

ESTABLISHING A CULTURE OF PERFORMANCE ON YOUR CAMPUS

CAMPUS IMPLEMENTATION WORKBOOK



Overview

This workbook is designed with three goals in mind. To assist university and college campus teams with:

1. Creating a green existing buildings program on campus
2. Implementing the LEED for Existing Buildings: Operations & Maintenance rating system at the campus and building level
3. Establishing a culture of performance on your campus

The workbook consists of a four step process to assist teams with applying LEED including; understanding the campus and how it relates to LEED (Stage 1: Campus Assessment), implementing best practices at the campus level (Stage 2: Campus Strategy Implementation), assessing which buildings may qualify for certification (Stage 3: Building Feasibility Study), and certifying a building (Stage 4: Run Pilot). Once a pilot project is complete the campus can scale up and extend the program to other buildings. The intent of the workbook is to provide campus teams with a tool to inform decisions and support sustainable actions relating to the existing built environment.

Process for Campuses



Stage 1: Campus Assessment

Identify Your Campus

Name of Institution: _____

Define your Campus Boundary (e.g. whole campus, subset of related buildings):

Fundamentals of LEED

[EAp2 Minimum Energy Efficiency Performance](#) requires each energy source to be metered at each building. How is energy managed on your campus (purchased, central plant)?

Any modifications needed to meet EAp2 requirements?

Who is responsible for the following (you'll need their help):

		Standard procedures campus-wide (y/n)?
Purchasing		
Waste Management		
Building cleaning:		
Engineering/HVAC systems		
Exterior maintenance		
Pest management		
Construction projects		
Budget and financing		

Let's Begin

When is your kick-off meeting? (Include everyone listed above.)

Stage 2: Campus Strategy Implementation

See [Resources](#) for additional guidance.

Campus Establishment

The following credits can be wholly or partially achieved at the campus level. Which can you implement now?

Sustainable Sites

- [SSc2 Building Exterior and Hardscape Management](#)
- [SSc3 Integrated Pest Management, Erosion Control and Landscape Management](#)
- [SSc5 Site Development - Protect or Restore Open Space](#)
- [SSc6 Stormwater Quantity Control](#)
- [SSc7.1 Heat Island Effect - Non-roof](#)
- [SSc8 Light Pollution Reduction](#)

Water Efficiency

- [WEc3 Water Efficiency Landscaping](#)

Energy and Atmosphere

- [EAc4 On-site and Off-site Renewable Energy](#)

Materials & Resources

- [MRp1 Sustainable Purchasing Policy](#)
- [MRp2 Solid Waste Management Policy](#)

Indoor Environmental Quality

- [IEQp2 Environmental Tobacco Smoke Control](#)
- [IEQp3 Green Cleaning Policy](#)
- [IEQc3.1 Green Cleaning - High Performance Cleaning Program](#)
- [IEQc3.6 Green Cleaning - Indoor Integrated Pest Management](#)

Preparing for Performance Tracking

Fill out the Performance Tracking table (on the next page) to outline methods and goals of performance tracking for specific LEED credits.

Master Site

The credits above can be submitted for review using a Master Site in LEED Online. Registered name of Master Site: _____

Stage 2: Planning for Tracking

ITEM TRACKED	INDIVIDUAL RESPONSIBLE	FREQUENCY	FORMAT	SCOPE (BUILDING/ DEPT/CAMPUS)	PERFORMANCE TARGET	PURSUE LEED CREDIT
(Example) Water Meter Readings	John Doe: Engineering	Weekly	Spreadsheet	Building	Weekly readings	Y
METER READING						
Energy Meter – source:						
Energy Meter – source:						
Energy Meter – source:						
Water Meter - Building						
Water Meter – subsystem:						
Water Meter – subsystem:						
PRACTICES						
Maintenance Equipment						
Cleaning of Sidewalks/Hardscape						
Erosion and Sedimentation Control						
Exterior Pest Management						
Indoor Pest Management						
PURCHASING						
Ongoing Consumables						
Furniture and Electronics						
Construction Materials						
Ice Melt Chemicals						
Chemical Fertilizers						
Paints/Sealants for Building Exterior						
Green Cleaning Materials						
Green Cleaning Equipment						
WASTE DIVERSION						
Ongoing Consumables						
Furniture and Electronics						
Construction Waste						
Landscape Waste						

Stage 3: Building Feasibility Study

Building Description *(complete this form for each building on campus)*

Building Name: _____

Use: _____ Gross Floor Area: _____

No. of Regular Occupants: _____ Site Area: _____

Major Space Types:

Feasibility Checklist

Meters for each energy source at the building level

List energy types and meter numbers:

Building is ENERGY STAR ratable

If not, what benchmark can be used?

Does it meet minimum efficiency requirements?

Efficient water fixtures (meet EPA Act, UPC/IPC or WaterSense)

Ventilation rates meet ASHRAE Std 62.1

HVAC equipment uses non-CFC refrigerants

An ASHRAE Level 1 Walkthrough Analysis was/will be completed on _____

Purchasing preference is given to sustainable products

Green cleaning practices are used

Staff and occupants are eager to participate

Building is suited for LEED for Existing Buildings: O&M (complete a [LEED checklist](#))

Are changes necessary for this building to be eligible?

Stage 4: Run Pilot

Select a Building

Name: _____

Register in LEED Online

LEED Project ID number _____

LEED Certification Target: Certified, Silver, Gold, Platinum Points _____

Performance Periods

The performance periods for all credits may be as long as two years and as short as three months, but they must all align and end within 30 days of each other.

Earliest start date of any performance period _____

Latest completion date of any performance period _____

Documentation must be submitted to GBCI for review within 60 days of the last performance period.

Intended date of submission for review _____

Lessons Learned

Was this building successful in achieving LEED certification? _____

What were the most successful aspects?

What were the biggest challenges?

Which building is next?

Resources

Roadmap to a Green Campus

The Roadmap is a strategy guide for using the LEED green building certification program as a framework for developing and evolving campus-wide sustainability plans. Contained within the 100+ page document are more than 100 tools and resources to support campuses in their greening efforts and more than 20 unique profiles of college and university success stories. The guide was created with the support of the Association for the Advancement of Sustainability in Higher Education (AASHE).

Hands-On LEED: Guiding College Student Engagement

This document speaks exclusively about the role students can play supporting green building projects and how they can contribute to LEED certification efforts. The guidance outlines three options for engaging students - course work, internships and volunteer opportunities. It details the benefits of involving students and outlines ways to initiate the process of developing an engagement program, such as planning considerations and LEED-related activities and tasks that students can perform.

The Paid-from-Savings Guide to Green Existing Buildings

The Paid-From-Savings Guide to Green Existing Buildings provides information to help building facilities managers and energy service companies (ESCOs) leverage utility cost savings to fund comprehensive green building retrofits. The resource provides detailed information on how to aggregate green improvement measures to optimize project economics and achieve LEED for Existing Buildings: Operations & Maintenance certification.

LEED for Existing Buildings Program & Supporting Resources

[LEED for Existing Buildings v2009 Rating System](#)

[LEED for Existing Buildings: Operations & Maintenance Recertification Guidance](#)

LEED Campus Program & Supporting Resources

[On-Campus and Multiple Building Certification Program](#) is a LEED certification program created to help project teams more easily and efficiently certify multiple projects located on one site and under the control of a single entity.

[Application Guide for Multiple Buildings and On-Campus Building Projects](#)

[District Energy Systems Guidance](#)

