



Good Company's

Sustainable Pathways Toolkit for Universities and Colleges

Indicators for Campuses

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Contact information:

Joshua Skov, Research Director
Good Company
435 Lincoln St.
Eugene, OR 97401
joshua.skov@goodcompany.com
(541) 341-GOOD

www.goodcompany.com/campus

Figure 2: Goal Matrix

INDICATORS	CURRENT BENCHMARK <i>(Many benchmarks have multiple components.)</i>	LONG-RUN TARGET
1. Energy use, tracking and feedback	<p><u>Use:</u> Total energy use does not exceed 80-150 MMBtu per Scaled Campus User (SCU) per year.</p> <p><u>Tracking:</u> Complete and clear records exist of campus energy use, and there is a reporting process for all energy data.</p> <p><u>Feedback:</u> Information is provided to campus users about energy use.</p>	Full implementation of efficiency best-practices
2. Water use, tracking and feedback	<p><u>Use:</u> Total water use does not exceed 70-120 gallons per Scaled Campus User (SCU) per day.</p> <p><u>Tracking:</u> Complete and clear records exist of campus water use, and there is a reporting process for all water use and cost data.</p> <p>Water use for irrigation is tracked separately from other water use.</p> <p><u>Feedback:</u> Information is provided to campus users about water use.</p>	Water use not to exceed sustainable-use levels for local watershed
3. Recycling rate, infrastructure and systems	<p><u>Recycling rate:</u> Equal to or greater than 50%.</p> <p><u>Recycling infrastructure:</u> Provide consistent infrastructure throughout campus.</p> <p><u>Materials collected for recycling:</u> Provide collection for all locally available, major recyclables, organics, and universal waste.</p> <p><u>Recycling education:</u> Provide education to incoming campus users and ongoing education to the campus community.</p>	100% recovery of campus waste (some combination of on-site closed loop or outsourced)
4. Waste: reduction, reuse and disposal	<p><u>Provide waste-reduction information</u> to campus users at relevant decision locations.</p> <p><u>Influence key waste-generation leverage points</u> that systematically bring waste onto campus.</p> <p><u>Provide exchange or reuse programs</u> for lower-volume products, consumer durables or intermittent waste streams.</p> <p><u>Ensure proper disposal</u> of both routine and hazardous waste streams.</p>	Pre-emptive elimination of unrecyclable, uncompostable and otherwise inassimilable waste streams.
5. Computer hardware purchasing and disposal	<p>Policies and processes regarding the purchasing of energy-efficient IT hardware, product take-back, proper disposal, and salvage or reuse options.</p> <p>Monitoring of vendor(s) providing e-waste recycling services to ensure appropriate disposal and / or recycling.</p>	Life-cycle impacts drive purchasing options/decisions; 100% appropriate/safe recycling of hardware at end of life
6. Paper use and purchasing	<p>Minimum of 50% post-consumer recycled content, totally chlorine-free (TCF) or process chlorine-free (PCF) paper for large-scale paper purchases.</p> <p>Specification of recycled-content materials for outsourced purchases (e.g., publications).</p> <p>Students charged a per-page fee for printing on campus printers.</p>	<p>Policies and procedures that ensure maximum feasible post-consumer content or products from "sustainably harvested" materials in all uses.</p> <p>All paper free of chlorine bleaching. Print pricing that communicates full cost to users.</p>
7. Landscape maintenance	<p>Pesticide use well below conventional norms.</p> <p>Use of techniques for pesticide reduction, such as integrated pest management (IPM). Efficient use of water for irrigation. Use of native plants and well-adapted species. Minimized stormwater flows.</p>	Elimination of persistent bioaccumulative toxins (PBTs); creation of ecosystem-appropriate landscapes.

Figure 2, continued

INDICATORS	CURRENT BENCHMARK	LONG-RUN TARGET
8. Ergonomic safety	Information resources available to employees, training on ergonomic safety, proactive and preventive involvement in ergonomic safety and on-going tracking of ergonomic injuries.	Employee design and implementation of ergonomic solutions and employer process to address and control ergonomic problems
9. Indoor air quality (IAQ)	Policies and procedures that address IAQ from two standpoints: <u>Monitoring and management:</u> Including regular evaluations and maintenance of ventilation systems, regular monitoring of IAQ, standards for airflow mixing, and rules governing smoking. <u>Prevention and design:</u> Including materials for construction and renovation, ventilation systems with mechanisms for adjustment by users, and cleaning chemicals with low toxicity and persistence.	Consistently healthy indoor air for all campus users
10. Custodial and maintenance chemical use	A monitoring and management process exists to assess the needs for and impacts of each chemical-intensive custodial and maintenance product.	Elimination of all persistent bioaccumulative toxins (PBTs) and hazardous materials
11. Campus construction and development: planning and policy	The institution carefully plans and manages the construction of buildings and alterations of its physical space with a long-term plan and clear policies and strategies.	*
12. Transportation infrastructure and incentives	The university addresses transportation issues with strategies to reduce transportation impacts, knowledge about campus infrastructure, use of various transportation modes, and the spatial distribution of campus users.	A comprehensive strategy that includes transportation, housing, and construction
13. Purchasing tools and strategies	Campus purchasing provides tools and information for buying that are consistent with campus sustainability goals. Purchasing functions address their impacts in four ways: (1) best-value decision-making, (2) contract language, (3) information resources, and (4) major supplier relationships.	The purchasing patterns of the institution explicitly reinforce sustainability goals as a result of routine processes and policies
14. Curriculum and support for ecological literacy	Existence of (1) an Environmental Studies program or its equivalent, that receives general funding that establishes its on-going presence and independence (i.e., not simply external grant funding), (2) the ability to meet certain distributional requirements for undergraduates by taking Environmental Studies courses or their equivalents, and (3) communication with and to students about the environmental implications and impacts of the operation, maintenance and long-term development of the physical campus.	* (See note following detailed description of Indicator 14, page 24)
15. Governance for sustainability	Existence of (1) clear policies, principles or goals that provide direction for staff, administrators, and other members of the campus community, (2) clear decision-making power with clear responsibilities to monitor, report on, give advice about, and promote action and awareness around sustainability and/or environmental issues, and (3) reporting mechanisms that document performance, provide information inputs to planning processes, inform campus decision makers and reach campus users.	Integration of sustainability issues into the core decision-making structures of the institution

* No additional benchmark or target set at present. Suggestions welcome.

Sub-indicators

In our campus assessments to date, Good Company has often found it useful to look at fine-grain sub-indicators of some of our indicators. Although not all of the suggested sub-indicators below will be available or appropriate for all institutional settings, they provide a starting point for adding detail.

Indicator	Corresponding Sub-indicator(s)
1. Energy use, tracking and feedback	1.1 Percent of campus buildings and/or total square footage metered for energy use
2. Water use, tracking and feedback	2.1 Percent of campus buildings and/or total square footage metered for water use 2.2 Water used for irrigation (gallons and a percentage of total usage) 2.3 Percent of water fixtures that are high-efficiency ^{bxi}
3. Recycling rate and infrastructure	3.1 Percent of locally-recyclable items that are collected and recycled on campus 3.2 Comparative recycling rates: institutional, local/municipal, state, national
4. Waste: reduction, reuse and disposal	4.1 Surplus item reuse program 4.2 Student move in/out recovery 4.3 Amount of hazardous material generation 4.4 Inventory of custodial chemicals (number of products and list of product names) 4.5 Percent of art students trained for hazardous material handling 4.6 Total waste per SCU as percent of local and national averages
5. Computer hardware purchasing and disposal	5.1 Percent of computer hardware that meets Energy Star standards 5.2 Stock and flow inventory of campus computer hardware
6. Paper use and purchasing	6.1 Percentage of post-consumer content in campus paper purchases (weighted average)
7. Landscape maintenance	7.1 Pesticide use per maintained acre (units: dollars or pounds) 7.2 Irrigation water use metered separately 7.3 Percent of campus area that is impervious surface
8. Ergonomic safety	<i>See benchmark components</i>
9. Indoor air quality (IAQ)	<i>See benchmark components</i>
10. Chemical use: custodial and maintenance	10.1 Existence of chemical culling program, coverage of program (departments involved) 10.2 Inventory of laboratory chemicals (for use by labs)
11. Campus construction and development	11.1 Age profile of campus buildings
12. Transportation infrastructure and incentives	12.1 Car and bike parking spaces (total and per campus user) 12.2 Transport modal split: percent of trips to campus by major mode (single-occupancy vehicles, multiple occupancy vehicles, mass transit, bicycle, pedestrian) 12.3 Percent of on-campus residents with cars
13. Purchasing tools and strategies	<i>See benchmark components</i>
14. Curriculum and support for ecological literacy	14.1 Growth in student-credit-hours of environmental studies and / or cross-listed courses (annual data) 14.2 Growth in number of faculty associates with Environmental Studies and / or teaching cross-listed courses
15. Governance for sustainability	<i>See benchmark components</i>

Supplementary Indicators

The core indicators described above comprise a streamlined assessment that can provide an excellent snapshot of a campus' sustainability performance. They function as a coherent whole.

To complement the core indicators, Good Company has also developed a set of supplementary indicators. These can be used individually or together to accommodate specific interests of various campus constituencies. They do not form a coherent whole the way the core indicators do, but they cover a wide variety of important issues that campuses can assess rigorously and address accordingly.

Figure 3: Overview of Supplementary Indicators

Supplementary Indicator	General Concern
S-1. Greenhouse gas (GHG) inventory S-2. Energy: Renewables and source profile S-3. Wood products purchasing policy S-4. Food procurement by campus units S-5. Benefits and employee assistance programs	Environment & Health
S-6. Stakeholder involvement in new construction S-7. "Green chemistry" curriculum S-8. Investment policy for endowment funds S-9. Labor policy for campus licensing S-10. Systems communication for sustainability	Governance, Learning & Policy

There are several reasons that an indicator or issue is only "supplementary" at this stage and not yet in the core *Toolkit*. Each of the indicators has one or more of the following:

- Low level of consensus around the issue
- Difficulty in defining technologies and strategies
- Difficulty in defining benchmarks, especially the long-run target
- Lack of comparability across diverse campus settings

Again, our core and supplementary indicators do not address every single possible concern related to ecological health, human well being and social and economic equity. Assessments are necessarily a balancing act between breadth and depth. Please contact us with suggestions for improving our indicators and benchmarks. For more on how we address the challenges of selecting indicators, see our methodology document on our web site (www.goodcompany.com/campus/).