obtained permission to use it as a model to indirectly measure diversity at Delta College. There were 97 questions arranged into four sections: 1) background information, 2) campus experience with diversity, 3) attitudes and actions relative to diversity, 4) experiences as a member of a subgroup.

With assistance from the Office of Institutional Research 21 sections of courses across campus were randomly selected to receive the Campus Diversity Survey. A cover sheet explaining the assessment was sent to each of the course instructors, together with surveys, instructions, scantron forms and pencils. Of the 406 sent out, 237 completed forms were returned.

• Noel-Levitz Student Satisfaction Inventory (2010) - Random class sections were selected distributing the survey to approximately 1,850 students. A 53% return rate was realized from 998 responses. Among the 12 survey scales were Campus Climate and Responsiveness to Diverse Populations. Students responded with a 7-point scale—first, regarding their perception of the services offered at Delta, and, second, the importance of that service is to them.

In the Campus Climate survey items, the following statements were given to the students to rate:

People on this campus respect and are supportive of each other. ***

This institution has a good reputation within the community. ***

Most students feel a sense of belonging here. ***

Faculty care about me as an individual. ***

The campus is safe and secure for all students. ***

I generally know what's happening on campus. **

It is an enjoyable experience to be a student on this campus. **

Students are made to feel welcome on this campus. **

The campus staff are caring and helpful. *

Administrators are approachable to students. *

The greater the number of asterisks, the greater the confidence in the significance of this difference and the greater the likelihood that this difference did not occur by chance. For example, statistical significance at the .05 level indicates that there are five chances in 100 that the difference between your institution's satisfaction score and the comparison group satisfaction score would occur due to chance alone. The .01 level indicates a one in 100 chance and the .001 level indicates a one in 1,000 chance. If there are no asterisks for a particular score, the level of satisfaction is basically the same between your institution and the comparison group.

Year the assessment was last administered:

2010

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Campus Diversity Survey (2008) - The survey data were analyzed to determine whether significant correlations between certain student responses existed. For example, it would be expected that if the General Education diversity outcome was being met there would be a positive correlation between number of credit hours taken and student responses to questions such as: Would you be comfortable being close friends with a person of color? or How likely are you to refuse to participate in comments or jokes that are derogatory to any group, culture or gender?

Noel-Levitz Student Satisfaction Inventory (2010) - Raw data was shared with department leaders to allow opportunity for program improvement in the services and processes that affect student perceptions. Departments also use the information to build Action Plans that feed into the College's strategic planning process.

The website URL where information about the assessment(s) is available:

http://www.delta.edu/diversity/stats.aspx

PAE-8: Support Programs for Under-Represented Groups

Score	Responsible Party
2.00 / 2.00	**Margarita Mosqueda** Dean of Student Services / Equity Officer Student & Educational Services

Criteria

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

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support under-represented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support under-represented groups within the student body:

Delta College sponsors a wide range of services and activities for under-represented 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.

MyConnection Program links students to coaches who can help with the academic and/or socially transition to the college environment. Students meet weekly with coach throughout the semester to discuss anything that is related to helping with college success.

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. American Sign Language Club's, Black Student Union, Heritage Group, and Society of Hispanic Leaders.

Unison is a student organization whose mission is to provide understanding and growth through diversity, and to educate while giving a safe and fun environment for expression and openness to 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.

A brief description of the programs sponsored by the institution to support under-represented groups within the faculty:

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.

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.

Multicultural Services sponsors programs and celebrations that enhance the campus environment by increasing the awareness and appreciation of different cultures. Multicultural Services incorporates the colleges value of diversity and actively promote, advocate, respect and value 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.

A brief description of the programs sponsored by the institution to support under-represented groups within the staff:

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.

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.

Multicultural Services sponsors programs and celebrations that enhance the campus environment by increasing the awareness and appreciation of different cultures. Multicultural Services incorporates the colleges value of diversity and actively promote, advocate, respect and value 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 website URL where more information about the programs in each of the three categories is available :

http://www.delta.edu/home.aspx

PAE-9: Support Programs for Future Faculty

Score	Responsible Party
	Margarita Mosqueda
4.00 / 4.00	Dean of Student Services / Equity Officer
	Student & Educational Services

Criteria

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

Such programs could take any of the following forms:

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

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

Does the institution administer and/or participate in programs that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

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, provides mentoring and assistance in securing futher education, teaching opportunities.

The website URL where more information about the program(s) is available :

PAE-10: Affordability and Access Programs

Score	Responsible Party
	David Urbaniak
3.00 / 3.00	Director of Financial Aid
	Financial Aid

Criteria

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

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

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

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution's participation in federal TRIO programs:

Delta College participates in Title III Grants Program which helps to expand the capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:

The Financial Aid Office conducts weekly FAFSA workshops in computer labs from February thru May. These workshops provide assistance and education to students and parents with the completion and

electronic submittal of the FAFSA form.

Over 40 financial aid nights a year are presented at area high schools, businesses and organizations. Presentations include information on financial aid programs, the financial aid process, FAFSA preparation, and other information that is helpful to students and parents. The nights are targeted at helping students realize that college is affordable and that financial help is available.

Assistance is provided to students and their families through the process of Federal Stafford loans, administering the interest-free tuition payment plan and authorizing the use of financial aid in the bookstore. Federal Work Study, a self-help program to assist with college expenses, provides part-time job opportunities on campus and at some off-campus non-profit organizations. Work-study students receive bi-weekly paychecks, and use the earnings to pay their educational costs such as living expenses, transportation, books, etc.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

• The Passport to Success is a joint effort between the Counseling, Financial Aid and Retention offices to assist students with re-entry into college life. Participants receive skills testing, academic and financial aid counseling, and an orientation to campus services. Students targeted by this program last attended Delta College three or more years ago and, due to past academic struggles, have fallen short of Standards of Academic Progress requirements. Many of those assisted are low-income.

• Achieving the Dream is a national initiative seeking to increase student success at community colleges. Delta College joined the network charging us with identifying new strategies to improve student success, close achievement gaps and increase retention, persistence, and completion rates. The program focuses on creating a "culture of evidence" in which data collection and analysis drive efforts to identify problems that prevent students from succeeding—particularly low-income students and students of color—and develop programs to help them stay in school and receive a degree or certificate.

• MyAlert is a referral program that strives to identify, provide guidance, assistant and support to students who are academically at-risk and/or struggling with college processes/procedures. The program provides support to students who would benefit from additional support services and refers students who may require intervention for personal issues.

• Campus Services Orientation Video: A Tour to Help Students Succeed available for instructors to present/discuss in class.

• An internet-delivered course, ED 396: Facilitating Developmental Learning, offered for faculty/staff to foster comprehensive professional development for educators supporting and teaching developmental students.

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:

• Possible Dream Program: In 1991, the Delta College Foundation established the Possible Dream Program. It was developed to encourage students to stay in school and realize that a college education is a possibility. That year the program began with 45 students and has since expanded to 410 students

currently in the program. About 60 new students from Midland, Bay, and Saginaw counties enter the program each year.

• Local, State, & National Scholarships
Numerous scholarships sponsored by local, state and national companies and organizations are available. Scholarship opportunities for residents of Bay, Saginaw and Midland counties are also available through the following local organizations: Bay Area Community Foundation, Saginaw Community Foundation, Midland Area Community Foundation

A brief description of the institution's scholarships for low-income students:

• Possible Dream Program: The Possible Dream represents an introduction of students to the possibility of attending college through enrichment and multi-cultural educational activities. By introducing the program to students in 8th grade and continuing to offer them educational opportunities through 12th grade, we hope they will complete high school and see college as an achievable goal. Students and their families receive a bi-monthly newsletter, Dream Catcher which includes news of upcoming program events, student contributions, information about program procedures and policies, birthdays, Student of the Month, and notes from the program director.

• Financial Aid Office: Delta College has been a host site of Michigan College Goal Sundays, established in 2004, for the Saginaw/Bay/Midland and outlying areas. College Goal Sunday is an annual, collaborative effort between the Michigan Guaranty Agency, the Michigan Student Financial Aid Association and EduGuide. The program is designed to increase the number of Michigan students who continue education beyond high school and earn post-secondary degrees. Financial Aid professionals from five area colleges provide assistance filling out the FAFSA form and answering questions about financial aid for students and their parents.

The Financial Aid Office also conducts weekly FAFSA workshops in computer labs from February thru May. These workshops provide assistance and education to students and parents with the completion and electronic submittal of the FAFSA form.

The Delta College Financial Aid Office presents over 40 financial aid nights a year at area high schools, businesses and organizations. Presentations include information on financial aid programs, the financial aid process, FAFSA preparation, and other information that is helpful to students and parents. The nights are targeted at helping students realize that college is affordable and that financial help is available.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience:

• Possible Dream Program: Provides an introduction of students to the possibility of attending college through enrichment and multi-cultural educational activities. By introducing the program to students in 8th grade and continuing to offer them educational opportunities through 12th grade, we hope they will complete high school and see college as an achievable goal.

• Moving up Innovations grant project: identifies high school seniors who tested close to COMPASS cut-off scores, places them in free workshops, and provides targeted help in areas where they are weak in ENG or MTH. At completion of workshop, students are retested to see if they can move up.

• Taste of College Innovations grant project: targets at-risk students (grades 9-12) who might never consider college as an option. Students come to campus for a day of mini-classes, lunch, campus tour, etc. Each student is matched up with a Delta student mentor, and receives admissions, counseling, financial aid, and special services info.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

• Possible Dream Program: Provides an introduction of students to the possibility of attending college through enrichment and multi-cultural educational activities. By introducing the program to students in 8th grade and continuing to offer them educational opportunities through 12th grade, we hope they will complete high school and see college as an achievable goal.

• Moving up Innovations grant project: identifies high school seniors who tested close to COMPASS cut-off scores, places them in free workshops, and provides targeted help in areas where they are weak in ENG or MTH. At completion of workshop, students are retested to see if they can move up.

• Taste of College Innovations grant project: targets at-risk students (grades 9-12) who might never consider college as an option. Students come to campus for a day of mini-classes, lunch, campus tour, etc. Each student is matched up with a Delta student mentor, and receives admissions, counseling, financial aid, and special services info.

A brief description of the institution's other admissions policies and programs:

The Admissions Office is the student's first stop at Delta College. Students are provided assistance with the application and enrollment process, student number issuance, and other Delta materials. Admissions staff are able to answer all of the student's questions or direct them to the Delta staff member who has the answer. Programs to ensure students are success in the application and enrollment process include programs such as Steps to Success; Veteran's Services; Counseling, Advising and Career Services; Testing Center; and Return to Learn.

A brief description of the institution's other financial aid polices or programs:

In 2009-2010, about 60 percent of all Delta students received some type of financial aid.

• Federal student aid - $31,250,890 total to all Delta College students
• Federal Stafford loans – about 2,884 students received $11,014,102 in loan funds. State aid in a variety of forms - $1,143,014 total to all Delta students
• 715 Delta students were awarded $1,039,236 in scholarships. Those scholarships include Delta endowed and institutional scholarships and community funds.

A brief description of the institution's other policies and programs not covered above:

The Bridge Program offers academic guidance and support for non-prepared students. Helps at-risk students select courses that best fit their skill levels and access services to aid in their success.

The website URL where information about programs in each of the areas listed above is available:

http://www.delta.edu/financial-aid-office/types-of-financial-aid.aspx

Tier2-1: Gender Neutral Housing

Responsible Party

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

Institution does not offer student housing.

Tier2-2: Employee Training Opportunities

Score	Responsible Party
0.25 / 0.25	**Margarita Mosqueda** Dean of Student Services / Equity Officer Student & Educational Services

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

Does the institution make cultural competence trainings and actvities available to all employees?:

Yes

A brief description of the cultural competence trainings and activities:

Multicultural Services sponsors programs and celebrations that enhance the campus environment by increasing the awareness and appreciation of different cultures. Multicultural Services incorporates the colleges value of diversity and actively promote, advocate, respect and value differences by fostering a welcoming environment of openness and appreciation for all.

The Diversity video lecture series available to all staff includes "The Mirror of My Soul', "A Day in the Life of...", "Speaking About Religion", "Iraqi War Veterans--Our Veterans Tell Their Story" and others.

The Center for Organization Success and the Faculty Center for Teaching Excellence include such professional development opportunities as Educating for Global Participation and 388 Exploring Diversity.

The website URL where information about the trainings and activities are available:

http://www.delta.edu/cos.aspx

Tier2-3: Student Training Opportunities

Score	Responsible Party
0.25 / 0.25	**Margarita Mosqueda** Dean of Student Services / Equity Officer Student & Educational Services

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

Does the institution make cultural competence trainings and actvities available to all students?:

Yes

A brief description of the cultural competence trainings and activities:

The 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.

Courses and video lectures addressing are made available to the student body via the Diversity webpage.

Numerous activities offered throughout the year for students to engage in cultural learning including:

Global Education Week and a wide variety of annual cultural holiday celebrations in which students take an active role as volunteers, participants, panel deliveries, outreach displays, and poster sessions.

The college hosts a President's Speaker Series whose goals are to 'expand and improve the learning opportunities of the Delta College community, engage students faculty and staff in creating diverse learning connections through the creation of a high-profile interdisciplinary speaker series supporting the college's diversity and learning-centered community initiatives.' Events are open and free to student and faculty are encouraged to schedule attendance as a class group.

The website URL where information about the trainings and activities are available:

http://www.delta.edu/student-engagement/studentleadershipacademy.aspx

Human Resources

Points Claimed 14.75

Points Available 19.75

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

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

Credit	Points
PAE-11: Sustainable Compensation	8.00 / 8.00
PAE-12: Employee Satisfaction Evaluation	2.00 / 2.00
PAE-13: Staff Professional Development in Sustainability	2.00 / 2.00
PAE-14: Sustainability in New Employee Orientation	2.00 / 2.00
PAE-15: Employee Sustainability Educators Program	0.00 / 5.00
Tier2-1: Childcare	0.25 / 0.25
Tier2-2: Employee Wellness Program	0.25 / 0.25
Tier2-3: Socially Responsible Retirement Plan	0.25 / 0.25

PAE-11: Sustainable Compensation

Score	Responsible Party
	Wendy Childs
8.00 / 8.00	Senior Manager of HRIS & Compensation
	Human Resources

Criteria

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

Student workers are not covered by this credit.

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

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

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

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

Total number of employees working on campus (including contractors):

1024

Number of employees (including contractors) that the institution ensures earn sustainable compensation:

1024

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

The College's lowest paid workers are paid above Michigan's state minimum wage rate which is higher than the Federal minimum wage rate. Compensation rates are reviewed annually. Administrative Professionals and Support staff are paid by a merit pay system. Pay increase rating determinations are summarized and reviewed by ethnic, gender, and age to discover any rating biases. Food Service and

Maintenance are paid based on their union negotiated contract and annual increases are applied as such. Faculty have a non-union agreement which is negotiated annually and which addresses both compensation and benefits.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2010

The website URL where information about the institution's compensation policies and practices is available:

http://www.delta.edu/humres/compensation.aspx

PAE-12: Employee Satisfaction Evaluation

Score	Responsible Party
	Wendy Childs
2.00 / 2.00	Senior Manager of HRIS & Compensation
	Human Resources

Criteria

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

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit?:

Yes

A brief description of the institution's methodology for evaluating employee satisfaction:

In 2009 the College participated in the Chronicle of Higher Education's "Great Colleges to Work For" survey program. This program recognizes institutions for best practices and polices in 15 categories. The program is based upon survey employee survey results and an institutional questionnaire. 400 full time and adjunct employees were randomly selected to participate. Participation was excellent (51%) exceeding the average survey response rate by 10%.

Delta received Honor Roll recognition based on the results in six categories: Connection to Institution and Pride; Job Satisfaction; Faculty-Admin. Relations & Collaborative Governance; Professional/Career-Development Programs; Internal Communications and Tuition Reimbursement.

The year the employee satisfaction evaluation was last administered:

2009

The website URL where information about the institution's employee satisfaction evaluation process is available:

http://www.delta.edu/internal/promotions.aspx?itemid=12217

PAE-13: Staff Professional Development in Sustainability

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

Criteria

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

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

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

Training for faculty members about incorporating sustainability into the curriculum, which is covered by *ER Credit 14: Incentives for Developing Sustainability Courses*, does not count for this credit.

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities available to all staff?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Training is made available through:

Center for Organizational Success
Administrative Professional Development Day
Support Staff Conference

Training and awareness sessions such as:
What is Sustainability?
The Triple Bottom Line
Measuring Our Carbon Footprint
Home Energy Audits
Power of a Single Action

The website URL where information about staff training opportunities in sustainability are available:

http://www.delta.edu/cos.aspx

PAE-14: Sustainability in New Employee Orientation

Score	Responsible Party
	Linda Petee
2.00 / 2.00	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.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

All new employees participate in group orientation, Fall orientation for all employees, and a special series of courses aimed at the new employee called 'Delta 101'. New employees are introduced to sustainability throught the sustainability website, brochures, recycling guides, and special sessions during Fall orientation 'Learning Days'. Speakers present on sustainable topics during fall orientation and at Delta 101.

The website URL for the information about sustainability in new employee orientation:

PAE-15: Employee Sustainability Educators Program

Score	Responsible Party
0.00 / 5.00	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

Criteria

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

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

Tier2-1: Childcare

Score	Responsible Party
	Wendy Childs
0.25 / 0.25	Senior Manager of HRIS & Compensation
	Human Resources

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

Employees may choose to participate in a Flexible Spending Plan. Each Participant may elect to have his salary reduced pursuant to a Salary Redirection Agreement. Such Salary Redirection Agreement must be executed during the applicable Election Period. The total amount of the Salary Redirection a Participant may elect for each Plan Year shall be up to $5,000 to the Dependent Care Expense Reimbursement Account.

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

http://www.delta.edu/files/Human%20Resources/FlexibleSpending.PDF

Tier2-2: Employee Wellness Program

Score	Responsible Party
0.25 / 0.25	**Wendy Childs**
	Senior Manager of HRIS & Compensation
	Human Resources

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:

Yes

A brief description of the employee wellness program, policy, or practice:

The Employee Assistance Program (EAP)is a service provided by your employer that offers help with personal and work-related issues. Professionally trained consultants are available to help with family problems, marital concerns, financial and legal matters, stress, and other problems affecting your personal or work life. The EAP is free and confidential. Consultants are available to help 24 hours a day, 7 days a week, 365 days a year.

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

http://app.delta.edu/deltanews/Details.aspx?id=13889

Tier2-3: Socially Responsible Retirement Plan

Score	Responsible Party
	Wendy Childs
0.25 / 0.25	Senior Manager of HRIS & Compensation
	Human Resources

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

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

A brief description of the socially responsible investment option for retirement plans:

All part time employees and full time hourly employees are enrolled in Michigan Public School Employees Retirement System (MPSERS) which requires employer and/or employee contributions. This Defined Benefit Plan provides medical, dental, vision and hearing to eligible participants at retirement.

Full time exempt employees (salaried) have the option to enroll in the MPSERS plan or choose the Optional Retirement Plan (ORP) TIAA-CREF in which the employer contributes 100% and there is no employee contribution permitted. This defined contribution plan does not provide medical, dental, vision or hearing at retirement.

Additionally all employees, excluding student workers, are eligible to participate in the Delta College 403(b) Retirement Plan immediately upon hire. Eligible employees may elect to make pre-tax salary reduction contributions to the 403(b) plan up to the maximum allowed by the IRS each tax year. Each participating employee chooses among the available investment options offered by the approved investment vendors under the plan. Employee contributions and the related investment earnings are tax deferred until withdrawn from the plan.

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

http://www.delta.edu/humres/benefits-main-page.aspx

Investment

Points Claimed 2.25

Points Available 16.50

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

Credit	Points
PAE-16: Committee on Socially Responsible Investment	2.00 / 2.00
PAE-17: Shareholder Advocacy	0.00 / 5.00
PAE-18: Positive Sustainability Investments	0.00 / 9.00
Tier2-1: Student-Managed SRI Fund	Not Applicable
Tier2-2: Socially Responsible Investment Policy	0.00 / 0.25
Tier2-3: Investment Disclosure	0.25 / 0.25

PAE-16: Committee on Socially Responsible Investment

Score	Responsible Party
	Debra Lutz
2.00 / 2.00	VP of Business & Finance
	Finance

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

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

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body 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.

Members of the CIR, including affiliations:

Mr. Dan Engelhardt, Chair
Registered Investment Advisor
Assured Financial Advisor

Mr. Pavel Konecny, CFA
Senior Vice President, Senior Investment Officer
Chemical Bank

Mr. Richard Schell
Consultant

Mr. Andy Spence
Senior Vice President & Financial Advisor
Raymond James & Associates Inc. (Retired)

Mr. Timothy P. Clark
Founder, Chief Operating Officer
Tri-Star Trust Bank

Mr. Jeff Yantz
Financial Advisor, AAMS
Edward Jones Investments

Mrs. Karen L. Lawrence-Webster, C.P.A.
Divisional Vice President & Financial Advisor
AXA Advisors

Ms. Debra K. Lutz, C.P.A.
Vice President of Business & Finance
Delta College Representative

Mr. Dave Mikolajczak, C.P.A.
Director of Tax Practice
Andrews Hooper & Pavlik P.L.C.

The website URL where information about the committee is available:

PAE-17: Shareholder Advocacy

Score	Responsible Party
0.00 / 5.00	

Criteria

There are two possible approaches to earning this credit.

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

and/or

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

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

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

PAE-18: Positive Sustainability Investments

Score	Responsible Party
0.00 / 9.00	

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

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

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

Tier2-1: Student-Managed SRI Fund

Responsible Party

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

Institution does not offer business or economics coursework related to investment strategies.

Tier2-2: Socially Responsible Investment Policy

Score	Responsible Party
0.00 / 0.25	

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

Tier2-3: Investment Disclosure

Score	Responsible Party
	Debra Lutz
0.25 / 0.25	VP of Business & Finance
	Finance

Submission Note:

Other website URL: www.delta.edu/foundation.aspx www.delta.edu/foundation/pulications.aspx (Foundation audit Report)

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution's investment disclosure practices:

Delta College makes investments publically available and accessible via several sources including Business Services, Foundation, and Finance.

The website URL where information about investment disclosure available:

http://www.delta.edu/businessservices/finance.aspx

Public Engagement

Points Claimed 28.49

Points Available 31.50

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit	Points
PAE-19: Community Sustainability Partnerships	2.00 / 2.00
PAE-20: Inter-Campus Collaboration on Sustainability	2.00 / 2.00
PAE-21: Sustainability in Continuing Education	7.00 / 7.00
PAE-22: Community Service Participation	5.49 / 6.00
PAE-23: Community Service Hours	6.00 / 6.00
PAE-24: Sustainability Policy Advocacy	4.00 / 4.00
PAE-25: Trademark Licensing	2.00 / 4.00
Tier2-1: Graduation Pledge	0.00 / 0.25
Tier2-2: Community Service on Transcripts	0.00 / 0.25
Tier2-3: Farmers' Market	Not Applicable

PAE-19: Community Sustainability Partnerships

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

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution's sustainability partnerships with the local community:

Youth Summer Campus (green focus topics)
Teacher's Program for Alternative Energy
United Way
Great Lakes Bay Regional Alliance
Hidden Harvest (food redistribution)
Transit Authorities (bus service)
Habitat for Humanity

The website URL where information about sustainability partnerships is available:

PAE-20: Inter-Campus Collaboration on Sustainability

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

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Presentations developed and conducted for local, regional, and national venues including:
AASHE
STARS
APPA
League for Innovation
Rotary Club
MCCBOA
TRENDS
United Women Christian Association

Includes topics and focus areas such as Greening Academics, Operations & Computing; Green Cleaning; Aligning Accreditation with Sustainability; Strategic Planning for Sustainability; STARS 101; STARS - Two Campus Perspectives; Environmental Sustainability as a Business Strategy; Sustainability in Facilities Management; Carbon Accounting; and many others.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

APPA
ACCA / SEED

ACUPCC

AASHE

Fair Labor Association

Habitat for Humanity

Jobs for the Future Greenforce Initiative

MBP3

MiAPPA

NACUBO

National Wildlife Federation

RPN (Responsible Purchasing Network)

SCUP

Second Nature

UTA (Used Textbook Association)

USGBC

World of Good

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Delta College and Saginaw Valley State University:

1) Implementation of green line park-n-ride bus route and expansion of current regional bus system

2) In-service day to share video broadcast of Smart & Sustainable Campus Conference.

3) LEEDS Study Group

4) University Center Trail, a four-mile long, nonmotorized

greenway route to connect Delta College

with Saginaw Valley State University, is a model of collaboration between Bay Area Community

Foundation's Riverwalk / Railtrail Committee, Bay County Road Commission,

Bay County Transportation Planning Division, Bay Region Michigan Department of Transportation,

Frankenlust Township, Kochville Township, MDOT Bay City Transportation Service Center, Saginaw

Bay Watershed Initiative Network, Saginaw County Metropolitan Planning Commission, and Saginaw

Valley State University.

The website URL where information about cross-campus collaboration is available:

PAE-21: Sustainability in Continuing Education

Score	Responsible Party
	Lindsey Bourassa
7.00 / 7.00	Life Long Learning Development & Marketing Mgr
	Life Long Learning Programs

Criteria

Part 1

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

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

Part 2

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

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:

Yes

Number of sustainability continuing education courses offered :

75

Total number of continuing education courses offered:

244

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

Yes, Delta College has a certificate programs through its partnership with ED2Go and Corporate Services Training.

Year the certificate program was created:

2009

The website URL where information about sustainability in continuing education courses is available :

http://www.delta.edu/LifeLongLearningContent.aspx

PAE-22: Community Service Participation

Score	Responsible Party
	Nancy Vader-McCormick
5.49 / 6.00	Professor
	Speech

Criteria

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

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

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

The number of students engaged in community service:

4203

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

4597

The website URL where information about the institution's community service initiatives is available:

http://www.delta.edu/coop/servicelearning.aspx

PAE-23: Community Service Hours

Score	Responsible Party
	Nancy Vader-McCormick
6.00 / 6.00	Professor
	Speech

Criteria

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

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

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

The number of student community service hours contributed during a one-year period:

105078

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

4597

The website URL where information about the institution's community service initiatives is available:

http://www.delta.edu/coop/servicelearning.aspx

PAE-24: Sustainability Policy Advocacy

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

Criteria

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

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

2007 - The Higher Education Act
2009 - Global Initiative
2010 - American Graduation Initiative
2010 - LEED mandate for certifiable standards for all construction under the State Capital Outlay Process

The website URL where information about the institution's advocacy efforts are available:

PAE-25: Trademark Licensing

Score	Responsible Party
	Susan Nowicki
2.00 / 4.00	Coordinator - Business Services
	Business Services

Criteria

Part 1

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

Part 2

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

"---" *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? :

Yes

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

PAE-25: Trademark Licensing

Tier2-1: Graduation Pledge

Score	Responsible Party
0.00 / 0.25	**Linda Petee** Sustainability & Risk Management Coordinator Facilities Management

Submission Note:

A graduation pledge was adopted in Dec 2010 for the 2011 graduating class and beyond.

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

Tier2-1: Graduation Pledge

Tier2-2: Community Service on Transcripts

Score	Responsible Party
	Michelle White
0.00 / 0.25	Mgr of Cooperative Education & Experiential Learning
	Co-op & Experiential Learning

Submission Note:

Initiative not currently active. Pursuing for addition with the 2010/11 academic year.

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

Tier2-3: Farmers' Market

Responsible Party

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

Institution is located in an area that is served by an existing farmers' market.

Tier2-3: Farmers' Market

Innovation

Score 2.00

Innovation

Points Claimed 2.00

Points Available 4.00

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
IN-1: Innovation 1	1.00 / 1.00
IN-2: Innovation 2	1.00 / 1.00
IN-3: Innovation 3	0.00 / 1.00
IN-4: Innovation 4	0.00 / 1.00

IN-1: Innovation 1

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

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

Delta College, in partnership with the local Bay Metro Transit Authority (BMTA), Meijer Inc., and Saginaw Valley State University established a Park n' Ride Green Line bus route. The route, a first of its kind in the area, operates from 7:00am-11:00pm to accommodate student class schedules. The hybrid-conversion buses operate at 15 minute intervals providing a reliable, environmentally-conscious alternative mode of transportation. The Green Line is a continuous loop from the Meijer store parking lot in Bay City. Meijer funded 30 parking spaces, bike racks, a wait station, and an announcement board to

post campus and community events.

Delta College is a commuter campus whose faculty, staff, and students overwhelmingly use the automobile for their primary means of transportation to and from campus. The establishment of the Green Line responds directly to a prior survey which revealed students were open to learning more about alternate transportation options. It also addresses our Sustainability Master Plan (Jan 2010) which recommends the college:

• Grow partnerships with regional transit systems for the continued development of routes and transit schedules that assist students and staff in adopting alternative modes of transportation.

• Create additional opportunities and incentives for increased student and staff outreach on the benefits of ride share.

To promote public transportation as an accessible and feasible option to the college community, Delta College garnered grant funding to subsidize the cost of ridership. The grant made possible the design and printing of over 6,000 free bus passes. The passes also promote the year-long celebration of the 50th anniversary of Delta College. Riders provide their contact information on the bus pass which enters them into a prize drawing during the 50th Anniversary celebration.

Delta College serves three main counties in the Great Lakes Bay area which is served by three separate transit authorities. The new bus service is another step toward bringing the region's transportation services together. Success of this initial route holds opportunity for future routes at Meijer stores in each county.

A letter of affirmation from an individual with relevant expertise:

Letter of Affirmation - Green Bus Route.pdf

The website URL where information about the innovation is available :

http://www.delta.edu/sustainability/action.aspx

IN-2: Innovation 2

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

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

> The Peace Pole project was a collaborative that fully addressed the Triple Bottom Line of sustainability. The project was paid for with a grant from the Delta Foundation and initiated by faculty from the Humanities and Construction Technology disciplines. Bill Benjamin, a student in the residential construction program at Delta, was one of several students involved in creating the seven peace poles. He prepped the wood, glued it together into squares that were cut into the hexagon shape, and programmed a CNC router to carve words of peace into the poles.

A ceremony was held to dedicate the installment of the first pole in the campus signature courtyard. The pole stands as an enduring symbol of the college's global commitment. It also serves as a sign of Delta's commitment to sustainability, as it is made from recycled wood from the campus Pioneer Gymnasium bleachers which were replaced.

In all, seven peace poles were made, providing a learning experience for several Delta students, who made and engraved them in several languages. The six-sided poles stand about 5 feet tall and are engraved on all sides with the message "May Peace Prevail on Earth" in six different languages: Japanese, Arabic, Spanish and Swahili, English, and American Sign Language. Two of the poles were sent to Kenya, where they were placed at the Rift Valley Institute of Science and Technology and at the Tracom College of Professional Studies, both of which have exchange programs with Delta. A third was sent to Japan and a fourth to China. The last two poles went to the Zilwaukee International School in our neighboring Saginaw County and to the Christa McAuliffe Middle School in Bay City, where it has become a social studies project.

The Peace Pole Project was originated in Japan by Masahisa Goi, who in 1955 founded the international Movement of Prayer for World Peace and dedicated his life to spreading a message of peace in response to the bombing of Hiroshima. About 200,000 peace poles have been erected in 200 countries around the world, where they can be found in town squares, school yards and places of worship. The poles, all inscribed with the message "May Peace Prevail on Earth," have come to be known as international symbols of peace.

A letter of affirmation from an individual with relevant expertise:

Ltr of Affirmation - Peace Poles.docx

The website URL where information about the innovation is available:

http://www.delta.edu/sustainability/news.aspx

IN-3: Innovation 3

Score	Responsible Party
0.00 / 1.00	

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

IN-4: Innovation 4

Score	Responsible Party
0.00 / 1.00	

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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