



STARS Comparative Report

Summer 2020



WHITMAN COLLEGE

Sustainability

Executive Summary

STARS is the Sustainability Tracking, Assessment & Rating System which measures and encourages sustainability in all aspects of higher education. STARS assesses higher education institutions across four main categories: Academics, Engagement, Operations, Planning & Administration. Final scores are based on the percentage of points an institution earns across the four main categories, and up to four points from a fifth Innovation & Leadership category are added to this percentage-based score. The total points available depends on each institution's context and which credits are applicable.

In an effort to assess our progress regarding sustainability initiatives, we compared Whitman's latest STARS reporting, submitted in Spring 2020, to that of nine of Whitman's STARS-participating peer and comparison institutions. Our goal is to provide tangible options for improvement in all categories. Where we scored low, we made note of the practices and programs of higher-rated institutions. While celebrating our strengths, it is important to note that there is still much work to be done. Whitman achieved a Silver rating with a score of 53.78 and ranked last of the ten institutions compared in this report.

Produced by the Whitman College Office of Sustainability

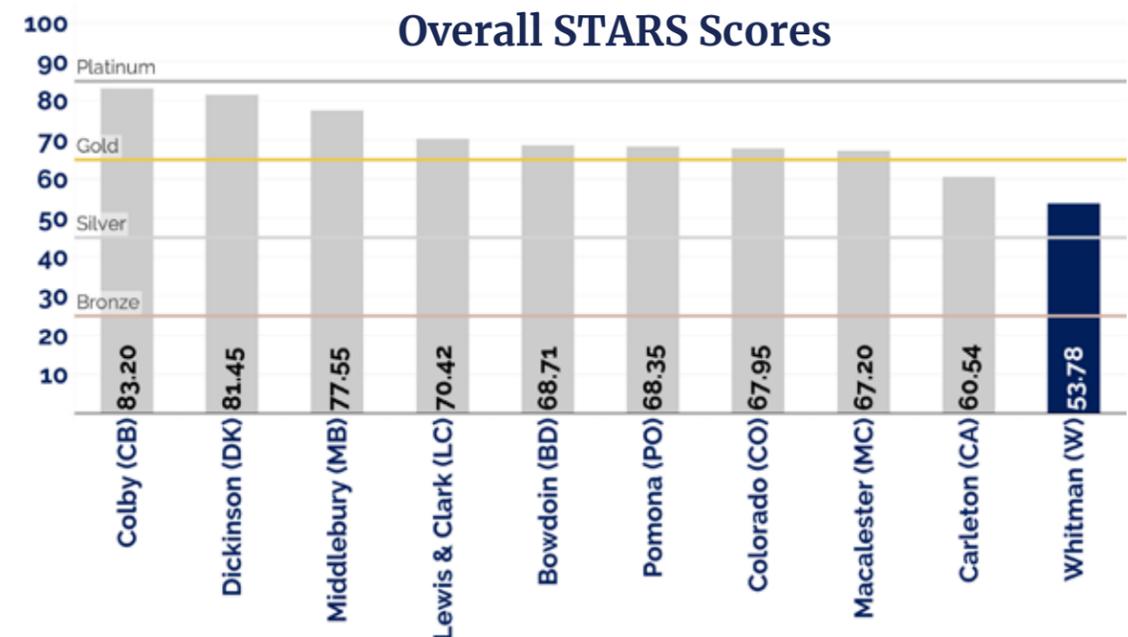
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Edited & designed by Elissa Brown, Campus Sustainability Coordinator

The Office of Sustainability unites the efforts of faculty, staff, and students to promote leadership in sustainability. We recognize the impact our institution has on the environment and the college's responsibility as an institution of higher learning.

The Office of Sustainability works to harmonize our interaction with the natural environment through outreach, environmental stewardship, institutional advocacy, and the integration of sustainability into institutional policies, programs, and practices.

The Office of Sustainability serves as a resource to catalyze Whitman's environmental principles and commitments into action.



Academics

- Ranked 9th, earned 59.6% of points

This category is divided into two subcategories: Curriculum, for how institutions offer courses, and Research, for how research covering sustainability-related issues is supported. This academic prioritization helps equip students to lead society to a sustainable future. We excelled in credits related to providing an immersive academic experience but could improve in areas of developing new sustainability courses and open-access sustainability research.

Engagement

- Ranked 10th, earned 36.5% of points

This category is divided into two subcategories: Campus and Public Engagement. Campus Engagement considers opportunities for involvement in sustainability issues through co-curricular activities; we rated well in some areas, but could improve in employee engagement and outreach. Public Engagement covers efforts to develop sustainable communities through local partnerships and service work. We have maintained strong existing partnerships, but could develop more opportunities and incentives for collaborative work and community service.

Executive Summary (cont.)

Operations

● Ranked 6th, earned 48.9% of points

This category is divided into nine subcategories: Air & Climate, Buildings, Energy, Food & Dining, Grounds, Purchasing, Transportation, Waste, and Water. Two of our highest rated-subcategories—Air & Climate and Grounds—fall under this category. We were able to earn a high rating in Air & Climate through our detailed annual inventory and a significant decrease in emissions resulting from purchasing renewable energy credits and carbon offsets. As for Grounds, we have made great achievements in maintaining biodiversity on institution-owned land. Our lowest-rated subcategory also falls under this category: Transportation. In order to improve, we can transition our fleet of vehicles to electric and explore options for a car-sharing program.

Innovation & Leadership

Earned 100% of points that contribute to overall score, though many more are possible

The Innovation & Leadership category recognizes institutions that are seeking innovative solutions to sustainability challenges in ways that are not otherwise captured in STARS. A maximum of 4 points can be earned in this category, although many more points are possible, which we scored due to such programs such as the GAC food bank, the ban on single-use plastic water bottles, and paying students a living wage. There is room for improvement in programs that other institutions are excelling in, such as textbook affordability, promoting a green athletics program, and a green event certification program.

Conclusions

Whitman ranks last in a comparison among the nine of our peer institutions that currently have valid STARS ratings. Fortunately, this also means that we have a lot of accomplished resources to draw inspiration from. Our lowest-rated subcategories are Campus Engagement, Transportation, and Investment & Finance; our highest-rated subcategories are Air & Climate, Grounds, and Diversity & Affordability. Although these are areas in which we excel, we did not earn full points in any category, so there is still much more to accomplish. Making progress on sustainability initiatives in these areas can contribute to making progress on our strategic priorities guiding the college's decision-making through 2022. The way in which sustainability intersects with our priorities of Increasing access and affordability, Enhancing diversity, equity, and inclusion, Innovating the curriculum, Connecting to life after Whitman, and Celebrating our location provide numerous opportunities for impactful progress in alignment with the college's mission and values.

Planning & Administration

● Ranked 9th, earned 50.2% of points

This category is divided into four subcategories: Coordination & Planning, Diversity & Affordability, Investment & Finance, and Wellbeing & Work. This category covers plans to advance sustainability and diversity initiatives socially and financially. One of our lowest-rated subcategories—Investment & Finance—falls under this category. Our commitment to divest from fossil fuels is a good start, but we could improve by actively investing in sustainable industries and improving the transparency of our investment holdings. On the other hand, Diversity & Affordability is one of our highest-rated credits. Although existing spaces for expression and discussion advance the goals of DEI, there is still much work to be done to establish an antiracist and welcoming community for all students, staff, and faculty.

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About STARS

STARS, the Sustainability Tracking, Assessment & Rating System, is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS provides a framework for understanding sustainability in all sectors of higher education, while enabling meaningful comparisons over time and across institutions, and creating incentives for continual improvement. STARS is a program of AASHE, The Association for the Advancement of Sustainability in Higher Education.

With more than 900 participants in 40 countries, AASHE's STARS program is the most widely recognized framework in the world for publicly reporting comprehensive information related to a college or university's sustainability performance. Participants report achievements in five categories: Academics, Engagement, Operations, Planning & Administration, and Innovation & Leadership.

In 2017, Whitman achieved a Silver rating with a score of 50.85 points. Ratings are valid for 3 years, at which point they expire. In Spring of 2020, Whitman achieved a score of 53.78, while reporting under a new version of the system that incorporates more rigorous data quality assurance. "Whitman College has demonstrated a substantial commitment to sustainability by achieving a STARS Silver Rating and is to be congratulated for their efforts," said AASHE Executive Director Meghan Fay Zahniser.

Whitman's full STARS reports can be found on the AASHE STARS website (accessible via whit.mn/stars).

STARS Scoring Process

Final scores are based on the percentage of points an institution earns by pursuing relevant credits across the four main categories: Academics (AC), Engagement (EN), Operations (OP), and Planning & Administration (PA). The total points available depends on each institution's context and which credits are applicable to it; some credits may not apply to certain institutions. For example, the Graduate Program credit does not apply to Whitman because we do not offer a graduate program. This means that credits that are not relevant to our institution will not be counted against our score. In addition, institutions may earn up to four Innovation & Leadership points for exemplary and path-breaking initiatives. These bonus points are added to the percentage-based score.

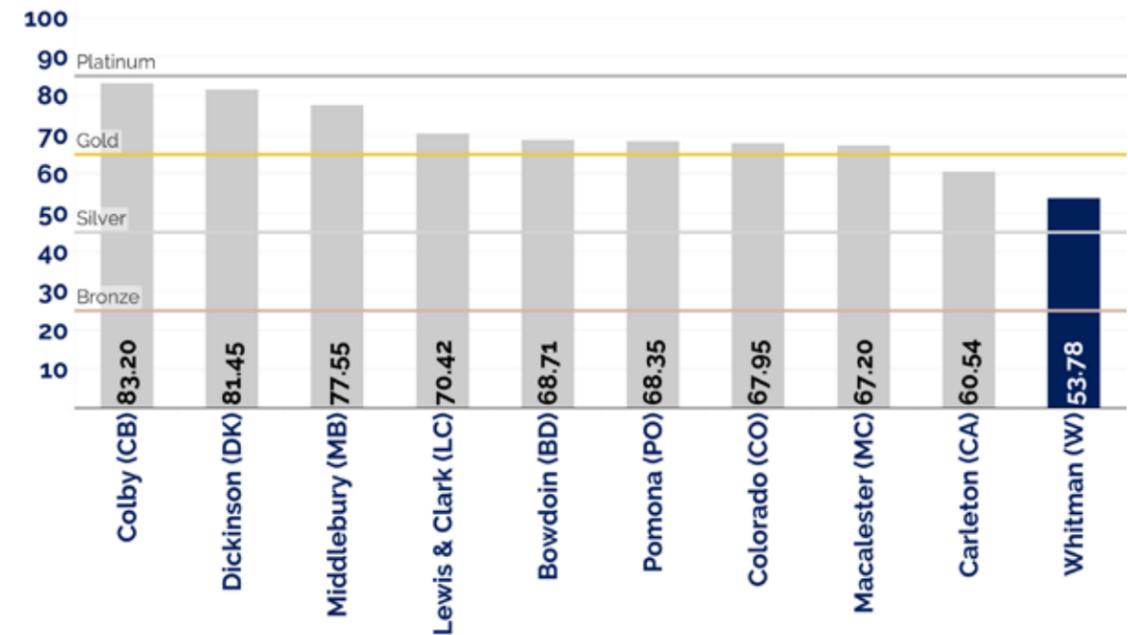
About this Report

In order to better understand how our sustainability efforts compare to those of other small, private, liberal arts institutions, we looked at all eighteen of the peer and comparison institutions specified by Whitman's Office of Institutional Research. This report contextualizes the STARS rating, score, and points Whitman earned among those of the nine institutions that also currently have valid STARS ratings: Bowdoin College, Carleton College, Colby College, Colorado College, Dickinson College, Lewis & Clark College, Macalester College, Middlebury College, and Pomona College. The other nine of our peer and comparison institutions do not have valid STARS scores (though all but 1 have participated in STARS to some degree). Whitman was rated under the 2.2 version of STARS; some of the other institutions were rated under the 2.0 or 2.1 versions (but all were rated within the last three years).

Our goal is to provide descriptive and tangible ways to improve in all STARS categories, regardless of how we rated. In considering how to make improvements in our low-rated credits, we drew inspiration from peer institutions that rated highly in the same categories. By looking towards these successes, we can see which strategies have been effective and adapt them to our own institution. Additionally, it is important to highlight areas in which we excel in order to understand which efforts we should continue to support.

Overall STARS Scores

● Ranked 10th



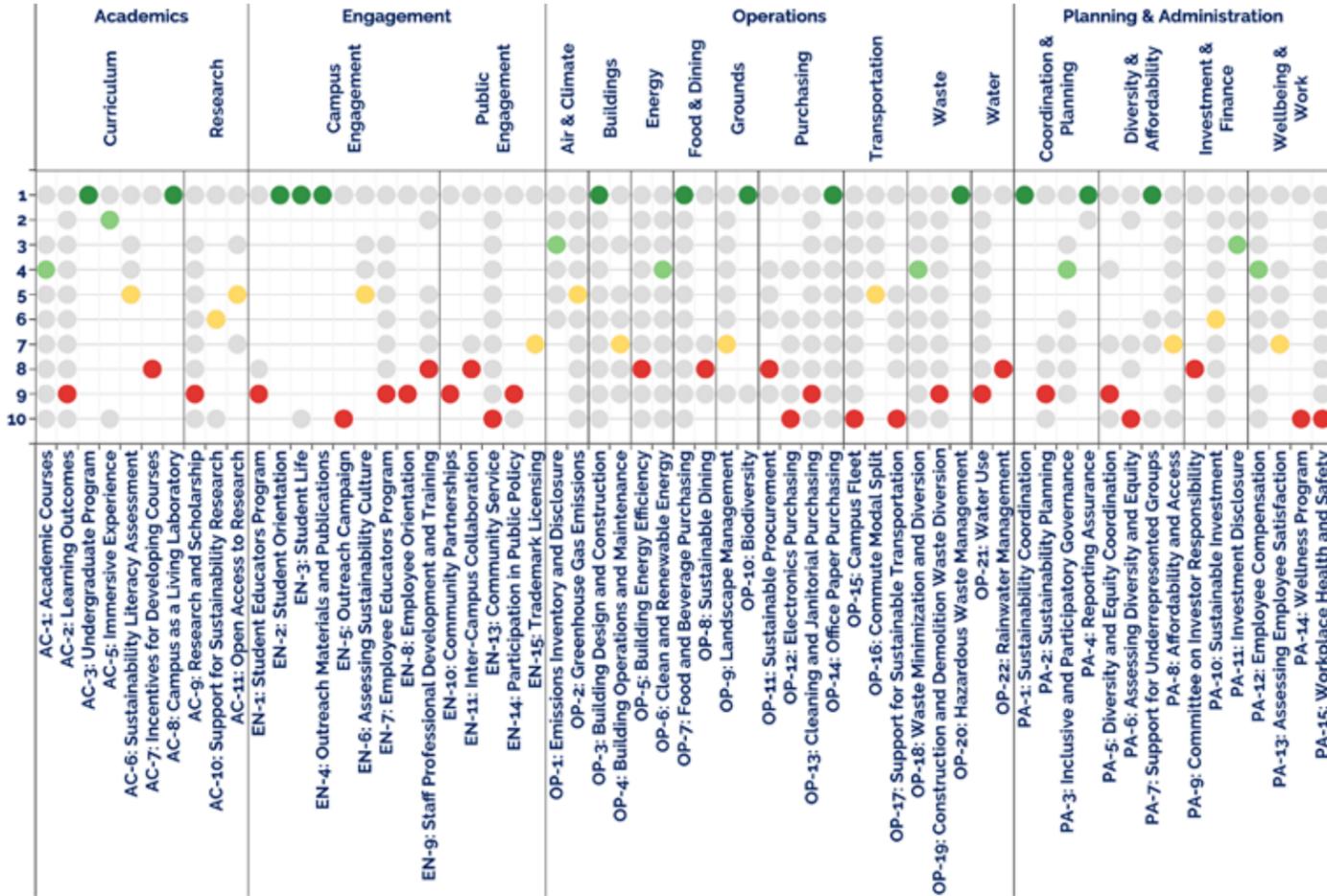
In our latest report submitted in Spring 2020, Whitman achieved a Silver rating with a score of 53.78 and ranked last after nine of our peer and comparison institutions.

Like Whitman, all of these institutions are small, private, liberal arts colleges with a similar structure and population size. With the exception of Carleton College, all other institutions earned a Gold rating.

Each evaluation occurred within the last three years, some using previous versions of STARS. Although there may be a slight difference in the total number of points applicable to each institution, the overall STARS score is a percentage of the points earned, and is therefore a standardized value.

Rankings

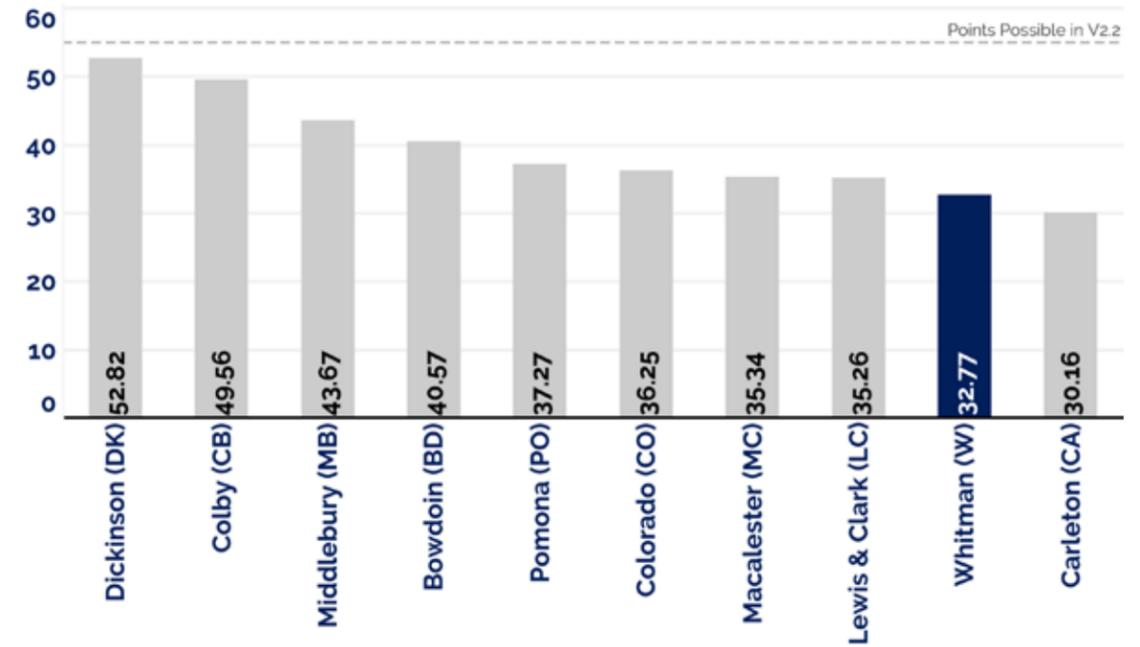
for each STARS credit



Credits for which Whitman ranked 1st are in dark green, 2nd-4th are in light green, 5th-7th are in yellow, and 8th-10th are in red.

Academics

● Ranked 9th, earned 59.6% of points

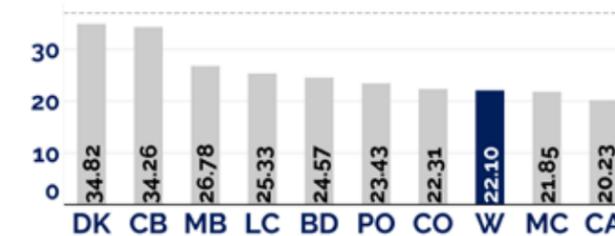


Curriculum

● Ranked 8th, earned 59.7% of points

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

We did well in credits related to providing opportunities for an immersive undergraduate experience, but could improve in areas of developing new sustainability courses and prioritizing sustainability within teaching and learning in the academic setting.

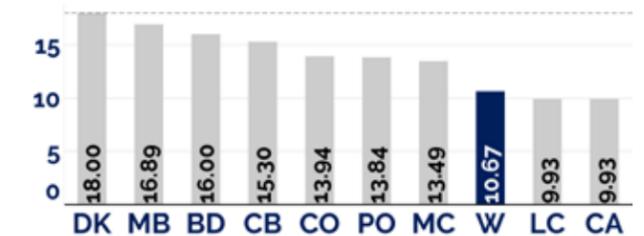


Research

● Ranked 8th, earned 59.3% of points

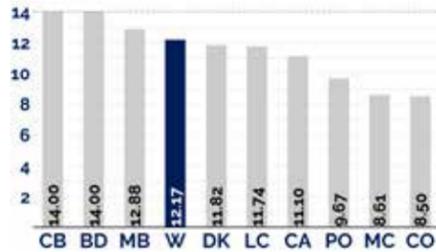
This subcategory seeks to recognize institutions that are conducting research on sustainability topics. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies,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

Overall we rated averagely, as traces of sustainability research are present, but efforts to promote more open-access sustainability research could be stronger.



AC-1: Academic Courses

● Ranked 4th, earned 86.9% of points

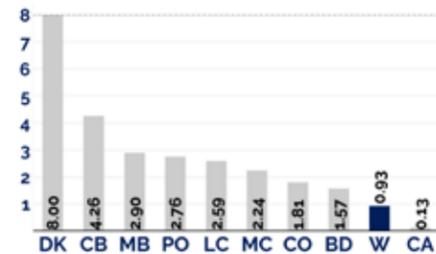


Doing well: 62.5% of academic departments have sustainability course offerings and 20.98% of courses offered are sustainability-focused or inclusive.

Ways to improve: Offer more sustainability-focused and sustainability-inclusive classes; establish a sustainability course designation.

AC-2: Learning Outcomes

● Ranked 9th, earned 11.6% of points

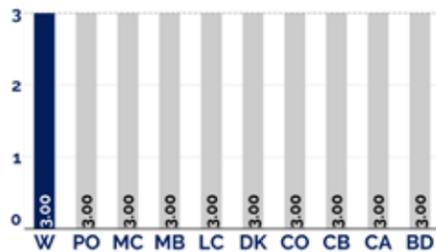


Doing well: 39 graduates of the class of 2019 (11.6%) completed a combined Environmental Studies degree.

Ways to improve: Adopt a sustainability learning outcome that applies to the entire student body. At Dickinson College, students are required to take one sustainability course as part of the graduation requirement. Each program and department has the opportunity to offer courses that fulfill the requirement.

AC-3: Undergraduate Program

● Ranked 1st, earned 100% of points

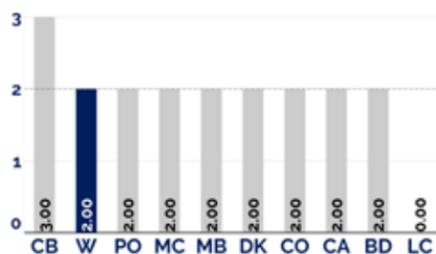


Doing well: Our Environmental Studies combined degree program relies on interdepartmental coursework, fostering an interdisciplinary approach.

Ways to improve: Offer a sustainability-focused minor or concentration and formalize an Environmental Studies department and major.

AC-5: Immersive Experience

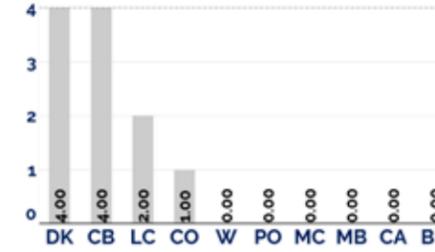
● Ranked 1st (using v2.2 scores), earned 100% of points



Doing well: Semester in the West is an interdisciplinary field program that explores the West in its many dimensions of sustainability. The program employs experiential and service-learning and utilizes the West as a learning laboratory.

AC-6: Sustainability Literacy Assessment

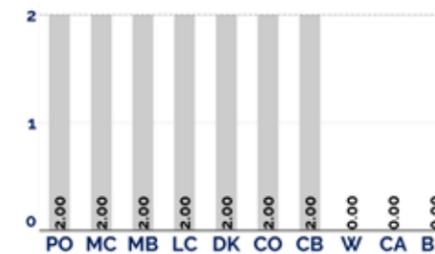
● Ranked 5th, earned 0.0% of points



Ways to improve: Conduct an assessment of the sustainability literacy of students (i.e. an assessment focused on student knowledge of sustainability topics and challenges). Dickinson College conducts pre- and post-assessments for cohorts of students (during their first and senior years). The survey includes 12 questions concerning knowledge and understanding of key sustainability concepts and important sustainability-related trends.

AC-7: Incentives for Developing Courses

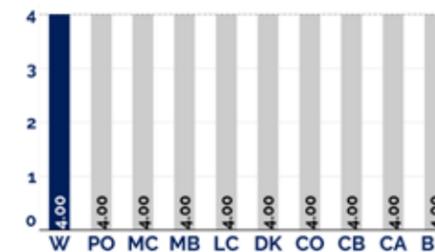
● Ranked 8th, earned 0.0% of points



Ways to improve: Establish a program that offers incentives for faculty in multiple departments to develop new sustainability courses and incorporate sustainability into existing courses. Dickinson College encourages faculty with grants and stipends for activities that advance sustainability-related learning, scholarship, creativity, and professional development.

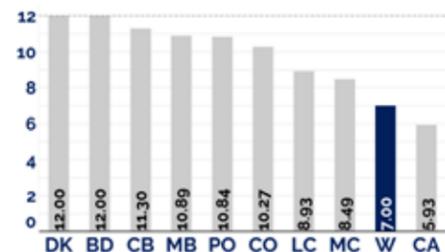
AC-8: Campus as a Living Laboratory

● Ranked 1st, earned 100% of points



Doing well: The Sustainability Office offers internships for students on a wide variety of topics and makes utility data available for engagement. As an academic internship, Environmental Studies students have been working with the college to identify the trees across campus. They are currently developing a campus tree inventory and map. Additionally, a group of Physics students have been converting a gasoline-fueled pickup truck into an electric vehicle that is intended to replace the truck used by the student employees who operate the recycling program.

Ways to improve: Offer opportunities for applied student learning for sustainability in relation to Purchasing, Wellbeing & Work, and Diversity & Affordability. At Colorado College, sustainability interns have been briefed on the purchasing policies and procedures adopted by the College. Provide opportunities for collaboration between sustainability initiatives and diversity, equity, and inclusion (DEI) work..



AC-9: Research & Scholarship

● Ranked 9th, earned 58.3% of points

Doing well: 50% of departments that conduct research have engaged in sustainability research.

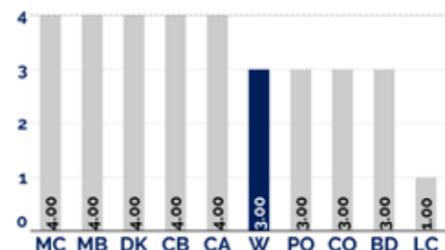
Ways to improve: Only 7.5% of employees that conduct research are engaged in sustainability research. Establish a program to incentivize or provide opportunities for more employees and academic departments to engage in sustainability research.

AC-10: Support for Sustainability Research

● Ranked 6th, earned 75.0% of points

Doing well: Our combined Environmental Studies program encourages students to develop research that crosses traditional academic boundaries. In addition to the Undergraduate Conference, our Office of Fellowships supports student research through the pursuit of national scholarships, fellowships, and grants. The Cross-Disciplinary Learning & Teaching Initiative promotes faculty receiving compensation for time and funds for books to develop their own cross-disciplinary topics, typically with an emphasis on teaching. Several of these have investigated topics around environmental issues, if not sustainability precisely.

Ways to improve: Establish a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. Colby College's EcoRep program, run by the Office of Sustainability, includes sustainability research related to the College's greenhouse gas emissions inventory, purchasing habits, waste diversion rates, and energy consumption.

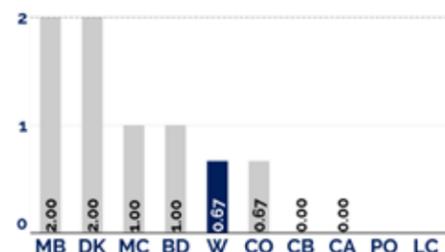


AC-11: Open Access to Research

● Ranked 5th, earned 33.5% of points

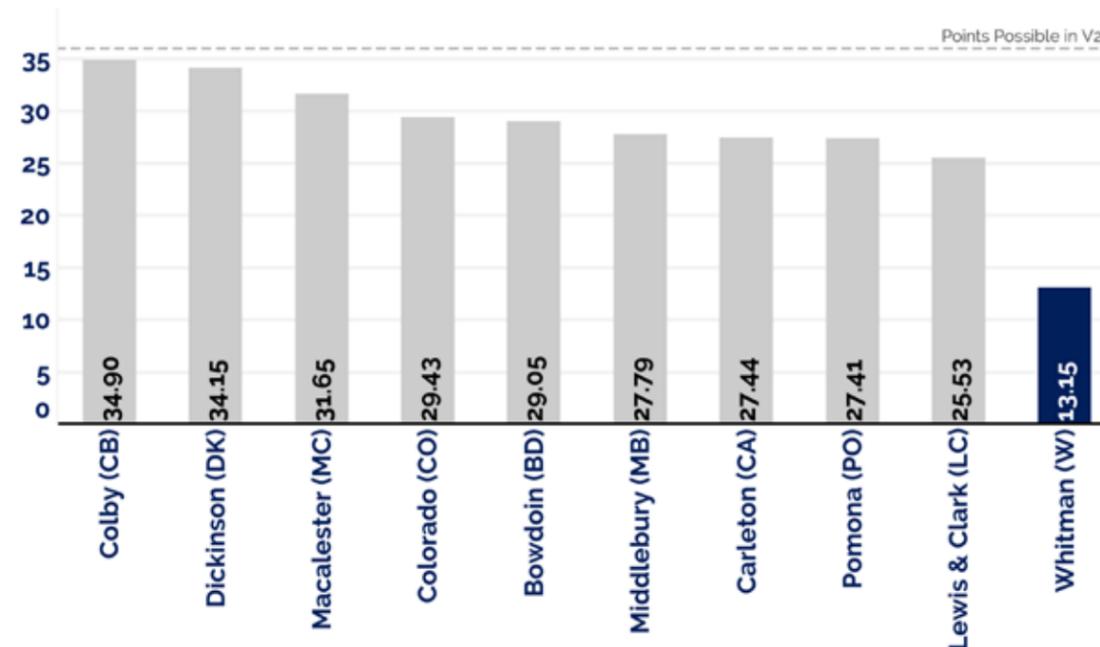
Doing well: Penrose Library utilizes ARMINDA (Accessible Research Materials in Digital Archives) to make versions of journal articles, book chapters, and other peer-reviewed scholarly works freely available on the public internet.

Ways to improve: Establish a policy that requires employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository. Dickinson College encourages voluntary open access publishing by providing up to \$2,000 in funding to support open access publication costs.



Engagement

● Ranked 10th, earned 36.5% of points

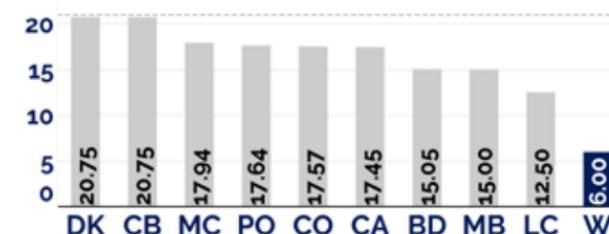


Campus Engagement

● Ranked 10th, earned 28.6% of points

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 understanding of sustainability principles. In addition, this subcategory recognizes institutions that support employee engagement, training, and development programs in sustainability.

With the exception of a student educators program, we rated well in aspects of student engagement, but fell short in credits regarding employee outreach and engagement.

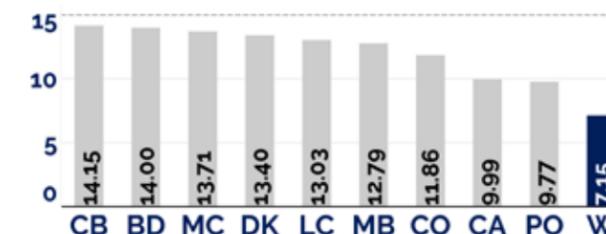


Public Engagement

● Ranked 10th, earned 47.7% of points

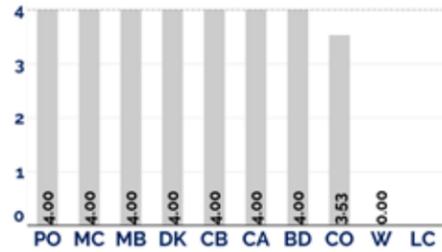
This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships, and service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions.

Whitman has advocated for a limited number of public policies that support sustainability, and does fairly well in participating in community partnerships, though we could also work on collaborating with other institutions to support the development of their sustainability programs.



EN-1: Student Educators Program

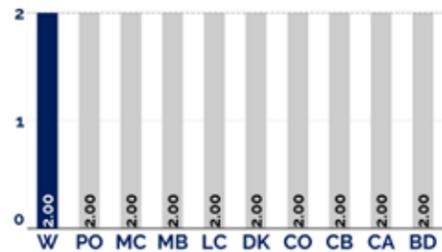
● Ranked 9th, earned 0.0% of points



Ways to improve: Establish a student peer-to-peer sustainability outreach and education program. All other institutions have either an Eco-Reps or Sustainability Assistants program. Eco-Reps programs are typically residential and focus on peer-to-peer education to foster sustainable living practices in their residential communities through programming and events, while Sustainability Assistants programs are more varied.

EN-2: Student Orientation

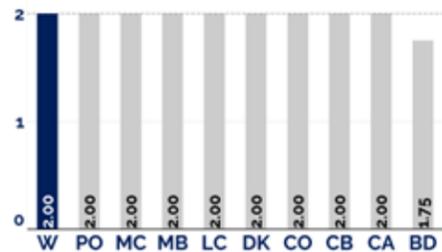
● Ranked 1st, earned 100% of points



Doing well: First-year and transfer students have had an opportunity to participate in sustainability-focused orientation activities and programming in the Home in Pásxapa presentations, the First Foods Dinner, the equity workshop on identity and race, and at the Student Activities Fair where sustainability-related student organizations and clubs actively participate. Sustainability-related orientation could be expanded to include more information on campus sustainability and encouraged behaviors.

EN-3: Student Life

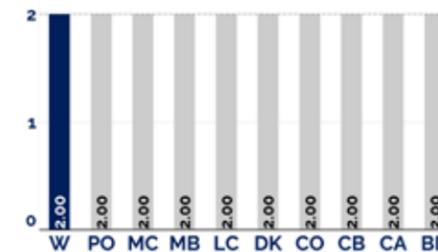
● Ranked 1st, earned 100% of points



Doing well: We have numerous student groups focused on environmental, social, and economic sustainability, environmental justice, and wellness. Student-proposed projects can be supported by the Sustainability Revolving Loan Fund (SRLF). There are sustainability-focused student employment opportunities: Zero Waste Assistants to run the college's recycling program, a Bike Share Assistant to run the college's Bike Share program, Sustainability Assistant positions, and internships. The Associated Students of Whitman College (ASWC) Sustainability Committee serves a prominent role. The Whitman Investment Company (WIC) has begun to push for more sustainable investing by incorporating Environmental, Social, and Governance (ESG) analysis into the college's endowment investment.

EN-4: Outreach Materials & Publications

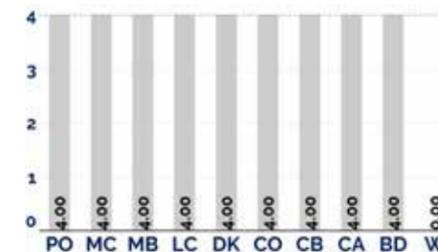
● Ranked 1st, earned 100% of points



Doing well: The institution issues an annual sustainability report and regular informational pieces through our campus newsletters. The ASWC Sustainability Committee maintains a social media presence. Stanton Hall and Cleveland Commons, which are LEED Platinum and Gold certified, respectively, feature signage highlighting their sustainability features. We have developed a Sustainable Features Map and a Tree Tour is being developed by Computer Science students.

EN-5: Outreach Campaign

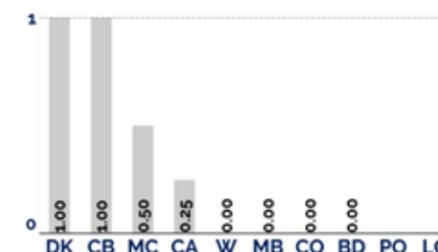
● Ranked 10th, earned 0.0% of points



Ways to improve: Establish sustainability-related outreach campaigns that are directed at students and employees and yield measurable, positive results in advancing sustainability. Colby College engages in various eco-challenges such as the "Dorm Electricity Challenge" between residence halls and the "K-cup Challenge" between staff offices. Macalaster College participates in RecycleMania, a recycling competition between residence halls and higher education institutions.

EN-6: Assessing Sustainability Culture

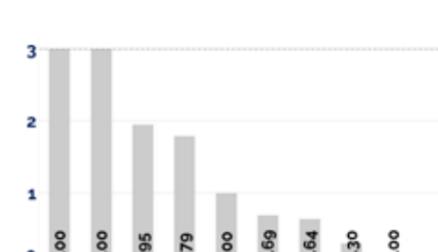
● Ranked 5th, earned 0.0% of points



Ways to improve: Conduct an assessment of sustainability culture. Dickinson College administers separate surveys to faculty & staff and to students to assess sustainability culture, literacy, practices, attitudes, and beliefs. At Colby College, a similar survey is sent out to all students during their first and last years.

EN-7: Employee Educators Program

● Ranked 9th, earned 0.0% of points

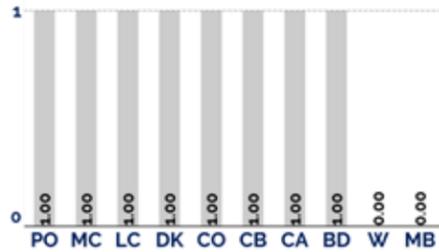


Ways to improve: Establish an employee peer-to-peer sustainability outreach and education program. Colby College has a Green Office Certification Program in which offices participate in sustainable behaviors such as avoiding printing double-sided, purchasing Energy Star products and paper with recycled content, turning on energy-saving mode on computers, etc. Dickinson College has a staff and faculty Eco-Reps program, a peer-to-peer education program to foster sustainable working practices in their departmental or office communities through programming and events.

EN-8: Employee Orientation

● Ranked 9th, earned 0.0% of points

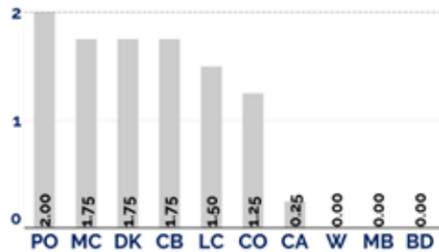
Ways to improve: Offer orientation and outreach materials that cover sustainability topics to all new employees. Dickinson College's Center for Sustainability Education provides an overview of its services to the new employees of the college. Sustainability education services can be beneficial for employees at the college to know how they can support sustainability initiatives as they work.



EN-9: Staff Professional Development & Training

● Ranked 8th, earned 0.0% of points

Ways to improve: Make professional development and training opportunities in sustainability available to all staff. Dickinson College's Center for Sustainability Education formalized the educational programming available to staff by creating a menu of information session options for departments, offices, or all-college committees to request. Furthermore, employee training sessions connect sustainability to departmental responsibilities and goals.

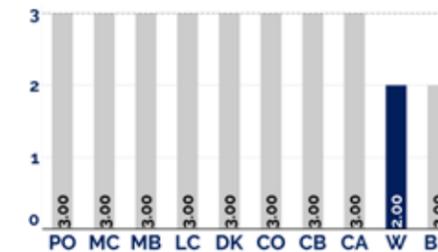


EN-10: Community Partnerships

● Ranked 9th, earned 66.7% of points

Doing well: The \$mart Business Partner Program, the Memorandum of Understanding with the CTUIR, and the Whitman Community Fellow Initiative are all on-going and sustainability-inclusive partnerships.

Ways to improve: The \$mart Business Partner Program is a free advisory service that assists in achieving goals to reduce energy, water, waste, and purchasing costs with local partners. Whitman could provide financial, material, or educational support for the partnership and specifically engage with business owners from underrepresented groups.

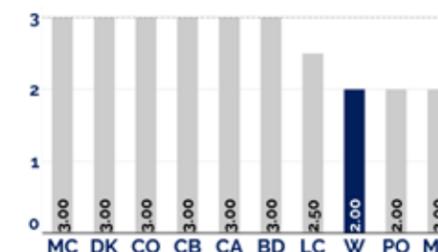


EN-11: Inter-Campus Collaboration

● Ranked 8th, earned 66.7% of points

Doing well: Whitman is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE), Sustainability Partnership of the Northern Rockies (SNPR) and the Washington-Oregon Higher Education Sustainability Conference (WOHESC). A Whitman student presented at AASHE's annual conference in 2018. Furthermore, the campus sustainability coordinator is part of SPNR's planning committee.

Ways to improve: Submit a case study to an external higher education sustainability resource center or awards program. Engage in an ongoing mentoring relationship with another institution and provide assistance with the development of its sustainability program; we could build this collaboration with our neighboring colleges. Colorado College works with the United States Air Force Academy's Climate Change Club to help mentor their group and partner with them on projects.



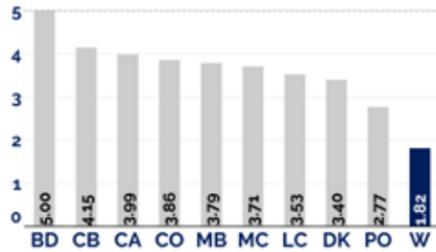
Public Engagement (cont.)

EN-13: Community Service

● Ranked 10th, earned 36.4% of points

Doing well: 44.9% of students are involved in community service. We offer alternative break experiences through the Spring Break Engagement Trips, a community engagement pre-orientation trip through Summer Community OutReach Excursion (SCORE), and various educational programs such as the Mentor Program, Whitman Teaches the Movement, Bilingual United, the Buddy Program, etc.

Ways to improve: Provide incentives for employees to participate in community service (e.g. voluntary leave, compensatory time, or other forms of positive recognition). At Bowdoin College, 100% of students are involved in community service; they also host multiple annual service days.

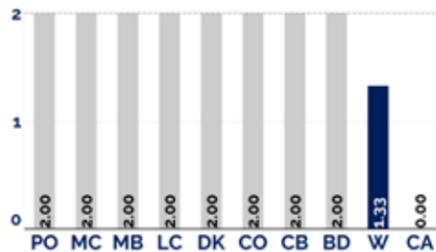


EN-14: Participation in Public Policy

● Ranked 9th, earned 66.5% of points

Doing well: Whitman advocates for public policies that advance sustainability at the local level (the campus sustainability coordinator is an active member of the Walla Walla City Council Sustainability Committee), and the national level (e.g. joining the We Are Still In coalition, and signing in support of DACA).

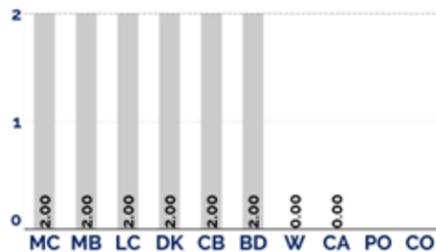
Ways to improve: Advocate for public policies that advance sustainability at the state, regional, and international levels. Colorado College advocates for sustainability outcomes and issues unique to Rocky Mountain West through the State of the Rockies Project, which seeks to increase public understanding of vital issues affecting the region.



EN-15: Trademark Licensing

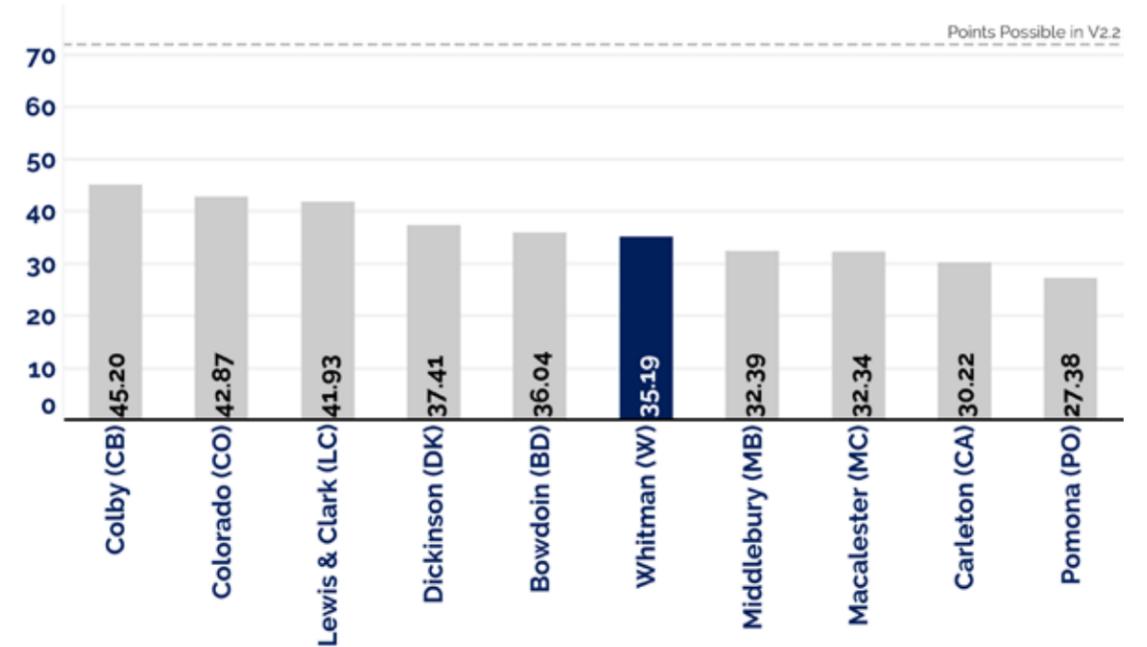
● Ranked 9th, earned 66.5% of points

Ways to improve: Establish membership with the Worker Rights Consortium or Fair Labor Association. (This credit may not be applicable if the college does not have gross annual licensing revenue of \$50,000 (US/Canadian) or more.)



Operations

● Ranked 6th, earned 48.9% of points

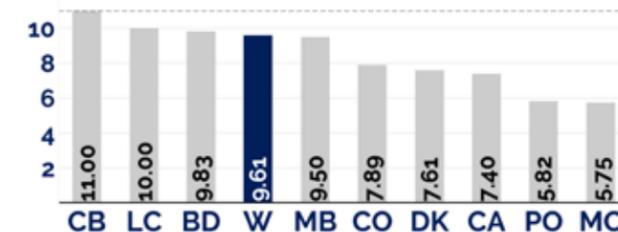


Air & Climate

● Ranked 4th, earned 87.4% of points

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions, as global climate change is having myriad negative impacts throughout the world that are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of campus, local, and regional communities.

We earned high point values due to our detailed annual inventory and significant decrease in emissions, in large part due to our purchasing of renewable energy credits and carbon offsets.

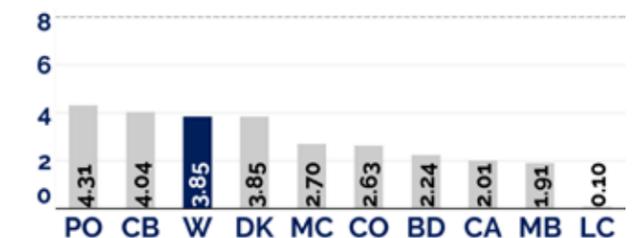


Buildings

● Ranked 3rd, earned 48.1% of points

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. 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.

We ranked first in Building Design & Construction due to the recent additions of LEED Platinum- and Gold-certified Stanton Hall and Cleveland Commons, but in Operations & Maintenance, there is progress to be made.

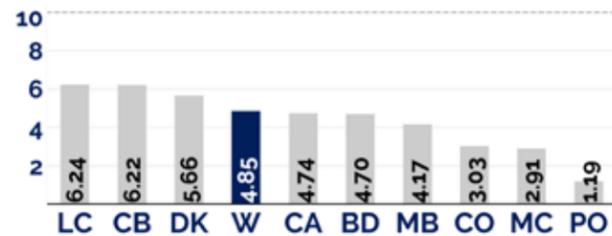


Energy

● Ranked 4th, earned 87.4% of points

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. Implementing conservation measures and switching to renewable sources of energy can help institutions save money, protect from utility rate volatility, support local economic development, and help shape markets by creating demand for cleaner, renewable sources of energy.

Our strengths in this subcategory include our LED retrofits and our clean energy production from three solar arrays. Accelerating and expanding these projects would increase progress.

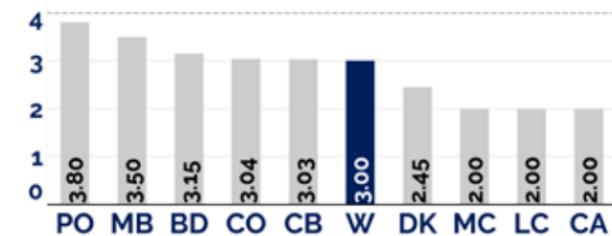


Grounds

● Ranked 6th, earned 75.0% of points

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

We've done exceptionally well in our prioritization of biodiversity, but could make improvements by managing our grounds completely organically.

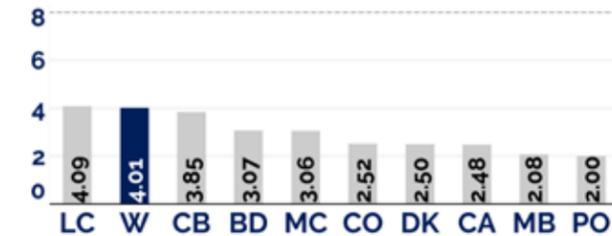


Food & Dining

● Ranked 2nd, earned 50.1% of points

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Institutions can use their food purchases to encourage safe, environmentally friendly, and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts and support fair and resilient food systems.

We rate quite highly in the purchasing credit in this subcategory due to Bon Appetit's sustainability efforts, though there is room to improve and we could do more to engage with local farmers.

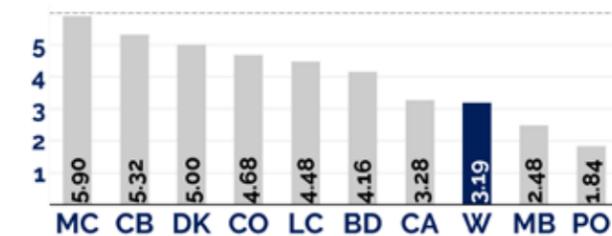


Purchasing

● Ranked 8th, earned 53.2% of points

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. 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.

We've done well specifically in paper purchasing, but as far as other categories are concerned, we could benefit from establishing policy for sustainable purchasing practices.

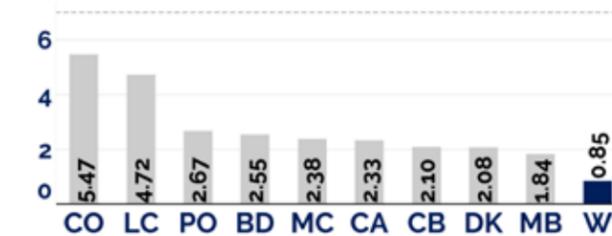


Transportation

● Ranked 10th, earned 12.1% of points

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems, inclusive of the campus fleet, commuting, and programs to support sustainable modes.

This is one of our lowest-rated subcategories. We benefit from having a pedestrian-friendly campus in which many students, staff, and faculty have the option to commute sustainably, but a commuting survey has not been completed recently enough to be valid. Transitioning our campus fleet to electric vehicles and establishing a car-sharing program would support sustainable transportation goals.

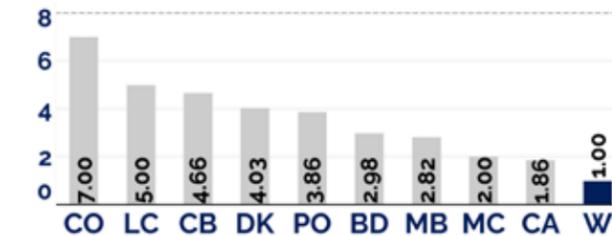


Water

● Ranked 10th, earned 16.7% of points

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality, and treating water as a resource rather than a waste product.

This is one of our lower-rated categories due to the age of our infrastructure and lack of ability to measure usage until recently. We could establish water recovery and reuse initiatives and find ways to implement rainwater management within our existing buildings and grounds.

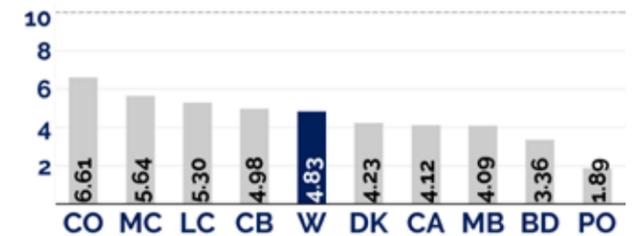


Waste

● Ranked 5th, earned 48.3% of points

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. Reducing the generation of waste 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.

We rated well in hazardous waste management, but as for construction and demolition waste diversion and general waste minimization, we could benefit from more efforts to recycle or reuse materials.

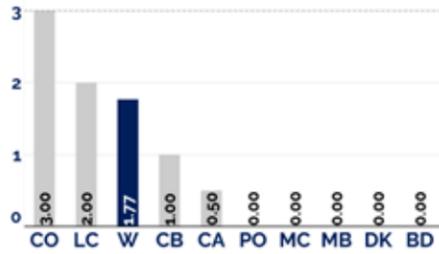


OP-1: Emissions Inventory & Disclosure

● Ranked 3rd, earned 59.0% of points

Doing well: We've conducted a greenhouse gas (GHG) emissions inventory that includes all Scope 1 and 2 emissions (as well as much of Scope 3).

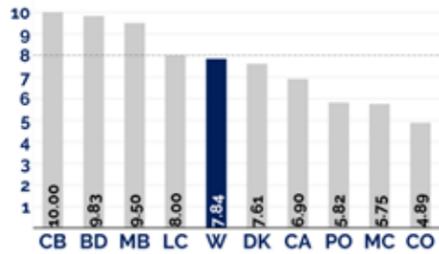
Ways to improve: Have our GHG emissions inventory validated internally by personnel who are independent of the GHG accounting and reporting process. Colby College's GHG inventory is conducted by a lead GHG inventory intern and student volunteers who work for the Office of Sustainability. The sustainability director reviews and validates the information collected and submitted by the team. Additionally, we could complete an inventory to quantify air pollutant emissions.



OP-2: Greenhouse Gas Emissions

● Ranked 2nd (using v2.2 scores), earned 98.0% of points

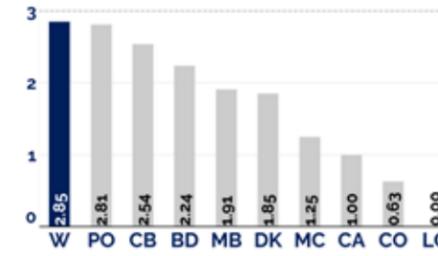
Doing well: Whitman is implementing the dual approach toward carbon neutrality laid out in our 2016 Climate Action Plan. There has been a 96.7% reduction in adjusted net GHG emissions per weighted campus user from baseline between FY13 and FY19. We have been purchasing renewable energy credits to cover 100% of our kWh of electricity consumption, as well as carbon offsets to cover 100% of our natural gas consumption.



OP-3: Building Design & Construction

● Ranked 1st, earned 95.0% of points

Doing well: Two of our buildings are certified at the first and second highest achievable levels under a multi-attribute Green Building Council rating system for design and construction: Stanton Hall is LEED Platinum-certified and Cleveland Commons is LEED Gold-certified.

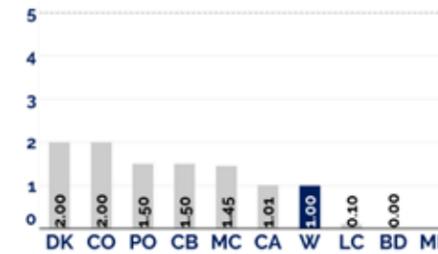


OP-4: Buildings Operations & Maintenance

● Ranked 7th, earned 20.0% of points

Doing well: We have implemented a temperature set point policy.

Ways to improve: 0% of existing building space is certified under a green building rating system focused on the operations and maintenance of existing buildings. Our buildings are operated and maintained in accordance with a single-attribute, sustainable management policy (the temperature set point policy), but are not certified under an O+M rating system.



OP-5: Building Energy Efficiency

● Ranked 8th, earned 45.3% of points

Doing well: We are incrementally implementing LED retrofits across campus; for example, we retrofitted the entire Penrose Library in January-February 2020. We have an energy dashboard that features live data from our buildings with electricity sub-meters, as well as stickers on many light switches across campus prompting occupants to turn off lights as they leave.

Ways to improve: There has been a 0% reduction in total source energy consumption per unit of floor area between FY13 and FY19. We could begin to employ the use of strategies such as passive solar heating, geothermal systems, and co-generation. Lewis & Clark College utilizes passive heating and cooling in two buildings on campus and daylighting strategies in numerous locations.

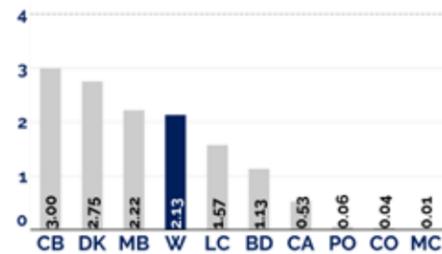


OP-6: Clean & Renewable Energy

● Ranked 4th, earned 53.3% of points

Doing well: We have large-scale solar arrays on the Bratton Tennis Center, Cleveland Commons, and Stanton Hall. There is also a residential-scale array on the Environmental Interest House, but its generation is not tracked. Additionally, we've purchased renewable energy credits (RECs) to cover 100% of the kWh of our electricity consumption.

Ways to improve: Use clean and renewable stationary fuels on-site to generate thermal energy. Purchase or otherwise import clean and renewable electric and thermal energy. Only 53.2% of total energy consumption comes from clean and renewable sources (though we have purchased carbon offsets to cover 100% of our natural gas consumption).

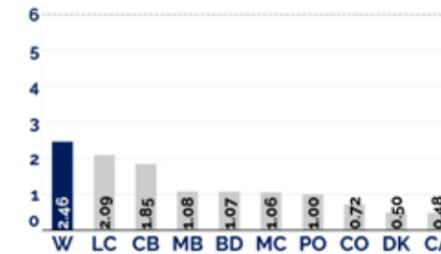


OP-7: Food & Beverage Purchasing

● Ranked 1st, earned 41.0% of points

Doing well: 59.7% of total annual food and beverage expenditures are on plant-based foods. Bon Appétit's Flavor First Purchasing Strategy demonstrates a commitment to purchasing sustainable food and beverages.

Ways to improve: Only 12.2% of total annual food and beverage expenditures are on products that are sustainably or ethically produced, and the 40.3% of foods purchased that are not plant-based can be considered not sustainable by certain definitions.

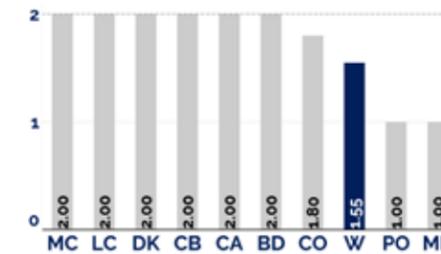


OP-8: Sustainable Dining

● Ranked 8th, earned 77.5% of points

Doing well: Bon Appétit prioritizes purchasing locally sourced produce, particularly for the "Eat Local Challenge." They inform diners about low impact food choices and sustainability practices through labeling and signage in dining halls. Leftover, usable food from service and items from their grab and go program is donated to the local senior center. Eco-Takeout boxes provide a reusable to-go option, and there are incentives (e.g. punchcards) for customers who use reusable beverage containers.

Ways to improve: Bon Appétit could host a farmers market and/or a community-supported agriculture (CSA) program, or support such a program in the local community. We could increase food recovery programs and establish a composting program to divert food and food waste from the landfill, incinerator, or sewer. Lewis & Clark College, which also uses Bon Appétit, hosts a CSA and supports local CSAs; they also work with local food providers - often leading farms tours for students.

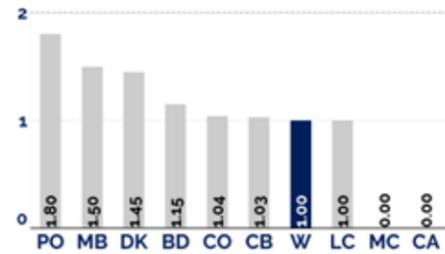


OP-9: Landscape Management

● Ranked 7th, earned 50.0% of points

Doing well: Our grounds department uses some organic fertilizer and is working to implement smart irrigation techniques. An active Trees & Landscaping Committee works in collaboration with our grounds manager and the grounds crew and certified professional arborists. The organic garden composts a limited amount of food waste from off-campus houses.

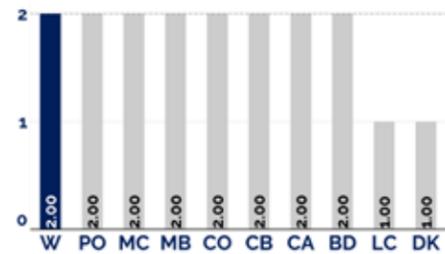
Ways to improve: 0% of grounds are managed completely organically.



OP-10: Biodiversity

● Ranked 1st, earned 100.0% of points

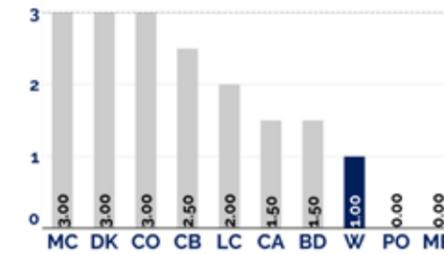
Doing well: Whitman owns about 1,900 acres of land in northeastern Washington State that is enrolled in the Conservation Reserve Program (CRP), which is administered through the Natural Resources Conservation Service (NRCS). Additionally, Whitman owns and manages 1,800 acres of land as part of its Wallula Gap Biological Station, where research on native grassland ecology, conservation, and carbon sequestration is conducted. We've completed an assessment to identify endangered and vulnerable species, specifically in areas of biodiversity importance such as the Wallula Gap Biological Station, College Cabin property and Johnston Wilderness Campus, and the Water-Wise Garden.



OP-11: Sustainable Procurement

● Ranked 8th, earned 33.3% of points

Ways to improve: Establish written policies, guidelines, or directives that support sustainable purchasing across multiple commodity categories institution-wide (i.e. chemically intensive products and services, furniture and furnishings, information technology and equipment, food service providers, etc.). Colorado College has implemented Life Cycle Cost Analysis (LCCA) as a matter of policy and standard practice when evaluating all energy- and water-using products, systems, and building components and has established policies for purchasing in some of the above categories.

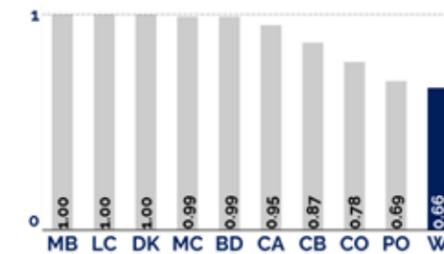


OP-12: Electronics Purchasing

● Ranked 10th, earned 66.0% of points

Doing well: 48.8% of electronics expenditure is EPEAT Gold registered and/or third-party certified at the highest achievable level under a multi-attribute sustainability standard, 3.4% is EPEAT Silver registered, and 3.5% is EPEAT Bronze registered.

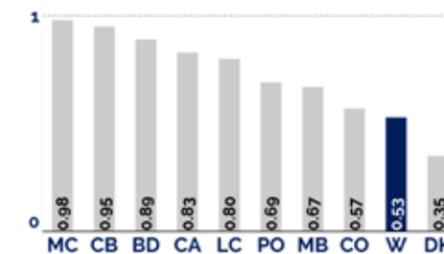
Ways to improve: Increase the proportion of electronics expenditures that are certified at the highest achievable level. At Lewis & Clark College, all expenditures on electronics are EPEAT Gold registered.



OP-13: Cleaning & Janitorial Purchasing

● Ranked 9th, earned 53.0% of points

Ways to improve: 52.8% of expenditures on cleaning and janitorial products are third-party certified to meet recognized sustainability standards, such as Green Seal or EPA Safer Choice. At Macalester College, this certification rate is 97.7%.

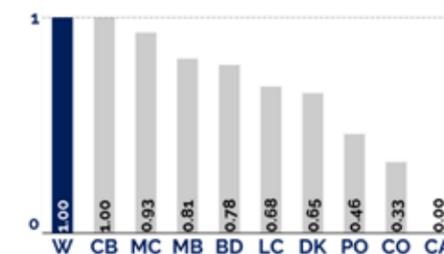


OP-14: Office Paper Purchasing

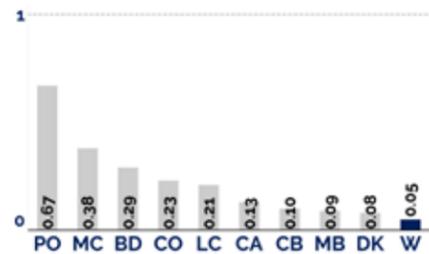
● Ranked 1st, earned 100% of points

Doing well: All office paper purchased in FY19 (expenditure of \$34,303.50) contained 100% post-consumer recycled content.

Ways to improve: Continue working with WCTS to reduce paper use among Whitman community members.



Transportation



OP-15: Campus Fleet

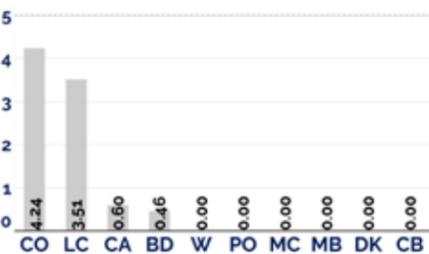
● Ranked 10th, earned 5.0% of points

Ways to improve: Make the switch to electric vehicles and make efforts to support alternative fuel and power technology. Pomona College's 90 vehicle fleet is 100% electric or hybrid.

OP-16: Commute Modal Split

● Ranked 5th, earned 0.0% of points

Ways to improve: Assess student and employee commuting behavior (this survey has already been drafted but was put on hold due to Covid-19). Colorado College's Office of Sustainability issued an employee commute survey to all faculty and staff. They found that 42.08% of employees use more sustainable commuting options as their primary mode of transportation.

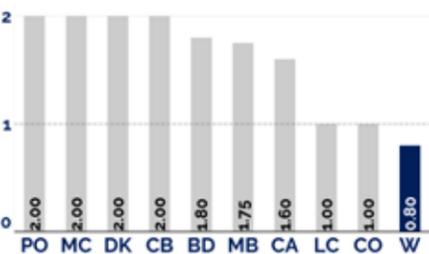


OP-17: Support for Sustainable Transportation

● Ranked 10th, earned 80.0% of points

Doing well: The Bike Share program, a partnership of the Office of Sustainability and the Penrose Library, provides students with bikes for 24-hour checkout at no charge. Three electric vehicle charging stations are available to the public near Stanton Hall. Students receive a sustainable transportation guide in their orientation packets.

Ways to improve: Establish a car-sharing program, preferential parking for electric vehicles, and/or more electric vehicle recharging stations. Create partnerships with local public transit. Establish programs or initiatives to encourage more sustainable modes of transportation. Lewis & Clark College hosts a Bike Commute Challenge and has a Sustainability Incentives Program.



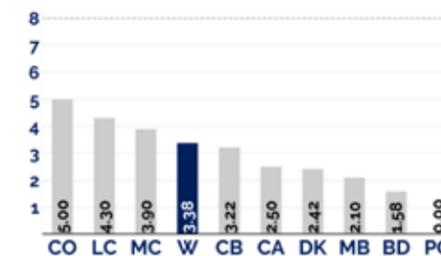
Waste

OP-18: Waste Minimization & Diversion

● Ranked 4th, earned 42.3% of points

Doing well: 52.3% of materials have been diverted from the landfill or incinerator by recycling, composting, donating, or reselling during FY19. A week-long food waste audit was conducted in Fall 2019. Our "For Sale" community listserv is often used to facilitate peer-to-peer exchange. Whitman students living in the Environmental Interest House facilitate a collection of items during move-out and distribution during move-in.

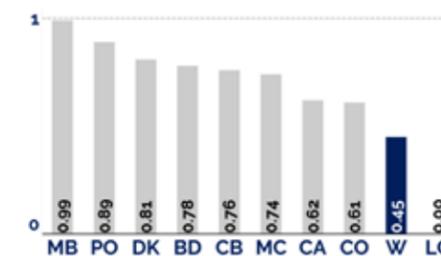
Ways to improve: Colorado College has an on-campus thrift store called "Swap Space" which allows students to donate, trade, and give their goods, ranging from books to clothing to furniture. The Business/Purchasing Office holds an annual Office Supplies Swap Event. They participate in RecycleMania, a nation-wide effort to reduce waste; during this time, the Office of Sustainability puts on recycled craft nights, publicizes competition progress, and provides incentives (discounts, stickers, etc.) for students to reduce their waste.



OP-19: Construction & Demolition Waste Diversion

● Ranked 9th, earned 45.0% of points

Ways to improve: Only 45.1% of construction and demolition materials were diverted from the landfill or incinerator through recycling, donation, and other forms of recovery. This rate at Dickinson College was 81.26%. Dickinson has a construction and demolition waste statement supporting this commitment.

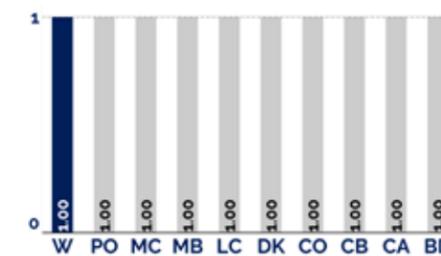


OP-20: Hazardous Waste Management

● Ranked 1st, earned 100% of points

Doing well: Faculty are working to reduce chemical holdings and better manage the chemicals necessary for teaching and research. Hazardous, universal, and special wastes are submitted to Environmental Health & Safety for determination, designation, and appropriate management. All wastes are screened for recycling and reuse potential, and those found suitable are managed appropriately to reduce waste.

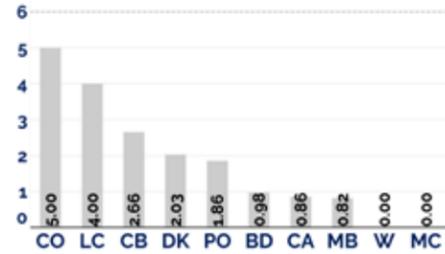
Ways to improve: Establish an inventory system to facilitate the reuse or redistribution of laboratory chemicals.



OP-21: Water Use

● Ranked 9th, earned 0.0% of points

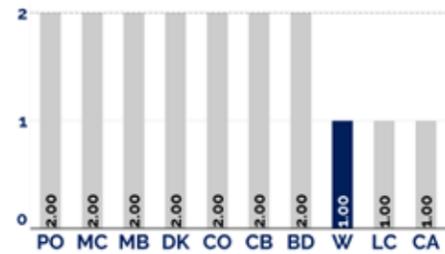
Ways to improve: Establish water recovery and reuse initiatives, water-related behavior change initiatives, and initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives. At Lewis & Clark College, non-potable water is reclaimed and diverted to fountains for storage and ultimately for use in irrigation. They are also transitioning to high-efficiency aerators and showerheads.



OP-22: Rainwater Management

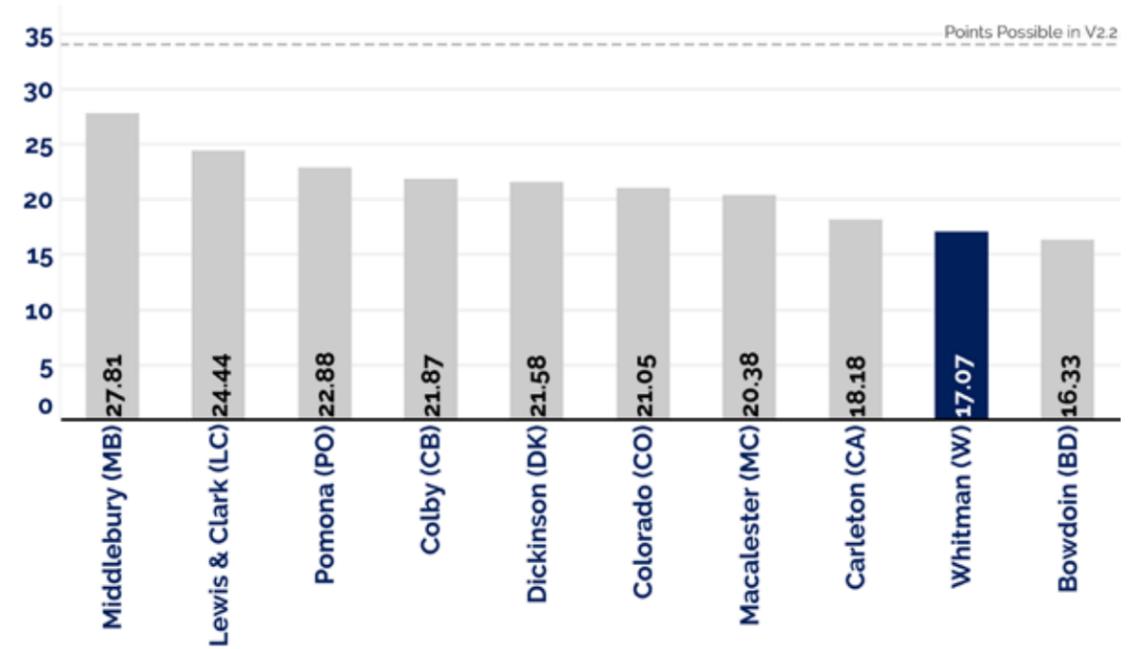
● Ranked 8th, earned 50.0% of points

Ways to improve: Given its age, much of our campus infrastructure in place does not meet green infrastructure and Low Impact Development (LID) practices. Aim to achieve LEED certification in new construction projects. Colorado College has multiple green roof gardens that reduce stormwater runoff by 65 to 90 percent in the summer and 25 to 40 percent during winter months.



Planning & Administration

● Ranked 9th, earned 50.2% of points

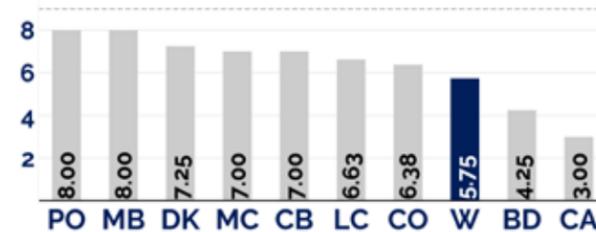


Coordination & Planning

● Ranked 8th, earned 63.9% of points

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance.

Our highest-rated credits in this subcategory are due to the President's Sustainability Advisory Committee and our 2016 Climate Action Plan. We could benefit from an updated action plan, particularly where it concerns curriculum and research, and from including more voices from the local community to shape our initiatives.

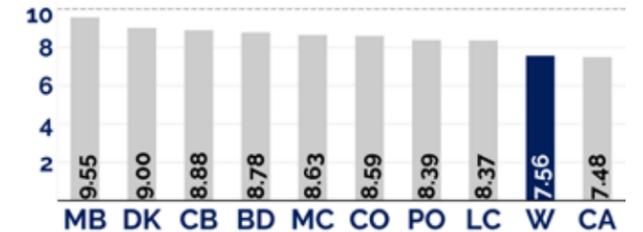


Diversity & Affordability

● Ranked 9th, earned 65.6% of points

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. To achieve environmental and social justice, society must work to address discrimination and promote equality.

We benefit from the efforts of Whitman Inclusion, Diversity & Equity (WIDE) and campus-wide events like Power & Privilege, but there is still much work to be done to establish an antiracist and welcoming community for all students, staff, and faculty.

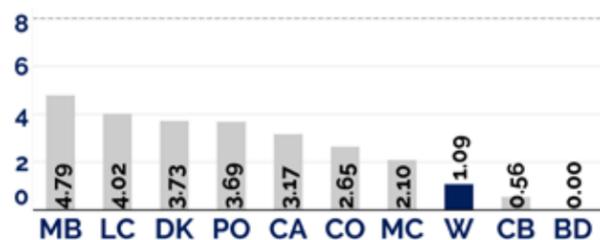


Investment & Finance

● Ranked 8th, earned 6.0% of points

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community.

Despite the commitment to divest from fossil fuels, this is one of our lowest-rated subcategories due to the lack of transparency in our investment holdings. We need to not only divest from unsustainable industries and businesses, but also actively invest in sustainable alternatives and innovations.

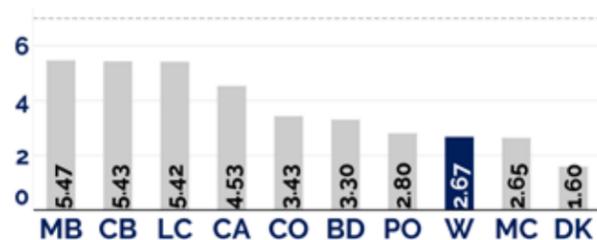


Wellbeing & Work

● Ranked 8th, earned 38.1% of points

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers, and by acting to protect and positively affect the health, safety, and wellbeing of the campus community.

Our highest-rated credits are due to the student-focused efforts of the Counseling Center. We would benefit from expanded wellness initiatives and anonymous evaluations of employee satisfaction to guide further improvements.

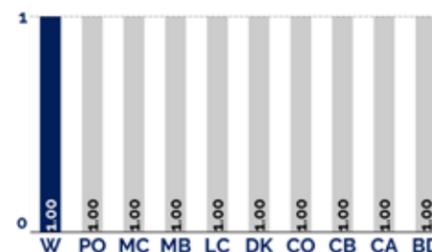


Coordination & Planning

PA-1: Sustainability Coordination

● Ranked 1st, earned 100% of points

Doing well: The President's Sustainability Advisory Committee (PSAC) includes faculty, staff, and students who meet regularly to develop a direction for an increased commitment to sustainability campus-wide. Recent accomplishments of PSAC include continued progress on our Climate Action Plan (including arranging the purchasing of RECs and carbon offsets), certifying two new construction buildings as LEED Platinum and Gold, championing the College's decision to divest its endowment from fossil fuels, and advancing partnerships for student engagement in sustainability.

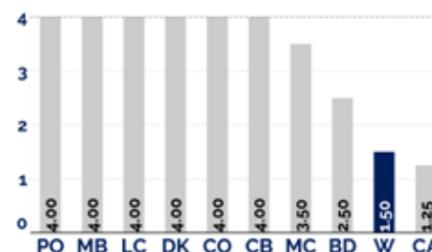


PA-2: Sustainability Planning

● Ranked 9th, earned 37.5% of points

Doing well: The Climate Action Plan includes measurable sustainability objectives that address sustainability in engagement, operations, and administration.

Ways to improve: Develop plans that work toward measurable sustainability objectives that address sustainability in the curriculum and research.

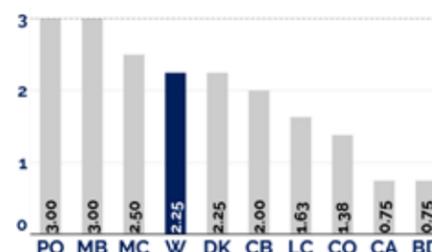


PA-3: Inclusive & Participatory Governance

● Ranked 4th, earned 75.0% of points

Doing well: One student represents their peers as an official member of the Board of Trustees, and three students serve on trustee committees with student, staff, and faculty inclusion.

Ways to improve: Host or support a formal body through which external stakeholders have a regular voice in institutional decisions that affect them (e.g. campus-community councils).

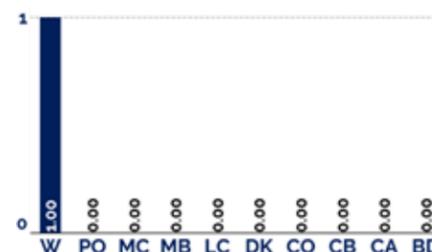


PA-4: Reporting Assurance

● Ranked 1st, earned 100% of points

Doing well: We conducted an internal review to affirm that the information in our Spring 2020 STARS report is in accordance with credit criteria.

Ways to improve: Also conduct an external review.

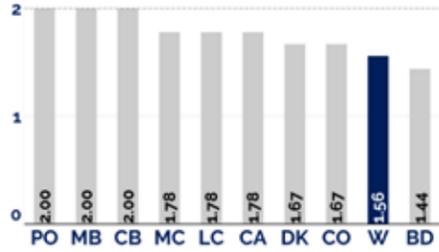


PA-5: Diversity & Equity Coordination

● Ranked 9th, earned 78.0% of points

Doing well: The WIDE committee consists of faculty, staff, and students who work in collaboration to proactively advise the President of the college on issues of diversity and inclusion. First year students attend Residence Life workshops on identity, gender and sexuality, class, and religion and spirituality. The annual Power & Privilege Symposium and Continuing the Conversation also encourage and provide space for these conversations.

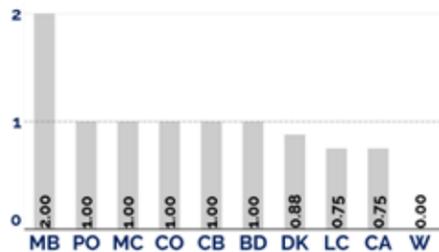
Ways to improve: It is estimated that not all faculty and staff members have participated in cultural competence, anti-oppression, anti-racism, and social inclusion training and activities. At Colby College, in addition to a DEI team, they have a Bias Incident Prevention and Response (BIPR) team which is charged with responding to bias incidents involving members of the Colby community. The team also performs an educational role in fostering a climate of civility and mutual respect. Fourteen staff training sessions were offered over the past academic year on cultural competence and Title IX.



PA-6: Assessing Diversity & Equity

● Ranked 10th, earned 0.0% of points

Ways to improve: Engage in a structured assessment process to improve DEI on campus. Whitman's 2015-2016 climate study works to fulfill this criterion, but since it was completed outside of the acceptable previous three-year timeframe, another is due.

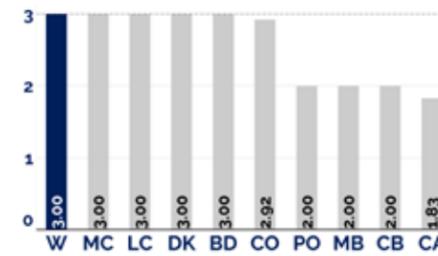


PA-7: Support for Underrepresented Groups

● Ranked 1st, earned 100% of points

Doing well: We have a discrimination response protocol and committee, programs specifically designed to recruit students, staff and faculty from underrepresented groups, mentoring designed specifically to support First Generation/ Working-Class (FGWC) students, staff and faculty from underrepresented groups, a publicly accessible inventory of gender-neutral bathrooms on campus, and housing options to accommodate the specific needs of transgender and transitioning students.

Ways to improve: Implement training and development programs, teaching fellowships, and other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members. Lewis & Clark College supports a number of scholarship programs aimed at supporting and preparing students from underrepresented groups. These include students in PhD programs such as the APA Minority Fellowship Program and mentoring for Doctoral Students of Color.



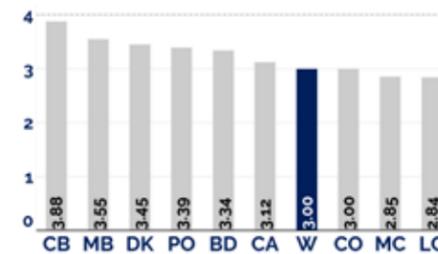
PA-8: Affordability & Access

● Ranked 7th, earned 75.0% of points

Doing well: On average, 94% of financial need is met, 59% of students graduate without student loan debt, 34% of entering students are low-income, and there is an 87% graduation/success rate for low-income students.

The Gateway Program works with our local community college to bring in 2-3 students, and Whitman meets their financial need until they are able to complete their degree. Physical Plant Yard Sale proceeds go toward a scholarship fund for non-traditional students.

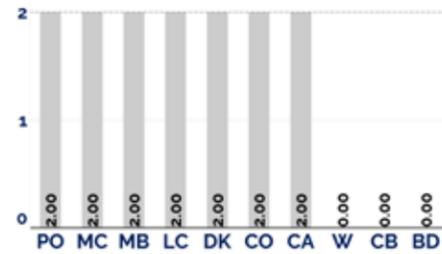
Ways to improve: Colby College has a Non-Residential Degree Program - a self-paced degree-granting program for non-traditional students. It has been designed to allow individuals to pursue their degrees as their schedules permit. A tuition remission program for area high school students is intended to provide educational opportunities for secondary school seniors who have been recommended to Colby by secondary school staff. High school/college-enrolled non-matriculated employee children may receive credit for a maximum of four courses, no more than two of which may be taken in any single semester.



PA-9: Committee on Investor Responsibility

● Ranked 8th, earned 0.0% of points

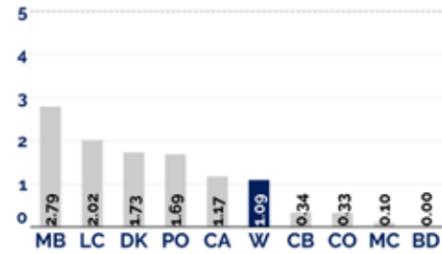
Ways to improve: Formally establish an active committee on investor responsibility (CIR) in charge of proxy voting, sustainable investing policy development, etc. with student, staff, and faculty representation. Colorado College has drafted bylaws and guidelines for defining "green" and "socially responsible" investing. Their CIR oversees that the investment of funds aligns with social and environmental concerns, including investing in companies that implement proper employee treatment practices and transparency, as well as preventing investment in companies involved in the oil and natural gas industries.



PA-10: Sustainable Investment

● Ranked 6th, earned 21.8% of points

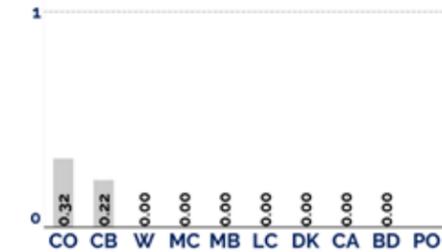
Ways to improve: Have holdings in sustainable industries (e.g. renewable energy or sustainable forestry), sustainability investment funds (e.g. renewable energy or impact investment funds), businesses selected for exemplary sustainability performance, community development financial institutions (CDFIs), socially responsible mutual funds with positive screens, and green revolving loan funds that are funded from the endowment. Middlebury College has a "Sustainable Investments Initiative" to which donors concerned about sustainability within the endowment can contribute. These funds are put towards investment vehicles that meet the college's criteria for being sustainable.



PA-11: Investment Disclosure

● Ranked 3rd, earned 0.0% of points

Ways to improve: Make a snapshot of investment holdings available to the public in detail (specific funds and/or companies or investment managers and/or basic portfolio composition) and engage in proxy voting.

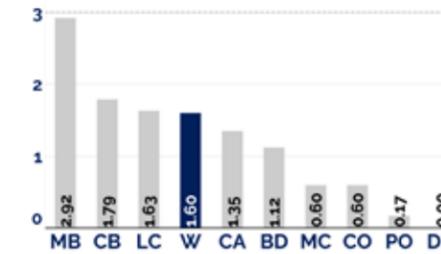


PA-12: Employee Compensation

● Ranked 4th, earned 53.3% of points

Doing well: 95% of employees received a living wage (as of FY19). The College has made a commitment to pay a minimum of \$15/hour, which is 120% of the current minimum wage.

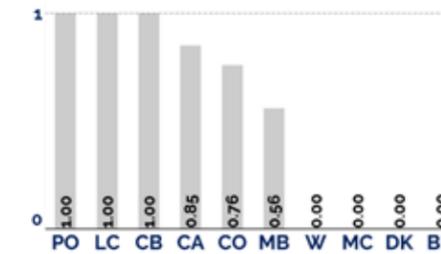
Ways to improve: Only 16.8% of employees of on-site contractors (Bon Appétit) are known to receive a living wage.



PA-13: Assessing Employee Satisfaction

● Ranked 7th, earned 0.0% of points

Ways to improve: Conduct a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement.

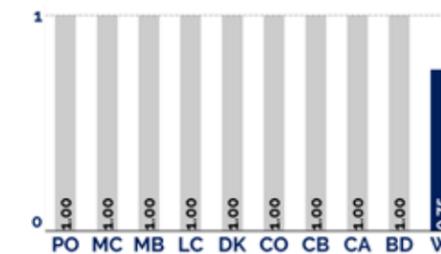


PA-14: Wellness Program

● Ranked 10th, earned 75.0% of points

Doing well: Counseling is available to all students, faculty, and staff. We have a restrictive smoking policy. Movement that Matters is a wellness and exercise program for Whitman faculty, staff, and family members with Whitman ID cards, EmployeeConnect is a confidential personal counseling and work-life service that provides support and resources to help employees resolve personal issues and identify needed resources.

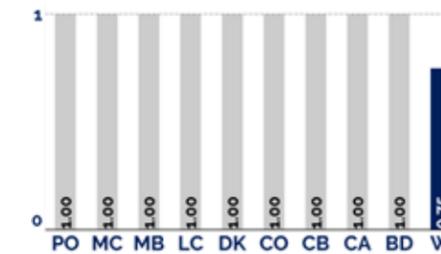
Ways to improve: Lewis & Clark College has prohibited smoking and tobacco use across the entire campus and hosts an Annual Wellness Fair.



PA-15: Workplace Health & Safety

● Ranked 10th, earned 16.0% of points

Ways to improve: Have an occupational health and safety management system (OHSMS) and use a nationally or internationally recognized standard or guideline. Lewis & Clark College has health and safety committees, ongoing training, and a lower number of work-related injuries than Whitman.



The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Because this category changed significantly with STARS version 2.2, we are not including a comparative analysis of it within this report.

All Innovation & Leadership credits are listed below. The credits that Whitman earned points within are in **bold**, with the percentage of points earned noted in parentheses.

- | | |
|---|---|
| IN-1: Academy-Industry Connections | IN-24: Natural Wastewater Systems |
| IN-2: Anchor Institution Network | IN-25: Network for Student Social Innovation |
| IN-3: Bicycle Friendly University | IN-26: Nitrogen Footprint |
| IN-4: Campus Pride Index | IN-27: Online Sustainability Course |
| IN-5: Carbon Mitigation Project Development | IN-28: Pay Scale Equity (100%) |
| IN-6: Center for Sustainability Across the Curriculum | IN-29: Pest Management Certification |
| IN-7: Community Garden (100%) | IN-30: Sanctuary Institution |
| IN-8: Dining Services Certification (50%) | IN-31: Serving Underrepresented Students |
| IN-9: Diversity & Equity Recognition | IN-32: Single-Use Plastic Ban (100%) |
| IN-10: Energy System Certification | IN-33: Social Enterprise |
| IN-11: External Reporting Assurance | IN-34: Spend Analysis |
| IN-12: Fair Trade Campus | IN-35: Stakeholder Engagement Standard |
| IN-13: Fleet Certification | IN-36: Stormwater Modeling |
| IN-14: Food Bank (100%) | IN-37: Student Living Wage (100%) |
| IN-15: Full-Time Faculty Employment | IN-38: Sustainability Course Designation |
| IN-16: Green Athletics | IN-39: Sustainability Office Diversity Program |
| IN-17: Green Cleaning Certification | IN-40: Sustainability Projects Fund (100%) |
| IN-18: Green Event Certification | IN-41: Textbook Affordability (50%) |
| IN-19: Green Laboratory Program | IN-42: Voter Education & Support |
| IN-20: Grounds Certification (100%) | IN-43: Water Balance |
| IN-21: Health & Safety Management Certification | IN-44: Wellbeing Certification |
| IN-22: Hospital Network | IN-45: Work College |
| IN-23: Laboratory Animal Welfare | IN-46: Zero Waste Certification |

IN-3: Bicycle Friendly University

Earned 0.0% of points

Ways to improve: Gain recognition from the League of American Bicyclists as a Bicycle Friendly University with a Silver rating or higher by following their criteria of creating safe and convenient places to ride and park, giving people of all ages and abilities the skills and confidence to ride, creating a strong bike culture that welcomes and celebrates bicycling, ensuring safe roads for all users, and promoting equity, diversity & inclusion.

IN-4: Campus Pride Index

Earned 0.0% of points

Ways to improve: Bowdoin College has a Sexuality, Women, and Gender Center (SWAG). One of the areas SWAG has had great success in is athletics—most teams have trained OUTAllies/OUTPeers, and SWAG cohosts with athletics an annual dinner for rising leaders to collaborate on about how to create queer-friendly teams. Carleton College has a Gender and Sexuality Center (GSC) and two GSC sponsored residential spaces.

IN-8: Dining Services Certification

Earned 50.0% of points

Doing well: Cleveland Commons is certified by the Food Recovery Network (Food Recovery Verified).

Ways to improve: The other on-site foodservice outlets could also work toward certification.

IN-16: Green Athletics

Earned 0.0% of points

Ways to improve: Strive for zero waste and carbon neutral athletic events, a sustainable food, and beverage purchasing program that includes athletic event vendors and concessions; a program to minimize the use of potable water and chemicals in turf maintenance and groundskeeping (organic treatment); a program to support more sustainable transportation options for athletic events, community engagement efforts (e.g. to educate students and fans/supporters about the institution's sustainability initiatives), and an athletic team certification program. Bowdoin College has a Green Athletics Program, a teamEco-Challenge competition, and "Green Games" to increase the environmental presence at athletic events and engage with fans by instructing them on how to properly dispose of their waste.

IN-18: Green Event Certification

Earned 0.0% of points

Ways to improve: Establish a green event certification program that addresses sustainable transportation options, sustainable catering, paper consumption, communications and signage about sustainable practices, energy efficiency, and waste minimization and diversion. Macalester College uses a streaming service to allow for virtual attendance, offers vegan options, and accommodates other *(cont. on next page)*

Featured Innovation & Leadership Credits (cont.)

dietary needs (gluten-free, Kosher, etc.). They use exclusively compostable silverware, dishware, and paper products, and put up banners that signify a zero-waste event where composting, recycling, and waste are all available. At Colorado College, events that are funded by their student government with over \$5,000 must be certified as Green Events.

IN-21: Health & Safety Management Certification

Earned 0.0% of points

Ways to improve: Establish an occupational health and safety management system (OHSMS) that has been audited by an external organization to ensure conformance to a nationally or internationally recognized standard or guideline.

IN-30: Sanctuary Institution

Earned 0.0% of points

Ways to improve: Be formally designated or officially self-declared as an institution of sanctuary by adopting policies to protect members of the campus community who are undocumented immigrants. For instance, do not allow Immigration & Customs Enforcement (ICE) officers onto campus without a warrant, refuse for campus security to enforce immigration law, provide distance-learning options for deported students to complete their degrees, and provide confidential legal support to students with immigration law questions and issues.

IN-38: Sustainability Course Designation

Earned 0.0% of points

Ways to improve: Formally designate sustainability courses in the course catalog and include the completion of a sustainability course as a general degree requirement. At Dickinson College, faculty and department chairs are invited to request sustainability designations for their courses in the standard course catalog.

IN-41: Textbook Affordability

Earned 50.0% of points

Doing well: The GAC Lending Library is available for FGWC students, departments are increasingly using open-access resources, and the Bookstore donates books that are used but have been left by students at buyback or given to the bookstore to donate.

Ways to improve: Provide incentives for faculty that explicitly encourage the use, authorship, peer review, and adoption of open-access textbooks.

Connections to Strategic Priorities

With the arrival of President Kathleen Murray in 2015, the Whitman College community launched a strategic planning process that would serve to guide the College's efforts over the next five to seven years. The goal was to develop bold aspirations for Whitman's future while building on the college's historic strengths. The priorities are the result of a comprehensive strategic planning initiative in 2016-2017 by the Strategic Planning Committee, comprised of faculty, staff, students, and governing board members. The priorities were formally approved by the Board of Trustees on August 16, 2017. The priorities were intended to be specific enough to guide our actions but flexible enough to be able to adjust to the changing environment within higher education from the year of their adoption through 2022.

The full strategic priorities document can be found at whitman.edu/president/strategic-planning (requires a Whitman login to access).

Below, we highlight connections between Whitman's strategic priorities and some specific STARS credits, to demonstrate that making progress on sustainability can contribute to making progress on our priorities. This is not an inclusive representation, as many credits have complex implications that cannot be easily categorized.

Additionally, in support of the acknowledgement in the strategic priorities document that "all of our decisions have been guided by a recognition that the college's long term financial sustainability is paramount," it is important to recognize that many sustainability efforts, especially those that reduce resource consumption (such as LED lighting retrofits, included in [OP-5: Building Energy Efficiency](#)), are significant cost-saving opportunities waiting to be unlocked.

Increasing access and affordability

[PA-8: Affordability & Access](#)

This credit is directly related to the college's priority to make Whitman more accessible both financially and socially. The Affordability & Access credit assesses the institutions' policies and programs that financially support non-traditional or low-income students. It considers figures like the percentage of students receiving need-based aid and the graduation rate of low-income students. These considerations clearly coincide with the approaches of this priority to increase aid and admit more students with financial need.

Enhancing diversity, equity, and inclusion

[PA-5: Diversity & Equity Coordination](#)

[PA-7: Support for Underrepresented Groups](#)

The goal of the Support for Underrepresented Groups credit is to ensure that the institution is a safe space for non-traditional students that are being recruited. The credit covers targeted support for these students as well as for underrepresented staff and faculty. In this way, it reflects the goal to support the enrollment of underrepresented groups that affordability enables, while promoting the priority of DEI. The Diversity and Equity Coordination credit seeks to explore what kind of structures are in place to support such overarching and holistic goals as enhancing DEI. The credit covers DEI offices, staff, programs, policies, and education. These efforts align with the priority's goals of becoming more accessible and welcoming for underrepresented students.

Connections to Strategic Priorities (cont.)

Innovating the curriculum

AC-1: Academic Courses

AC-2: Learning Outcomes

The Academic Courses credit focuses on how well sustainability is incorporated within the curriculum. Courses that cover sustainability issues help equip students to lead society to a sustainable future. The intersectional nature of sustainability lends itself to the flexibility of establishing a curriculum that intentionally spans across and between academic fields. The Learning Outcomes credit assesses the prioritization of sustainability as a central aspect of the academic curriculum; it considers whether or not sustainability-related courses and outcomes are required for all students. Reinventing our curriculum to adapt to the increasingly prevalent role that sustainability plays within our society coincides with the priority's goal of creating a dynamic and responsive curriculum.

Connecting to life after Whitman

AC-2: Learning Outcomes

EN-3: Student Life

We would be remiss not to acknowledge that life after Whitman for our students will be shaped by the accelerating climate crisis. Creating sustainability learning outcomes for all students would support readiness for a world in which climate change will be a defining feature. The Student Life credit focuses on the role of sustainability in student groups, financial support for student projects, and sustainability-related events on campus. The strategic priority of connecting to life after Whitman is founded in a well-rounded student experience. A specific approach to this goal is ensuring that students are exposed to high-impact learning experiences that set them up for productive and meaningful lives as alumni. These experiences can take place in both curricular and co-curricular settings. Furthermore, student groups are a central base for student-alumni interaction; the integration of sustainability initiatives into these groups that alumni engage with (e.g. athletics, Greek Life, etc.) would work to support the connection between them.

Celebrating our location

EN-10: Community Partnerships

EN-13: Community Service

Most OP credits, particularly those within the Energy, Food & Dining, Grounds, Transportation, Waste, and Water subcategories

The Community Partnerships credit considers how the institution is involved in the community that it is situated in. This clearly reflects the approach of supporting existing and developing new curricular and co-curricular programs that feature community-based partnerships. The goal of the Community Service credit is to assess the level of involvement students, staff, and faculty have within the community. This strategic priority details the co-dependence between Whitman and Walla Walla, illustrating the importance of establishing a healthy relationship between the institution and the city, which can be enhanced by community partnerships and service. This strategic priority also implies a focus on having a positive impact on our local environment, for the good of our entire community. This goal can be approached through Whitman's efforts to support sustainable local ecosystems and food systems, while reducing resource use and pollution, as outlined in the Operations credits.

Conclusion

Whitman ranks last in a comparison with the nine of our peer institutions that also currently have valid STARS ratings. Fortunately, this also means that we have a lot of accomplished resources to draw inspiration from.

Our lowest-rated subcategories are Campus Engagement, Transportation, and Investment & Finance. Clear examples of improvements to be made in Campus Engagement are to establish a student educators program and programs to engage staff and faculty in topics of sustainability. For Transportation, it would be beneficial to conduct a survey of commute habits for all students and employees (this survey has already been drafted but was put on hold due to Covid-19) and transition the campus fleet to electric vehicles. For Investment & Finance, we should actively invest in sustainable industries while making information regarding our investment holdings easily accessible to the public.

Our highest-rated subcategories are Air & Climate, Grounds, and Diversity & Affordability. Although these are areas in which we have excelled in some respects, we did not earn full points in any category, so there is still work to be done. To make improvements in the subcategory of Air & Climate, we should continue to work toward reducing our greenhouse gas emissions, while validating our emissions inventory by a third-party (internal and/or external). For Grounds, it is important to maintain the high level of biodiversity we support, particularly off of our main campus, while also moving toward more sustainable grounds practices, such as completely organic management, on campus. As for Diversity & Affordability, it is important for us to continue to support the spaces provided for conversations and action around DEI, while recognizing where they fall short. Creating antiracist policies and education opportunities for students, staff, and faculty would move this goal forward and actively improve the experience and lives of BIPOC members of the Whitman community.

Making progress on sustainability across the institution, by working toward enacting the initiatives mentioned above and throughout this report as a whole, would not only promote the longevity and relevance of Whitman College as a higher education institution, but also enhance the lives of our students, staff, and faculty in their work at Whitman and beyond. It would also foster the sustainability and resilience of the Walla Walla community and our greater region.

Through our role in the education of future leaders, the advancement of academic disciplines, and countless other positions of influence, Whitman has a significant degree of impact—on other higher education institutions, our governing structures, and ultimately the world as a whole. Because of the intersectional nature of sustainability, prioritizing these efforts would support other goals of the institution as well, positioning us to more completely fulfill our mission.

STARS Credits

by rank among colleges

Category	Subcategory	Credit	Rank	# who share rank
Engagement	Public Engagement	EN-13: Community Service	10	0
Engagement	Campus Engagement	EN-5: Outreach Campaign	10	0
Operations	Purchasing	OP-12: Electronics Purchasing	10	0
Operations	Transportation	OP-15: Campus Fleet	10	0
Operations	Transportation	OP-17: Support for Sustainable Transportation	10	0
Planning & Admin	Wellbeing & Work	PA-14: Wellness Program	10	0
Planning & Admin	Wellbeing & Work	PA-15: Workplace Health and Safety	10	0
Planning & Admin	Diversity & Affordability	PA-6: Assessing Diversity and Equity	10	0
Engagement	Campus Engagement	EN-1: Student Educators Program	9	1
Engagement	Public Engagement	EN-10: Community Partnerships	9	1
Engagement	Campus Engagement	EN-7: Employee Educators Program	9	1
Engagement	Campus Engagement	EN-8: Employee Orientation	9	1
Operations	Water	OP-21: Water Use	9	1
Academics	Curriculum	AC-2: Learning Outcomes	9	0
Academics	Research	AC-9: Research and Scholarship	9	0
Engagement	Public Engagement	EN-14: Participation in Public Policy	9	0
Operations	Purchasing	OP-13: Cleaning and Janitorial Purchasing	9	0
Operations	Waste	OP-19: Construction and Demolition Waste Diversion	9	0
Planning & Admin	Coordination & Planning	PA-2: Sustainability Planning	9	0
Planning & Admin	Diversity & Affordability	PA-5: Diversity and Equity Coordination	9	0
Academics	Curriculum	AC-7: Incentives for Developing Courses	8	2
Engagement	Public Engagement	EN-11: Inter-Campus Collaboration	8	2
Engagement	Campus Engagement	EN-9: Staff Professional Development and Training	8	2
Operations	Water	OP-22: Rainwater Management	8	2
Planning & Admin	Investment & Finance	PA-9: Committee on Investor Responsibility	8	2
Operations	Purchasing	OP-11: Sustainable Procurement	8	0
Operations	Energy	OP-5: Building Energy Efficiency	8	0
Operations	Food & Dining	OP-8: Sustainable Dining	8	0
Engagement	Public Engagement	EN-15: Trademark Licensing	7	3
Planning & Admin	Wellbeing & Work	PA-13: Assessing Employee Satisfaction	7	3
Operations	Grounds	OP-9: Landscape Management	7	1
Planning & Admin	Diversity & Affordability	PA-8: Affordability and Access	7	1
Operations	Buildings	OP-4: Building Operations and Maintenance	7	0
Academics	Research	AC-10: Support for Sustainability Research	6	3
Planning & Admin	Investment & Finance	PA-10: Sustainable Investment	6	0
Academics	Curriculum	AC-6: Sustainability Literacy Assessment	5	5
Engagement	Campus Engagement	EN-6: Assessing Sustainability Culture	5	5

Category	Subcategory	Credit	Rank	# who share rank
Operations	Transportation	OP-16: Commute Modal Split	5	5
Academics	Research	AC-11: Open Access to Research	5	1
Operations	Air & Climate	OP-2: Greenhouse Gas Emissions	5	0
Planning & Admin	Coordination & Planning	PA-3: Inclusive and Participatory Governance	4	1
Academics	Curriculum	AC-1: Academic Courses	4	0
Operations	Waste	OP-18: Waste Minimization and Diversion	4	0
Operations	Energy	OP-6: Clean and Renewable Energy	4	0
Planning & Admin	Wellbeing & Work	PA-12: Employee Compensation	4	0
Planning & Admin	Investment & Finance	PA-11: Investment Disclosure	3	7
Operations	Air & Climate	OP-1: Emissions Inventory and Disclosure	3	0
Academics	Curriculum	AC-5: Immersive Experience	2	7
Academics	Curriculum	AC-3: Undergraduate Program	1	9
Academics	Curriculum	AC-8: Campus as a Living Laboratory	1	9
Engagement	Campus Engagement	EN-2: Student Orientation	1	9
Engagement	Campus Engagement	EN-4: Outreach Materials and Publications	1	9
Operations	Waste	OP-20: Hazardous Waste Management	1	9
Planning & Admin	Coordination & Planning	PA-1: Sustainability Coordination	1	9
Engagement	Campus Engagement	EN-3: Student Life	1	8
Operations	Grounds	OP-10: Biodiversity	1	7
Planning & Admin	Diversity & Affordability	PA-7: Support for Underrepresented Groups	1	4
Operations	Purchasing	OP-14: Office Paper Purchasing	1	1
Operations	Buildings	OP-3: Building Design and Construction	1	0
Operations	Food & Dining	OP-7: Food and Beverage Purchasing	1	0
Planning & Admin	Coordination & Planning	PA-4: Reporting Assurance	1	0

STARS Credits

by % of points earned

Category	Subcategory	Credit	% of Points Earned	# of Points Earned	# of Points Possible
Operations	Water	OP-21: Water Use	0.0%	0	6
Operations	Transportation	OP-16: Commute Modal Split	0.0%	0	5
Academics	Curriculum	AC-6: Sustainability Literacy Assessment	0.0%	0	4
Engagement	Campus Engagement	EN-1: Student Educators Program	0.0%	0	4
Engagement	Campus Engagement	EN-5: Outreach Campaign	0.0%	0	4
Engagement	Campus Engagement	EN-7: Employee Educators Program	0.0%	0	3
Academics	Curriculum	AC-7: Incentives for Developing Courses	0.0%	0	2
Engagement	Campus Engagement	EN-9: Staff Professional Development & Training	0.0%	0	2
Engagement	Public Engagement	EN-15: Trademark Licensing	0.0%	0	2
Planning & Admin	Investment & Finance	PA-9: Committee on Investor Responsibility	0.0%	0	2
Engagement	Campus Engagement	EN-6: Assessing Sustainability Culture	0.0%	0	1
Engagement	Campus Engagement	EN-8: Employee Orientation	0.0%	0	1
Planning & Admin	Diversity & Affordability	PA-6: Assessing Diversity & Equity	0.0%	0	1
Planning & Admin	Investment & Finance	PA-11: Investment Disclosure	0.0%	0	1
Planning & Admin	Wellbeing & Work	PA-13: Assessing Employee Satisfaction	0.0%	0	1
Operations	Transportation	OP-15: Campus Fleet	5.0%	0.05	1
Academics	Curriculum	AC-2: Learning Outcomes	11.6%	0.93	8
Planning & Admin	Wellbeing & Work	PA-15: Workplace Health & Safety	16.0%	0.32	2
Operations	Buildings	OP-4: Building Operations & Maintenance	20.0%	1	5
Planning & Admin	Investment & Finance	PA-10: Sustainable Investment	21.8%	1.09	5
Operations	Purchasing	OP-11: Sustainable Procurement	33.3%	1	3
Academics	Research	AC-11: Open Access to Research	33.5%	0.67	2
Engagement	Public Engagement	EN-13: Community Service	36.4%	1.82	5
Planning & Admin	Coordination & Planning	PA-2: Sustainability Planning	37.5%	1.5	4
Operations	Food & Dining	OP-7: Food & Beverage Purchasing	41.0%	2.46	6
Operations	Waste	OP-18: Waste Minimization & Diversion	42.3%	3.38	8
Operations	Waste	OP-19: Construction & Demolition Waste Diversion	45.0%	0.45	1
Operations	Energy	OP-5: Building Energy Efficiency	45.3%	2.72	6
Operations	Grounds	OP-9: Landscape Management	50.0%	1	2
Operations	Water	OP-22: Rainwater Management	50.0%	1	2
Operations	Purchasing	OP-13: Cleaning & Janitorial Purchasing	53.0%	0.53	1
Operations	Energy	OP-6: Clean & Renewable Energy	53.3%	2.13	4
Planning & Admin	Wellbeing & Work	PA-12: Employee Compensation	53.3%	1.6	3
Academics	Research	AC-9: Research & Scholarship	58.3%	7	12
Operations	Air & Climate	OP-1: Emissions Inventory & Disclosure	59.0%	1.77	3
Operations	Purchasing	OP-12: Electronics Purchasing	66.0%	0.66	1
Engagement	Public Engagement	EN-14: Participation in Public Policy	66.5%	1.33	2

Category	Subcategory	Credit	% of points earned	# of points earned	# of points possible
Engagement	Public Engagement	EN-10: Community Partnerships	66.7%	2	3
Engagement	Public Engagement	EN-11: Inter-Campus Collaboration	66.7%	2	3
Academics	Research	AC-10: Support for Sustainability Research	75.0%	3	4
Planning & Admin	Diversity & Affordability	PA-8: Affordability & Access	75.0%	3	4
Planning & Admin	Coordination & Planning	PA-3: Inclusive & Participatory Governance	75.0%	2.25	3
Planning & Admin	Wellbeing & Work	PA-14: Wellness Program	75.0%	0.75	1
Operations	Food & Dining	OP-8: Sustainable Dining	77.5%	1.55	2
Planning & Admin	Diversity & Affordability	PA-5: Diversity & Equity Coordination	78.0%	1.56	2
Operations	Transportation	OP-17: Support for Sustainable Transportation	80.0%	0.8	1
Academics	Curriculum	AC-1: Academic Courses	86.9%	12.17	14
Operations	Buildings	OP-3: Building Design & Construction	95.0%	2.85	3
Operations	Air & Climate	OP-2: Greenhouse Gas Emissions	98.0%	7.84	8
Academics	Curriculum	AC-8: Campus as a Living Laboratory	100%	4	4
Academics	Curriculum	AC-3: Undergraduate Program	100%	3	3
Planning & Admin	Diversity & Affordability	PA-7: Support for Underrepresented Groups	100%	3	3
Academics	Curriculum	AC-5: Immersive Experience	100%	2	2
Engagement	Campus Engagement	EN-2: Student Orientation	100%	2	2
Engagement	Campus Engagement	EN-3: Student Life	100%	2	2
Engagement	Campus Engagement	EN-4: Outreach Materials & Publications	100%	2	2
Operations	Grounds	OP-10: Biodiversity	100%	2	2
Operations	Purchasing	OP-14: Office Paper Purchasing	100%	1	1
Operations	Waste	OP-20: Hazardous Waste Management	100%	1	1
Planning & Admin	Coordination & Planning	PA-1: Sustainability Coordination	100%	1	1
Planning & Admin	Coordination & Planning	PA-4: Reporting Assurance	100%	1	1



WHITMAN COLLEGE

Sustainability

