West Chester University of Pennsylvania

The following information was submitted through the STARS Reporting Tool to be shared with Sierra magazine for consideration in their Cool Schools publication.

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Table of Contents

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

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

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

Program name (1st program) :

Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program) :

A brief description of the program, including examples of peer-to-peer outreach activities (1st program) :

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

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

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

The website URL for 1st Program :

Program name (2nd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program) :

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program) :

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

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

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

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

The website URL for 3rd program :

Program name (All other programs) :

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs) :

A brief description of the program, including examples of peer-to-peer outreach activities (All other programs) :

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

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

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

The website URL for all other programs :

Student Sustainability Outreach Campaign

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

Does the institution hold a campaign that meets the criteria for this credit? :
No

The name of the campaign(s) :

A brief description of the campaign(s) :

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

The website URL where information about the sustainability outreach campaign(s) is available :

Sustainability in New Student Orientation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

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

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

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

No

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

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

Sustainability Outreach and Publications

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

Yes

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

The Sustainability website at WCU serves to inform members of the university and of the surrounding community of the importance of sustainability pertaining to our social lives, economic reality, and natural environment. The website is maintained by university staff and students and provides links to a plethora of information regarding energy, waste, transportation, bio-region, etc.

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

http://www.wcupa.edu/sustainability/sustainability.asp

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

The sustainability E-newsletter was launched in April 2012. The newsletter was assembled by the Department of Communications and sustainability intern Emma Fitzpatrick.

The newsletter highlights current events pertaining to sustainability on campus and is distributed to the entire population of students, faculty and staff.

The website URL for the sustainability newsletter :

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

Yes

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

Through the Office of Sponsored Research, students have the ability to present their research on sustainability at the annual Student Research Day held in the Student Union building on campus.

Students are recognized for their work and may receive awards.

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

http://www.wcupa.edu/wcurc/

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

No

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

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

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

No

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

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

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

Yes

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

In the Gordon Natural Area, a wildlife reserve on campus, signage throughout the GNA serves to inform pedestrians of the native plant species, fauna, and projects being carried out in the area.

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

http://www.gordonarea.org/pdf/tourguide-gna.pdf

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

No

A brief description of the sustainability walking map or tour :

The website URL of the sustainability walking map or tour :

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

No

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

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

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

No

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

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

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

No

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat :

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

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

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

No

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

The name and a brief description of each student group :

EARTH - WCU's student environmental organization - has since 1970 worked to develop campus and community awareness of the environment and each person's responsibility to protect it. Initiatives such as the annual Earth Day Festival, collaboration with the Environmental Council, Quad articles, and visits to other student groups are among EARTH's activities.

Recently, EARTH joined community members for a High Street rally against global warming that included handing out environmental literature and energy-efficient light bulbs. The group's current project is a paper-recycling campaign in the residence halls. Andrew Barret is EARTH's president.

List up to 4 notable recent activities or accomplishments of student group(s) :

Earth Week Fair; Award of Improvement/Accomplishment from the Sustainability Advisory Council; Fall Campus Sustainability Day Event; Adopt-A-Block.

List other student groups that address sustainability :

The website URL where information about student group(s) is available :

Organic Garden

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience? :

Yes

A brief description of the garden :

The Outdoor Classroom was dedicated April 21, 2009. The Outdoor Garden was established May 2010 by Science Technology & Environmental Systems (ST&E, Hon 314). It was expanded first in August 2010 by Education for Sustainability: Methods & Projects (EDO 450/550) and again in March 2011 by ST&E.

The website URL where information about the garden is available :

http://www.wcupa.edu/sustainability/outdoorclassroom.asp

Model Room in a Residence Hall

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles? :

No

A brief description of the model room :

The website URL where information about the model room in the residence hall is available :

Model Room in a Residence Hall

Themed Housing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :

No

A brief description of the themed housing, including name(s) and descriptions of theme(s) :

The website URL where information about the themed housing is available :

The total number of residents in themed housing. :

Sustainable Enterprise

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

No

A brief description of the enterprise :

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

Sustainable Enterprise

Sustainability Events

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the event(s) :

WCU hosts a variety of events during both semesters of the academic year. Events include speakers, symposia on Tips for Sustainable Living, free trade coffee sampling and much more.

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

http://www.wcupa.edu/sustainability/events.asp

Sustainability Events

Outdoors Program

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles? :

No

A brief description of the program :

The website URL where information about the program is available :

Themed Semester or Year

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

No

A brief description of the themed semester, year, or first-year experience :

The sustainability-related book that was chosen, if applicable :

The website URL where information about the theme is available :

Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Curriculum

Sustainability Course Identification

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

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

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

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

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

Submission Note:

The Sustainability Advisory Council asked faculty to use the above definition to self-identify whether any of their classes are sustainability-focused or sustainability-related. 84 faculty members completed the survey, and the results were used to produce a catalog of sustainability curricula.

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

Yes

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

As an institution of higher education, West Chester University's role is to instill the knowledge and values of sustainability within our campus and community.

At West Chester University, we promote the stewardship of an Earth on which life flourishes into a future of increasing prosperity and opportunity, without reducing the capacity of the environment to provide for future generations.

Sustainability requires an understanding of the inter-connected relationship of environmental, societal, and economic issues and resources at both the local and global levels.

West Chester University graduates will be prepared to transform their understanding of those connections into a life-long commitment to environmental sustainability and responsible local and global citizenship.

Sustainability-Focused Course:
Part of the main goals and objectives of the course included any of the following topics:

·The impact of human activities (e.g., energy, agriculture, manufacturing, transportation, development, recreation) on natural systems (e.g., biodiversity loss, air and water pollution, soil erosion, etc.)
·The relationship of population, consumption, culture, social equity, and the environment
·Technical, design, and scientific strategies that foster sustainable development, e.g., promote energy efficiency, conserve natural resources, prevent and control the generation of pollution and waste, remediate environmental problems, and preserve biological diversity
·Social, cultural, legal, and governmental frameworks for guiding environmental management and sustainable development
·The causes, consequences, and severity of climate change
·How to apply principles of sustainable development in the context of professional and personal activities.

Sustainability-Related:
Any of the following topics were addressed in the course, but were not part of the main goals or objectives in the course:

·The impact of human activities (e.g., energy, agriculture, manufacturing, transportation, development, recreation) on natural systems (e.g., biodiversity loss, air and water pollution, soil erosion, etc.)
·The relationship of population, consumption, culture, social equity, and the environment
· Technical, design, and scientific strategies that foster sustainable development, e.g., promote energy efficiency, conserve natural resources, prevent and control the generation of pollution and waste, remediate environmental problems, and preserve biological diversity
·Social, cultural, legal, and governmental frameworks for guiding environmental management and sustainable development
·The causes, consequences, and severity of climate change
·How to apply principles of sustainable development in the context of professional and personal activities

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

Yes

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

The Steering and Planning and Curriculum and Research sub-committees of the Sustainability Advisory Council at West Chester University convened in the fall of 2011 to construct a definition of sustainability at WCU.

Committee Members:
- Paul Morgan, Department of Education, Sustainability Coordinator
- Joan Welch, Department of Geography
- Ashley Duffy, STARS Student Intern
- Allison Turner, Graduate Business Center
- Ashlie Delshad, Department of Political Science
- Carol Smith, Literacy Department
- Walter Cressler, Library Coordinator
- Daria Nikitina, Department of Geology and Astronomy
- Timothy Lutz, Department of Geology and Astronomy
- Kaloni Baylor, Greenhouse Gas Student Intern
- Joy Fritschle, Department of Geography
- Kenneth Witmer, Dean of the College of Education

1.Determined sustainability in the curriculum definition.
2.Faculty/Researcher Survey
a.Developed survey based on STARS criteria.
b.Distributed survey to all faculty/researchers/staff on campus via email.
c.Follow-up reminders from Department Chairs and College Deans.
d.Monitored survey results.
3.Manually classified responses to survey as either Sustainability Focused or Sustainability Related courses.
4.Cross-referenced courses from survey with courses from the Course Catalog 2011-12.
5.Compiled a final listing of all Sustainability Focused and Sustainability Related Courses.
6.Made course listing publicly available through the WCU Sustainability website.

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

Yes

The website URL where the sustainability course inventory is posted :

http://www.wcupa.edu/sustainability/programs.asp

Sustainability-Focused Courses

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution offers sustainability-focused academic courses.

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

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

The number of sustainability-focused courses offered :

42

The total number of courses offered :

Number of years covered by the data :

A list of sustainability-focused courses offered :

PSY400-03 & 04
PSC 356
PSC 354
HIS 356
MGT 313 01, 80, 81
ESS 480
ESS 480

ESS 480
ESS 343
ESS 101
COM 410
GEO 214
ESS 101, 83-84
COM355-01
ESP 300-01

GEO584-80

Geog 320 and Geog 521

BIO 270 01

BIO 473 01

BIO 435

ESS 101 Section 3

ESS101

WOS225 03, WRT205 02 and 03, ENG296 03

SPK230

Course Number and Section

BIO 315-01

SCB 102-01 or 102-02

BIO 415-01

various

GEO404 01

HON314 01

GEO102 01

GEO400 01

GEO101

GEO230

CHE 100,

101 - 5

GEO 585

GEO 536

GEO 336

GEO 341

GEO 334

GEO 332

SSC 331 81

EDA 103

CHE 341 01

ESS 302 and 502, section 01

Bio 230

geo101 06

PSC 340

PSC 213

HIS 102

PSC 318

ACC 401-01

HEA531

ARB 101

375.02 and 490.01

Course Number and Section

SPA 101 01, SPA 101 08, SPA 101 09, SPA 101 21, SPA 101 81, SPA 202 06

CRJ 387 01 and 02

English 390 01

Geo331/Geo531

Geo310

MGT 499 sections 1, 2, and 3

Psy 327 01 & 02; Psy 375 01; Psy 44102

MGP 220-01; EDE 410,411 -04

Mkt 325(01), Mkt 425 (80, 81)

ENV102

ESS 102

CHE403

ARH 103 01

EGP326

HIS 369 01

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

http://www.wcupa.edu/sustainability/programs.asp

A copy of the sustainability course inventory :

CAP Curriculum and Research Survey Results (2).xls

Sustainability-Related Courses

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution offers sustainability-related academic courses.

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

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

The number of sustainability-related courses offered :

49

The total number of courses offered :

Number of years covered by the data :

A list of sustainability-related courses offered :

PEA 142 (01, 02, 80) & PEA 143 (01)
MUE 220-01 MUE 220-02
PSY400-03 & 04
PSC 356
PSC 354
HIS 356
MGT 313 01, 80, 81
ESS 480
ESS 480
ESS 343
ESS 101
COM 410
GEO 214
ESS 101, 83-84
COM355-01
ESP 300-01

GEO584-80

Geog 320 and Geog 521

BIO 490

ESS101

WOS225 03, WRT205 02 and 03, ENG296 03

SPK230

Course Number and Section

BIO 315-01

SCB 102-01 or 102-02

BIO 415-01

BIO 466-01/566-01

HEA103-01; HEA103-02

various

GEO404 01

HON314 01

GEO102 01

GEO400 01

GEO101

GEO230

CHE 100,

101 - 5

GEO 585

WRH310

PSY 268-01

SSC 331 81

EDA 103

CHE 341 01

ESS 302 and 502, section 01

Bio 230

geo101 06

PSC 340

PSC 213

HIS 102

PSC 318

ACC 401-01

HEA531

ARB 101

375.02 and 490.01

Course Number and Section

SPA 101 01, SPA 101 08, SPA 101 09, SPA 101 21, SPA 101 81, SPA 202 06

CRJ 387 01 and 02

English 390 01

Geo331/Geo531

Geo310

MGT 499 sections 1, 2, and 3

Psy 327 01 & 02; Psy 375 01; Psy 44102

MGP 220-01; EDE 410,411 -04

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

http://www.wcupa.edu/sustainability/programs.asp

A copy of the sustainability course inventory :

CAP Curriculum and Research Survey Results (2).xls

Sustainability Courses by Department

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

25

The total number of departments that offer courses :

43

A list of departments that offer sustainability courses :

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

A copy of the sustainability course inventory :

CAP Curriculum and Research Survey Results (2).xls

Sustainability Learning Outcomes

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

The number of graduates covered by the sustainability learning outcomes :

Total number of graduates :

A list of degree programs that have sustainability learning outcomes :

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

A copy of the sustainability course inventory :

A list or sample of the sustainability learning outcomes associated with the degree programs :

Undergraduate Program in Sustainability

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit? :
No

The name of the sustainability-focused, undergraduate degree program (1st program) :

The website URL for the program (1st program) :

The name of the sustainability-focused, undergraduate degree program (2nd program) :

The website URL for the program (2nd program) :

The name of the sustainability-focused, undergraduate degree program (3rd program) :

The website URL for the program (3rd program) :

The name and website URLs of all other sustainability-focused, undergraduate degree program(s) :

Graduate Program in Sustainability

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

Does the institution offer a graduate degree program that meets the criteria for this credit? :
No

The name of the sustainability-focused, graduate-level degree program (1st program) :

The website URL for the program (1st program) :

The name of the sustainability-focused, graduate-level degree program (2nd program) :

The website URL for the program (2nd program) :

The name of the sustainability-focused, graduate-level degree program (3rd program) :

The website URL for the program (3rd program) :

The name and website URLs of all other sustainability-focused, graduate-level degree program(s) :

Sustainability Immersive Experience

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

Does the institution offer a program that meets the criteria for this credit? :

Yes

A brief description of the sustainability-focused immersive experience(s) offered by the institution :

West Chester University partners with the ACEER Foundation to provide opportunities in the form of fellowships to students working toward a greater understanding of sustainability.

The website URL where information about the immersive experience is available :

http://www.wcupa.edu/aceer/documents/Winter2011Newsletter.pdf

Sustainability Literacy Assessment

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

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

Has the institution conducted a sustainability literacy assessment? :

No

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

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

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

A brief description of how the assessment was developed :

A brief description of how the assessment was administered :

A brief summary of results from the assessment :

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

Incentives for Developing Sustainability Courses

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

No

A brief description of the program(s) :

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

The website URL where information about the program is available :

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Has the institution developed a definition of sustainability research? :

No

A copy of the institution's definition of sustainability research :

Has the institution identified its sustainability research activities and initiatives? :

Yes

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

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

No

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

Faculty Engaged in Sustainability Research

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution's faculty members conduct research on sustainability topics.

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

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

The number of faculty members engaged in sustainability research :

17

The total number of faculty members engaged in research :

1648

Names and department affiliations of faculty engaged in sustainability research :

Ashlie Delshad, Political Science
Charles Hardy, History
Daria Nikitina, Geology and Astronomy
Denise Polk, Communications
Dorothy Ives-Dewey, Geography
Erminio Braidotti, Spanish
Gary Coutu, Geography
Harry Tiebout, Biology
Martin Helmke, Geology and Astronomy
Jessica Schedlbauer, Biology
Joan Welch, Geography
Joy Fritschle, Geography
Kurt Kolasinski, Chemistry
LeeAnn Srogi, Geology and Astronomy
Matthew Shea, Management
Tim Lutz, Geology and Astronomy
William Hewitt, History

The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted :

A copy of the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research :

CAP Curriculum and Research Survey Results (2).xls

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations :

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

The total number of academic departments that conduct research :

43

The number of academic departments in which at least one faculty member engages in sustainability research :

9

A list of academic departments in which at least one faculty member engages in sustainability research :

Political Science
History
Geology and Astronomy
Communications
Geography
Spanish
Biology
Chemistry
Management

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted :

A copy of the sustainability research inventory that includes the departments engaged in sustainability research :

CAP Curriculum and Research Survey Results (2).xls

Sustainability Research Incentives

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

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

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit? :

No

A brief description of the institution's program(s) to encourage student research in sustainability :

The website URL where information about the student research program is available :

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit? :

A brief description of the institution's program(s) to encourage faculty research in sustainability :

The website URL where information about the faculty research program is available :

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit? :

No

A brief description or a copy of the institution's policy regarding interdisciplinary research :

The website URL where information about the treatment of interdisciplinary research is available :

Operations

Buildings

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

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution owns and operates buildings that are:

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

and/or

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

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

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

Total building space that meets "Eligible Buildings Criteria" :

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

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

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

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

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

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

An electronic copy of the guidelines or policies :

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

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M :

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies :

Building Design and Construction

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

and/or

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

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

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

New building space that meets "Eligible Buildings Criteria" :

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified :

New building space that is LEED Certified :

New building space that is LEED Silver certified :

New building space that is LEED Gold certified :

New building space that is LEED Platinum certified :

The website URL where a copy of the institution's guidelines or policies for green building is available :

An electronic copy of the guidelines or policies :

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

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems :

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified :

Indoor Air Quality

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

3010033 *Square Feet*

Total occupied building space :

3010033 *Square Feet*

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

WCU's Environmental Health and Safety Office provides a detailed process for identifying and responding to indoor air quality concerns.

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

http://www.wcupa.edu/hr/environ_safety/PDFs/Indoor%20Air%20Quality.pdf

Climate

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

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Greenhouse Gas Emissions Inventory

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

http://rs.acupcc.org/ghg/2054/

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

Yes

Does the inventory include emissions from air travel? :

Yes

Does the inventory include emissions from commuting? :

Yes

Does the inventory include embodied emissions from food purchases? :

No

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

Yes

Does the inventory include emissions from solid waste disposal? :

Yes

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

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

No

If yes, please specify :

Greenhouse Gas Emissions Reduction

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

Scope 1 and 2 gross GHG emissions, 2005 :

39152 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Third-party verified carbon offsets purchased, 2005 :

0 *Metric Tons of CO2 Equivalent*

On-campus residents, 2005 :

3157

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

8017

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

3202

Scope 1 and 2 gross GHG emissions, performance year :

33209 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

0 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year :

July 1, 2009 - July 1, 2010

On-campus residents, performance year :

4736

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

9045

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

2967

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :

July 1, 2009 - July 1, 2010

Air Travel Emissions

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have policies and/or programs in place to reduce emissions from air travel? :

No

A brief description of the policies and/or programs :

The website URL where information about the policies and/or programs is available :

Local Offsets Program

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :

No

A brief description of the program :

The website URL where information about the program is available :

Local Offsets Program

Dining Services

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

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

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Food and Beverage Purchasing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

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

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

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100) :

37.80

A brief description of the sustainable food and beverage purchasing program :

Food Purchasing
We understand the power and importance of food in our daily lives, and recognize that food choices have a significant impact on health, culture, environment, and local and global economies. We strive to offer clients and customers fresh whole foods that are raised, grown, harvested, and produced locally and in a sustainable manner whenever possible. And we partner with suppliers to increase the availability of such foods.

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available :

http://www.campusdish.com/en-US/CSE/WestChester/Sustainability/OurPositiveImpactontheEnvironmen t.htm

Trayless Dining

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls? :

Yes

A brief description of the trayless dining program :

Trayless dining helps to reduce the volume of food waste at WCU by 88%.

List the year the program was started :

Sept. 1, 2009

The overall percentage of meals served on campus that are trayless :

The percentage of meal plan meals served on campus that are trayless :

The percentage of retail facility meals served on campus that are trayless :

The percentage of conference meals served on campus that are trayless :

The website URL where information about the program is available :

http://www.campusdish.com/NR/exeres/BD9F6369-A4AE-45FC-BC60-200A0275D831,frameless.htm?NRMODE=Published

Vegan Dining

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

No

A brief description of the vegan dining program :

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

Trans-Fats

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Yes

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

Frying oil converted to zero trans fat across business units March 31 2007.

Converted zero trans fat margarines, spreads and sprays in December 2007.

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

http://www.aramark.com/AboutARAMARK/ARAMARKOn/SaturatedFatsandTransFats.aspx

Guidelines for Franchisees

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :

No

A brief description of the guidelines for franchisees :

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Does the institution have a pre-consumer food waste composting program? :

No

A brief description of the pre-consumer food waste composting program :

The overall percentage of meals for which pre-consumer scraps are composted :

The percentage of meal plan meals for which pre-consumer scraps are composted :

The percentage of retail facility meals for which pre-consumer scraps are composted :

The percentage of conference meals for which pre-consumer scraps are composted :

The website URL where information about the composting program is available :

PostConsumer Food Waste Composting

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a postconsumer food waste composting program? :

No

A brief description of the postconsumer food waste composting program :

The percentage of overall meals for which postconsumer composting is available :

The percentage of meal plan meals for which postconsumer composting is available :

The percentage of retail facilities for which postconsumer composting is available :

The percentage of conference meals for which postconsumer composting is available :

The website URL where information about the composting program is available :

Food Donation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution donate leftover or surplus food? :

Yes

A brief description of the food donation program :

WCU participates in many food donation programs and activities throughout the academic year. Some of these programs include Camp Dreamcatcher, Ashraya Initiative for Children, and Circle K Colleges Against Cancer.

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

Recycled Content Napkins

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Yes

A brief description of the purchasing behavior :

As a partner of ARAMARK, WCU Dining Services exclusively purchases recycled content napkins.

The website URL where information about the purchasing is available :

http://www.aramark.com/PressRoom/PressReleases/ARAMARK-Higher-Education-Green-Stakes-Sustainability-Goals.aspx

Recycled Content Napkins

Reusable Container Discounts

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the reusable mug program :

At many locations we offer discounts for those students who remember to bring along their own mug or bag, reducing the amount of disposables produced and wasted.

Amount of the discount offered for using reusable mugs :

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers) :

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

http://www.campusdish.com/en-US/CSE/WestChester/Sustainability/

Reusable Container Discounts

Reusable To-Go Containers

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse? :

Yes

A brief description of the reusable to-go container program :

Our To-Go program has been very popular, enabling busy students to take their meals to go, without carrying the guilt of wasteful disposable to-go containers.

The website URL where information about the reusable to-go container program is available :

http://www.campusdish.com/en-US/CSE/WestChester/Sustainability/

Reusable To-Go Containers

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Energy

Building Energy Consumption

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005 :

397268 *MMBtu*

Building space, 2005 :

2501807 *Gross Square Feet*

Total building energy consumption, performance year :

134654 *MMBtu*

Building space, performance year :

3010033 *Gross Square Feet*

List the start and end dates of the energy consumption performance year :

July 2009 - July 2010

Clean and Renewable Energy

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :

Option 2: Non-electric renewable energy generated :

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified :

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :

Total energy consumed during the performance year :

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

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

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

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes :

A brief description of cogeneration technologies deployed :

The website URL where information about the institution's renewable energy sources is available :

Timers for Temperature Control

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the technology used :

WCU uses a web based digital control HVAC management system. Room climate is determined by room schedules and occupancy. There is a night set-back for all the buildings that are digitally controlled

The percentage of building space (square footage) with timers for temperature control :

The website URL where information about the practice is available :

Lighting Sensors

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the technology used :

Lighting sensors are used in common areas. They are dual reading units, infra-red and motion sensing

The percentage of building space with lighting sensors :

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

Lighting Sensors

LED Lighting

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the technology used :

WCU uses LED lighting in fixtures. We have eliminated all of the inefficient old T-12 fluorescent lamps and standard ballasts. These have been replaced with T-8 lamps and in some cases T-5 lamps. We use energy efficient electronic ballasts.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features) :

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

Vending Machine Sensors

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Has the institution installed vending machine motion sensors for at least one vending machine? :

No

A brief description of the technology used :

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the management system :

WCU employs an energy manager who tracks a range of energy consumption and performance data.

The percentage of building space monitored with a centralized energy management system :

A description of what systems are shut down during unoccupied periods :

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

http://www.wcupa.edu/_INFORMATION/AFA/Facilities/Energy/charts/FY11energy.pdf

Energy Metering

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

A brief description of the metering system :

The percentage of building space with energy metering :

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

Grounds

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

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

1)   Set action thresholds

2)   Monitor and identify pests

3)   Prevention

4)   Control

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

The size of the campus grounds :

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

A brief description of the IPM plan(s) :

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

Native Plants

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

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

There exists an abundance of biodiversity of plant and animal species at WCU, especially in the Gordon Natural Area. Concerned students and staff take great care in preserving these living treasures.

In 2007, 506 species of plants were observed in the Gordon Natural Area. Some tree species you may encounter include tulip poplar, beech, norway maple, flowering dogwood, and red maple. Today, the Gordon mainly consists of beech trees, but tulip poplars are estimated to become the predominant tree species in the coming years. Currently, a tree restoration project is underway called TreeVitalize. The goal of the project is to restore the upper plain of the Gordon, which has been demolished by deer, with native trees. Students and staff maintain the trees by watering them and measuring their growth.

Some native flowers and shrubs include may-apple, spice bush, jewel weed, and virginia creeper. A number of invasives threaten the Gordon such as garlic mustard, oriental bittersweet, mile-a-minute weed, and multiflora rose. In 2007, 162 or 32% of the 506 species of plants were non-native with 7 being state-listed species and 42 considered highly invasive.

Currently, a project supported by DCNR has been underway to study how deer and non-native invasive plants influence native plants. You can observe these fenced in demonstration areas when visiting the Gordon Natural Area.

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

http://www.gordonarea.org/pdf/tourguide-gna.pdf

Wildlife Habitat

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Yes

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

Mission 1) Preservation of a Natural Area. The property is to be maintained in as natural a state as possible, consistent with its function as a natural classroom (see #2 below). This means that all forms of development are prohibited, with the exception of maintaining the single existing paved road and the currently existing limited network of unpaved, undeveloped footpaths. Unacceptable activities include: (1) removal of live or dead plant materials or animals, (2) use of foreign or toxic chemicals such as fertilizers and pesticides, (3) dumping of refuse, (4) creation of any new or enhancement of any existing trails or roads, and (5) addition of any human-made structures or devices. However, it is noted that trail and road maintenance and repairs will be implemented as needed to ensure safe conditions, and that some maintenance along the boundaries may be required to support the use of adjacent areas (such as sports fields, parking areas, etc.).

Mission 2) Natural Classroom for Environmental Studies. The property is to be used for teaching and research in ecology and related environmental studies. However, these scientific and educational activities must not compromise Mission #1. Accordingly, teaching and research activities are to be primarily non-manipulative and should not involve any significant disturbance to the native flora and fauna. However, studies may be undertaken that involve removal of exotic non-native species, to the extent that such studies contribute to better preservation of the natural native plants and animals.

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

http://www.gordonarea.org/missionstatement.html

Tree Campus USA

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program? :

No

A brief description of the institution's Tree Campus USA program :

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

Tree Campus USA

Snow and Ice Removal

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

No

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

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

Snow and Ice Removal

Landscape Waste Composting

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the composting or mulching program :

WCU maintains a composting facility for the 25 tons of leaves which fall on the campus in the autumn. This compost is later sifted and added to topdressing as soil amendments.

The percentage of landscape waste that is mulched or composted onsite :

The percentage of landscape waste that is mulched or composted off-site :

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

http://www.wcupa.edu/_INFORMATION/AFA/Facilities/Grounds/default.asp

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

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

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

No

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

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

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

Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

320484 *US/Canadian $*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

0 *US/Canadian $*

Total expenditures on desktop and laptop computers and monitors :

320484 *US/Canadian $*

Cleaning Products Purchasing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

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

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

Yes

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

http://www.wcupa.edu/sustainability/greenreport.asp

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

WCU is using Johnson-Diversey's GreenSeal certified cleaning products to clean all of
our buildings. "Green" cleaning requires the use of only sustainable cleaning products
whose ingredients are not derived from non-renewable resources. Sustainable
ingredients shall represent a minimum of 80% of the active ingredients (other than
water).
Green Cleaning - Custodial Services at West Chester University has for over three
years used exclusively GreenSeal recognized products. WCU is now "green" cleaning
three high-profile buildings using U. S. Green Building Council and Johnson-Diversey
recommendations; School of Music and Performing Arts Center, 25 University Avenue
and Sykes Student Union. Custodial staff members in these buildings are speciallytrained in the use of micro-fiber and air pollutant

containment equipment with HEPA

filters. We are currently implementing a full "Green" program for the Science Center. Once expedited, over 400,000 sq. ft. of space will be cleaned utilizing true "green" practices. All cleaning procedures will be modified with the health and safety of building occupants in mind.

While selecting the right products is of critical importance, it is of equal if not greater importance to make sure cleaning personnel are using the products correctly. Training on appropriate product dilution, use and disposal can have a huge impact on reducing impacts on worker and occupant health, as well as to the environment. Sometimes the greatest effect we can make in terms of reducing impact around our most vulnerable building occupants is not the product, but rather how and when the product is used. Thus, the appropriate training remains ongoing and focuses on creating safer, healthier and more productive environments for our building occupants.

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

No

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

Total expenditures on cleaning products :

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

Office Paper Purchasing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

Institution purchases recycled content office paper.

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

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

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

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

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

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

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

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

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

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

Total expenditures on office paper :

Vendor Code of Conduct

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

No

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

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

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

Historically Underutilized Businesses

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of how the institution meets the criteria :

It is the University's policy to seek and recruit small and disadvantaged businesses, including minority and women owned business enterprises (MBE/WBE), for inclusion on the vendor list. Vendors are identified through minority magazines, trade fairs, and the Commonwealth Office of Minority and Women Business. On a yearly basis, at least one MBE trade show is attended by the Purchasing Director or his/her designee. The names, addresses, phone numbers and product listings, if available, of identified small and disadvantaged businesses are shared with other universities in the Pennsylvania State System of Higher Education as requested. Business Services tracks and reports annually the total dollar amount of contracts and purchase orders awarded to such vendors.

When identified, qualified small and disadvantaged businesses are added to the vendor list for the goods or services they can provide. Business Services will make every reasonable attempt to include one or more of these businesses on every request for quotation or proposal. The University may also reduce the level or change the type of bonding requirements and modify progress payments for small and disadvantaged businesses. However, bid and proposal evaluation procedures do not allow for preference or advantage ratings for any vendors, but provide equality for all vendors.

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

http://www.dgsapp.state.pa.us/cabd/mwbdata.asp

Local Businesses

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the program :

he objectives of the Environmentally Preferred Purchasing Program are:

1. Educate all West Chester University employees on the Environmentally Preferred Purchasing Program, their role in the process, and the opportunities to purchase environmentally preferred goods and services.
2. Increase purchases of environmentally preferred goods and services consistent with the mission of West Chester University while still remaining cost-effective and in compliance with procurement policy.
3. Reduce consumption of energy and natural resources.
4. Increase the use of recycled content products where possible.
5. Create a model program for successfully purchasing environmentally preferable products that encourages other PASSHE universities and the local community to adopt similar goals.
6. Help make the "green choice" the easy choice.

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

http://www.wcupa.edu/_INFORMATION/AFA/FBS/PROC/GRNP/EPPBusPrac.asp

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Campus Fleet

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

0

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

0

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

0

100 percent electric vehicles in the institution's fleet :

0

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG) :

23

Hydrogen fueled vehicles in the institution's fleet :

0

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

14

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

0

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

84

Student Commute Modal Split

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

The percentage (0-100) of institution's students who use more sustainable commuting options :

The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

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

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

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

The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

The percentage (0-100) of institution's employees that use more sustainable commuting options :

The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation :

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

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

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

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation :

The website URL where information about alternative transportation is available :

Bicycle Sharing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program? :

No

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.) :

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

Bicycle Sharing

Facilities for Bicyclists

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building? :

No

A brief description of the facilities :

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

Bicycle and Pedestrian Plan

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Has the institution developed a bicycle plan? :

No

A brief description of the plan :

The website URL where information about the plan is available :

Mass Transit Programs

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Yes

A brief description of the program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options) :

West Chester University has been operating a shuttle bus system for 35 years. It is operated seven days per week during the fall and spring semesters with buses running until 1:00 am. On a typical class day 3,700 students are transported via the shuttle bus, thus creating a substantial savings in emissions and parking demands.

The website URL where information about the program is available :

http://www.wcupa.edu/sustainability/greenreport.asp

Condensed Work Week

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

A brief description of the program :

The website URL where information about the program is available :

Condensed Work Week

Telecommuting

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution offer a telecommute program for employees? :

A brief description of the program :

The website URL where information about the program is available :

Carpool/Vanpool Matching

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Does the institution participate in a carpool/vanpool matching program? :

Yes

A brief description of the program :

The program is spilt into two portals. One for faculty & staff and one for students. Each portal provides a list of WCU commuters who want to carpool. Commuters set up their own carpools to fit their particular commuting needs.

The website URL where information about the program is available :

http://www.wcupa.edu/hr/share/About.html

Carpool/Vanpool Matching

Cash-out of Parking

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)? :

No

A brief description of the program :

The website URL where information about the program is available :

Cash-out of Parking

Carpool Discount

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

Does the institution offer reduced parking fees for car and van poolers? :

No

A brief description of the program :

The website URL where information about the program is available :

Local Housing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have incentives or programs to encourage employees to live close to campus? :

No

A brief description of the incentives or programs :

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

Prohibiting Idling

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Has the institution adopted a policy prohibiting idling? :

A brief description of the policy :

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

No

A brief description of the program :

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

Car Sharing

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Criteria

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

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

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

Weight of materials recycled, 2005 baseline year :

195 *Tons*

Weight of materials composted, 2005 baseline year :

0 *Tons*

Weight of materials disposed as garbage, 2005 baseline year :

Weight of materials recycled, performance year :

Weight of materials composted, performance year :

0 *Tons*

Weight of materials disposed as garbage, performance year :

List the start and end dates of the waste reduction performance year :

On-campus residents, 2005 :

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

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

On-campus residents, performance year :

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

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

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year) :

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste :

A brief description of the plan of action to achieve waste reduction goals :

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

http://www.wcupa.edu/_INFORMATION/AFA/Facilities/Recycling/recyclereport.asp

Waste Diversion

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

306 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1417 *Tons*

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

Beginning in January 2011, West Chester University will use the single-stream recycling approach: "All-In-One." With this method, commingled materials (glass, plastics, aluminum, and food cans) are collected in the same container with mixed paper and cardboard, thus simplifying the process for both the users and the collection team. The "All-In-One" containers will now be located everywhere--in hallways, classrooms, offices, copy rooms, lounge areas, etc. Recycled items are collected throughout the building by the Custodial Services staff and brought to one centrally-located recycling container. From there the recyclables are transported to an off-campus recycling processing plant where the materials are sorted and sold on the various recycling commodity markets.

Construction and Demolition Waste Diversion

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered :

1623 *Tons*

Amount of construction and demolition materials landfilled or incinerated :

48 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contribute to the diversion rate for construction and demolition waste :

The E. O. Bull Center project implemented a job-site recycling program with a goal of diverting 75% of the project's waste from landfills. To date 1,623.00 tons of material or 97.14 of the project's waste has been diverted from landfills.

Electronic Waste Recycling Program

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

Part 2

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

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

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

No

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

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

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

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

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

Hazardous Waste Management

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus? :

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste :

Guidelines for Reducing Waste
• Establish chemical use parameters before placing an order. This will minimize waste by purchasing chemicals in the container size that permits maximum consumption.
• Purchase chemicals in small quantities. The contents of small containers are most likely to be utilized than lost to contamination or degradation. Also, if disposal is required, volume and expense will be minimized if waste is in small containers.
• Reduce the scale of the experiment if protocol permits. Less chemicals used equates to less waste.
• Whenever possible, substitute less-hazardous chemicals for hazardous chemicals. Examples: Substitute Latex paints for solvent (oil-based) paints, non-mercury thermometers for mercury containing thermometers, etc.,
• Avoid stock piling of common chemicals. Stock piling involves the purchasing or accumulation of chemicals in large quantities for use longer than needed. This practice usually jeopardizes the chemicals' properties over a period of time.
• When chemicals are received, take all precautions to store them according to manufactures' recommendations such as by refrigeration or under an inert atmosphere. Following special storage requirements not only creates a safer work environment, it can increase the shelf life of chemicals.
• When chemicals are first received, date and store them in a manner that enables the older chemicals to be used first. This will develop a rotational system so that chemicals will be used before shelf life expires.
• Replace worn labels in a permanent, legible fashion. This will prevent an unknown chemical

from being generated. Unknown chemicals are difficult and expensive to manage as a waste.

• Label all containers and reaction flasks that contain or will contain chemicals. DO NOT use abbreviations, trade names or chemical symbols. Only use the common chemical name or nomenclature to identify each container's contents. This will prevent an unknown chemical from being generated.

• Replace faulty or damaged caps and lids. This will safeguard against the effect of air and moisture contamination.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste :

Problem Hazardous Waste

Gas cylinders, lecture bottles, aerosol cans

Make arrangements when purchasing gas cylinders that the manufacturer or supplier will accept return of cylinders

Shock sensitive materials - peroxidized ethers, dry picric acid

Naturally occurring radioactive materials - uranyl nitrate, thorium nitrate

Hazardous Waste Labeling Requirements

Use WCU hazardous waste label - (Contact EHS x3333 or George Zittle x2274 as specified above) you may make your own label as long as it contains all of the same information and wording as the university label

Be sure to clearly mark the accumulation start date for each container, the accumulation start date must be visible for inspection

Hazardous waste generator's name or responsible person (i.e. faculty, building administrator, shop foreman, employee, etc.), building/room# and phone#

Contents - Please write the full name of the compound(s) and the percentages of each and container size. Please do not use acronyms, chemical formulas or chemical structures.

If known, mark the chemical family code contents fall under on back of hazardous waste label (e.g. Inorganic 1-Metal, Hydrides, Organic 8-Phenols, Cresols)

Hazardous Waste Container Requirements

Container must be compatible with waste

Container must be kept closed except when adding or removing waste

Container must be handled and stored in a manner that will prevent rupture or leaks

Container must be inspected weekly for leaks or deterioration

Do not place incompatible materials in the same container or place waste into an unwashed container that contained an incompatible material

Hazard Class

A simple method for determining if your waste is hazardous is if it fits into the following hazard classes:

Flammable

Oxidizer

Reactive

Water reactive

Shock sensitive

Light, heat reactive

Corrosive Acid - mineral

Corrosive Acid - organic

Corrosive Base

Toxic-poison/irritant/carcinogen etc.

Gas cylinders - segregate by hazard class
Segregation by Hazard Class

Use the following resources to determine the hazard class of your waste:

MSDS
Original Container Label
Manufacturers catalog
International Chemical Safety Cards

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

http://www.wcupa.edu/_facstaff/facdev/sponsoredresearch/wasteDisposal.asp

Materials Exchange

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the program :

As a State institution the University uses property to its best advantage and realizes the maximum value possible for equipment and furniture at the end of their useful life. By following surplus disbursement/disposal procedures we ensure that University property provides value to the full extent of its worth and that its disbursement/disposal will be conducted in an equitable, efficient, and cost-effective manner.

The website URL where information about the program is available :

http://www.wcupa.edu/_INFORMATION/AFA/Facilities/SurplusProperty/default.asp

Limiting Printing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution limit free printing for students in all computer labs and libraries? :

Yes

A brief description of how printing is limited :

Fall 2010 student printing changed to 125 sheets per week; Duplex Option doubles effective limit to 250 pages

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

Limiting Printing

Materials Online

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

Yes

A brief description of the practice :

West Chester University of Pennsylvania provides all course catalogs and course schedules online via MyWCU. All students, staff, and faculty have access to these materials through the West Chester University of Pennsylvania website wcupa.edu.

The website URL where information about the practice is available :

Materials Online

Chemical Reuse Inventory

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

No

A brief description of the program :

The website URL where information about the practice is available :

Move-In Waste Reduction

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a program to reduce residence hall move-in waste? :

No

A brief description of the program :

The website URL where information about the program is available :

Move-Out Waste Reduction

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a program to reduce residence hall move-out waste? :

No

A brief description of the program :

The website URL where information about the program is available :

Move-Out Waste Reduction

Water

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

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

Total water consumption includes both potable and non-potable water.

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

Water consumption, 2005 baseline year :

85488000 *Gallons*

Water consumption, performance year :

23276000 *Gallons*

List the start and end dates of the water consumption performance year :

July 2009 - July 2010

On-campus residents, 2005 :

3157

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

8017

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

3202

On-campus residents, performance year :

4736

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

9045

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

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year) :

July 1, 2009 - July 1, 2010

Indication of whether institution has a stated commitment to water use reduction goals :

A brief description of the plan of action to achieve water use reduction goals :

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

Stormwater Management

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

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

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

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

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

Part 2

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

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

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

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

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

Yes

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

Yes

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

The WCU campus is entirely within the Chester County Conservation District (CCCD) and is subject to the stormwater regulations of the CCCD. These are stringent, and their application to new construction projects, major renovations, and other projects that significantly change the campus grounds, ensures mitigation of the impacts of stormwater runoff.

At present the University's projects are permitted as phases under an "umbrella permit" that was established when the EO Bull renovations and Additions project received its permit.

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

http://dsf.chesco.org/conservation/cwp/view.asp?a=1635&Q=635673

Does the institution have a living or vegetated roof? :

No

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

Does the institution have porous paving? :

No

A brief description of the institution's porous paving :

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

Does the institution have stone swales? :

No

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

No

A brief description of the institution's vegetated swales :

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

Yes

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

Rainwater gardens, biofiltration systems, groundwater recharge systems.

Infiltration basins at the Student Recreation Center, to which water falling on a substantial portion of the roof is directed for groundwater recharge. A small bioretention area will also be constructed.

Waterless Urinals

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution use at least one waterless urinal? :

No

A brief description of the technology employed :

The website URL where information about the technology is available :

Waterless Urinals

Building Water Metering

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have building-level water consumption meters for at least one building? :

No

A brief description of the water metering employed :

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications? :

No

A brief description of the source of non-potable water and how it is used :

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

The percentage of building space using water from recovered, reclaimed or untreated sources :

The percentage of water used in utility plants from recovered, reclaimed or untreated sources :

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

Non-Potable Water Usage

Xeriscaping

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

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

No

A brief description of the program or practice :

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

Xeriscaping

Weather-Informed Irrigation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

No

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

The website URL where information about the practice is available :

Weather-Informed Irrigation

Planning, Administration & Engagement

Coordination and Planning

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

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Sustainability Coordination

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

Does the institution have a sustainability committee? :

Yes

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

West Chester University recognizes that one of the most significant challenges facing humanity is achieving a sustainable society. Accomplishing this depends on our ability to organize human activity so that society, its members and its economies are able to meet their needs and express their greatest potential in the present as well as the future. WCU intends to reduce its ecological impact and to promote research and service that foster regional and global sustainability.

Members of the committee, including affiliations :

Paul Morgan, College of Education, Sustainability Coordinator
Tim Lutz, Department of Geology and Astronomy
Joan Woolfrey, Department of Philosophy
Walt Cressler, Library
Allison Turner, MPA Program
Joan Welch, Department of Geography
Kurt Kolasinski, Department of Chemistry
Daria Nikitina, Department of Geology and Astronomy
Joy Fritschle, Department of Geography
Carol Smith, Department of Literacy
Ashley Duffy, STARS intern
Kaloni Baylor, Greenhouse Gas Intern
Emma Fitzpatrick, Communications Intern

Ashlie Delshad, Political Science

Howell Bosbyshell, Department of Geology and Astronomy

Matthew Bricketto, VP Student Affairs

Ed Bruno, Facilities

Peter Galloway, Residence Life and Housing

Susan Herbert, Health Sciences

Gerard Hertel, Biology

Jessica Hicks

Lindsay Silcox, ARAMARK, Dining Services

Denise Polk, Department of Communications

Heather Sharpe

Heather Sowers

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

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The Sustainability Office at WCU was established in 2011. It is located in the heart of North Campus. The office provides ample space for the intern staff to work as often as required.

The number of people employed in the sustainability office :

5

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

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Paul Morgan

Sustainability coordinator's position title :

Associate Professor/Sustainability Coordinator

A brief description of the sustainability coordinator's position :

The WCU sustainability coordinator is currently responsible for overseeing the following: development of the Climate Action Plan; supervising interns; coordinating sustainability communications; facilitating the inclusion of sustainability and climate change into the

curriculum; and reaching out to constituencies on and off campus.

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

Strategic Plan

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

Year the strategic plan or equivalent was completed or adopted :

2007

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

Yes

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

The following is included in the current strategic plan: "Encourage environmental awareness through training, curricula, and co-curricular programming, assess and reduce the ecological impact of the University, and promote research and service that foster regional and global sustainability."

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

No

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

A new strategic plan is currently being drafted and will include the social and economic dimensions of sustainability at a high level.

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

No

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

A new strategic plan is currently being drafted and will include the social and economic dimensions of sustainability at a high level.

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

Physical Campus Plan

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

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

No

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

The University is currently in the process of developing a physical campus plan.

The year the physical campus plan was developed or adopted :

2012

The website URL where the physical campus plan is available :

http://www.wcupa.edu/sharedvision/facilitiesplan/

Sustainability Plan

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

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

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

No

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

A brief description of the plan's measurable goals :

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

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

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit? :
No

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

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

Year the climate plan was formally adopted or approved :

An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year :

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment :

The reduction level (percentage) institution has committed to :

The baseline year the institution used in its GHG emissions commitment :

The baseline emissions level institution used in its GHG emissions commitment :

The target year the institution specified in its GHG emissions commitment :

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

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

Does the institution have a diversity and equity committee? :

Yes

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

The Campus Climate Intervention Team continues to collect statistics on issues, behaviors or offenses on campus which negatively affect a group on campus. For example, this group collects data on offenses in the dorms (i.e. things written on the doors, things yelled at other students, etc.). These statistics will be available at the end of the academic year and submitted for review in the fall minutes. CCIT also sponsored the Campus Climate survey from last year and is currently reviewing the results along with other organizations on campus.

Members of the committee, including job titles and affiliations :

Executive Committee:
Matt Bricketto (Student Affairs)

Darla Spence Coffey (Academic Affairs)

Richeleen Dashield (Social Equity)

Committee members:
Ruth Almy (Student)

Jared Brown (Greek Life)

Nicole Cattano (Retention and Student Success Committee)

Beth Cooper (American Federation of State, County and Municipal Employees - AFSCME)

Jonathan Curtis (Student, Resident Assistant)

Treiva Dungee (Manager's Association)

Jonathan Friedman (Holocaust and Genocide Studies)

Jackie Hodes (Lesbian, Gay, Bisexual, Transgender, Questioning, Ally Services)

Angela Howard (International Programs)

Skip Hutson (Office of Multicultural Affairs)

Lauri Hyers (Faculty Mentoring)

Cliff Johnston (Association of Pennsylvania State College and University Faculties - APSCUF)

Marion McKinney (Campus Climate Intervention Team; Residence Life)

Kellianne Milliner (Athletic's Office)

Meg Panichelli (Graduate student)

Marty Patwell (Office of Services for Students with Disabilities)

Nancy Rumfield (Women's Consortium)

Swati Salvi (International student)

Adale Sholock (Women's Center)

Keira Smalls (Student, SGA)

Craig Stevens (NCAA Faculty Athletic Representative for WCU)

Cindi Strengari (American Federation of State, County and Municipal Employees - AFSCME)

Tonya Thames-Taylor (Multicultural Faculty Commission)

Phil Tripp (State College and University Professional Association - SCUPA)

Jim Trotman (Frederick Douglass Institute)

Linda Udovich (Human Resources)

Lisa Yannick (Institutional Research)

The website URL where information about the diversity and equity committee is available :

http://www.wcupa.edu/_services/stu.lif/ramseyeview/policies/ccit.asp

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The Office of Social Equity (OSE) provides leadership, coordination, and information to assist departments and constituencies within West Chester University to achieve its commitments to the principles of equity, diversity, and affirmative action. Through collaborative efforts, the office helps to foster an inclusive and civil community. In furtherance of its mission, the Office of Social Equity monitors a number of policies to promote diversity and inclusion and to eliminate discriminatory behaviors at West Chester University. Several coordinators and committees participate in the administration of the University's social equity program. The following committees are among those that work with the office: the Americans with Disabilities Act (ADA) Committee and the Campus Climate Intervention Team (CCIT). Students serve on all of these committees and are nominated for them through the Student Government Association. Any interested student may contact the Office of Social Equity directly if she/he wishes to become part of these committees.

The number of people employed in the diversity office :

2

The website URL where information about the diversity and equity office is available :

http://www.wcupa.edu/_services/stu.lif/ramseyeview/policies/soc_eq.asp

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Barbara Schneller

Diversity coordinator's position title :

Director of the Office of Social Equity

A brief description of the diversity coordinator's position :

The Office of Social Equity (OSE) provides leadership, coordination and information to assist departments and constituencies within West Chester University to achieve its commitments to the principles of equity, diversity and affirmative action. Through collaborative efforts, the office helps to foster an inclusive and civil community. In furtherance of its mission, the Office of Social Equity monitors a number of policies to promote diversity and inclusion and to eliminate discriminatory behaviors at West Chester University

The website URL where information about the diversity and equity coordinator is available :

http://www.wcupa.edu/_admin/social.equity/

Measuring Campus Diversity Culture

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit? :

Yes

A brief description of the assessment(s) :

In October, the University contracted with Dr. Susan Rankin from Penn State University and Rankin Consulting, Inc., to assist us in conducting a campus climate survey. Dr. Rankin has experience with campus climate surveys in over 90 colleges and universities across the country, including Millersville University within the PA State System of Higher Education.

Since 1987, the University has assessed climate in a number of different ways. For the year of our current self–study for reaccreditation by the Middle States Commission on Higher Education, it was determined that a comprehensive campus climate assessment would assist the self–study and inform a new strategic plan. The survey will be completed by students, faculty, staff, and administration (none of our previous assessment efforts have included the entire campus in this way). Dr. Rankin's approach is based on the Transformational Tapestry Model of campus climate, which provides a framework to view and assess campus culture and develop integrated interventions for implementation to maximize equity.

Year the assessment was last administered :

2010

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

It is the intention of the Campus Climate Advisory Committee that the results from this project
be used to identify specific strategies for supporting positive initiatives and addressing the
challenges facing the WCU campus community. The recommended next steps include the

Campus Climate Advisory Committee and other campus constituent groups using the results of the internal assessment to help to lay the groundwork for future initiatives

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

http://www.wcupa.edu/sharedvision/climatesurvey/results/documents/WCU_Executive_Summary_Final.pdf

Support Programs for Underrepresented Groups

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus? :

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body :

Campus Climate Assessment

The mission of the Office of Multicultural Affairs is to maintain a supportive environment that promotes the academic achievement and personal wellbeing of African American, Latino, Asian American, and Native American students at West
Chester University. This mission is met through a wide range of services, programs, and activities. Examples
include ongoing mentoring, the Kente Commencement Ceremony, leadership development, the Summer Institute for Pennsylvania Board of Governors Scholars, and advocacy.

Campus Climate Intervention Team
LGBTQA Ally Training
Frederick Douglas Society

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty :

Multicultural Faculty Commission (MFC)
The Multicultural Faculty Commission provides expanded support for a diverse faculty in such areas as scholarship and academic leadership. Among its activities, the commission funds competitive, peer-reviewed grants to assist faculty in their research and scholarship

Campus Climate Assessment
Campus Climate Intervention Team

LGBTQA Ally Training
Frederick Douglas Society

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

Recruitment resources, such as the use of diversity recruitment plans and diversity recruitment consultants, will be used to help achieve the full utilization of women and of persons of color. The success of current efforts is reflected in the fact that 37.5 percent of the faculty who were recruited for 2009-10 are persons of color.

Hiring assistance workshops;
Campus Climate Intervention Team
LGBQTA Ally Training

The website URL where more information about the programs in each of the three categories is available :

http://www.wcupa.edu/_admin/social.equity/documents/Diversity%20Initiatives--2010%20brochure.pdf

Support Programs for Future Faculty

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in programs that meet the criteria for this credit? :

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty :

Through the Frederick Douglass Institute, WCU offers the Summer Scholars Program: In keeping with the spirit of Douglass' life of public service, the Frederick Douglass Teaching Scholars Summer Program is designed to provide graduate students teaching experiences and potential employment opportunities within university settings that are strongly committed to cultural diversity.

The website URL where more information about the program(s) is available :

http://www.wcupa.edu/_academics/fdouglass/summerscholars.asp

Affordability and Access Programs

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students? :

Yes

A brief description of the institution's participation in federal TRIO programs :

Student Support Services (SSS) is a federally funded TRIO program sponsored by the U.S. Department of Education .The SSS program at West Chester University is one of more than 900 Student Support Services programs in the United States and its territories.

The SSS program provides opportunities for academic development, and assist students towards the successful completion of their postsecondary education. The goal of SSS is to increase college retention, and graduation rates of its participants. The West Chester University SSS program serves as a resource and voice for undergraduate first-generation, low-income students and students with disabilities. Within a learning environment which challenges students to grow personally and professionally, we nourish a sense of empowerment and strive to bridge the gap between the dream and the reality of achieving a baccalaureate degree.

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income

students? :

SSS has a supplemental grant fund from which to award scholarships for select participants identified as having unmet financial need and having accomplished specific project participation requirements. This Scholarship is awarded on an annual basis.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

West Chester University provides a comprehensive Act 101 Program. ADP students who qualify for Act 101 receive additional services such as financial assistance for the summer session, access to specialized cultural activities, additional tutoring, and other services. Students who qualify for Act 101 also have additional responsibilities to help them to succeed academically. Eligibility for Act 101 is determined by income information provided at the time of application for the Academic Development Program.

A brief description of the institution's scholarships for low-income students :

SSS has a supplemental grant fund from which to award scholarships for select participants identified as having unmet financial need and having accomplished specific project participation requirements. This Scholarship is awarded on an annual basis.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience :

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

A brief description of the institution's other admissions policies and programs :

A brief description of the institution's other financial aid polices or programs :

A brief description of the institution's other policies and programs not covered above :

The website URL where information about programs in each of the areas listed above is available :

Gender Neutral Housing

Does the institution offer housing options to accomodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)? :

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

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

Employee Training Opportunities

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution make cultural competence trainings and activities available to all employees? :

A brief description of the cultural competence trainings and activities :

The website URL where information about the trainings and activities are available :

Student Training Opportunities

Does the institution make cultural competence trainings and activities available to all students? :

A brief description of the cultural competence trainings and activities :

The website URL where information about the trainings and activities are available :

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

• Paying prevailing wages for job type or classification
• Paying average or above average wages for the region or city where the institution is located
• Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors) :

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

The website URL where information about the institution's compensation policies and practices is available :

Employee Satisfaction Evaluation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

A brief description of the institution's methodology for evaluating employee satisfaction :

WCU has conducted periodic employee satisfaction surveys, including the most recent comprehensive Campus Climate Survey, the results of which are being diligently acted upon.

The year the employee satisfaction evaluation was last administered :

2010

The website URL where information about the institution's employee satisfaction evaluation process is available :

http://www.wcupa.edu/sharedvision/climatesurvey/

Staff Professional Development in Sustainability

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

• Specialized training for a small group of staff
• The opportunity to participate in an institutional sustainability committee or group

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :
No

A brief description of the sustainability trainings and professional development opportunities available to staff :

The website URL where information about staff training opportunities in sustainability are available :

Sustainability in New Employee Orientation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

No

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

The website URL for the information about sustainability in new employee orientation :

Employee Sustainability Educators Program

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Total number of people employed by the institution :

Program name (1st program) :

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

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

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

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

The website URL where information about the program is available (1st program) :

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

A brief description of how the employee educators are selected (all other programs) :

A brief description of the formal training that the employee educators receive (all other programs) :

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

The website URL where information about the program(s) is available (all other programs) :

Childcare

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff? :

No

A brief description of the child care program, policy, or practice :

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

Employee Wellness Program

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees? :

Yes

A brief description of the employee wellness program, policy, or practice :

SEAP provides all WCU Employees up to three free sessions with a SEAP counselor for each concern or problem, and the benefit renews each calendar year. Through the SEAP program, staff and their families can receive no-cost, confidential, and personal support for a wide range of issues.

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

http://www.wcupa.edu/HR/Labor_Relations/default.asp#seap

Socially Responsible Retirement Plan

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

Employees in TIAA-CREF have the option of investing up to 100% in the Social Choice category.

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

http://www.tiaa-cref.org/public/about/how-we-invest/sri/social-screening/index.html

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a committee on investor responsibility or similar body that meets the criteria for this credit? :

No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

Members of the CIR, including affiliations :

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

Shareholder Advocacy

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

There are two possible approaches to earning this credit.

1)   Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2)   Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

Has the institution conducted a negative screening of its entire investment pool within the last three years? :

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

The website URL where information about the negative screen, divestment effort, and/or direct engagement with

companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

Total value of the investment pool :

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

Value of holdings in businesses selected for exemplary sustainability performances :

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

Value of holdings in community development financial institutions (CDFIs) :

Value of holdings in socially responsible mutual funds with positive screens :

A brief description of the companies, funds, and/or institutions referenced above :

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

No

A brief description of the student-managed sustainable investment fund :

The website URL where information about the fund is available :

Sustainable Investment Policy

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

A brief description of the sustainable investment policy :

The website URL where information about the policy is available :

Sustainable Investment Policy

Investment Disclosure

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public? :

A brief description of the institution's investment disclosure practices :

The website URL where information about investment disclosure available :

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit? :

Yes

A brief description of the institution's sustainability partnerships with the local community :

In early 2007, West Chester Borough Council approved an advisory committee, Borough Leaders United for Emission Reduction (BLUER), to study greenhouse gas (GHG) emissions in the Borough and to make recommendations to reduce emissions. BLUER reports to Council through the Parks, Recreation, and Environmental Protection (PREP) committee. Five BLUER members were chosen to represent different sectors of the Borough: businesses, residents, county government, and West Chester University.

The Borough is one of nine townships and municipalities in Pennsylvania to commit to membership in ICLEI – Local Governments for Sustainability. West Chester is one of a smaller number who are participating in ICLEI's Cities for Climate Protection (CCP) Campaign; CCP cities are committed to mitigating climate change by following ICLEI's Five Milestones. BLUER has adopted a goal of reducing the Borough's emissions to 10% below 2005 levels by 2015. The University's GHG inventory was undertaken as a component of the Borough's inventory.

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community? :

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions :

The sustainability coordinator has made presentations at regional and national events on topics such as infusing sustainability into a strategic plan, and developing a faculty ambassadors program.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

We are dues-paying members of the following:
Pennsylvania Environmental Resource Consortium (PERC)
Association for the Advancement of Sustainability in Higher Education (AASHE)

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

We have sponsored multi-institutional events on campus (e.g. Peter Bardaglio in February 2012) and participate in regional conferences/meetings (e.g. University of Delaware in Fall 2011)

The website URL where information about cross-campus collaboration is available :

Sustainability in Continuing Education

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability? :

Yes

Number of sustainability continuing education courses offered :

8

Total number of continuing education courses offered :

300

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

Education for sustainability (EFS) is a rapidly emerging field that is guided by a vision of a sustainable society and rooted in a simple truth: we learn what we live. EFS practitioners are trained professionals who understand the challenge of sustainability and who have been prepared to teach others, to catalyze institutional and cultural change, and to model sustainable ways of living.

These innovative programs prepare participants to create real change in their professions, communities, and daily lives. The EFS curriculum develops the necessary knowledge, skills, and perspectives in a way that integrates classroom work with plenty of outdoor, experiential, and project-based learning. The result is a certificate that is meaningful and immediately applicable. The parallel

undergraduate and graduate programs feature combined sections that provide opportunities for mutually beneficial mentor-mentee relationships between working professionals and undergraduates with shared interests. Most students will also complete an EFS Certificate with a cohort – a community of learners who collaborate on various projects and establish lasting professional relationships.

Year the certificate program was created :

2009

The website URL where information about sustainability in continuing education courses is available :

http://www.wcupa.edu/_academics/coed/departments/profsecedu/SustainabilityCertificatePrograms.asp

Community Service Participation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

The number of students engaged in community service :

6000

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

14492

The website URL where information about the institution's community service initiatives is available :

http://www.wcupa.edu/_services/stu.slv/default.asp

Community Service Hours

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

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

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

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

The number of student community service hours contributed during a one-year period :
282662

Total number of students, which may exclude part-time, continuing education and/or non-credit students :
14492

The website URL where information about the institution's community service initiatives is available :
http://www.wcupa.edu/_services/stu.slv/default.asp

Community Service Hours

Sustainability Policy Advocacy

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

No

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

The website URL where information about the institution's advocacy efforts are available :

Sustainability Policy Advocacy

Trademark Licensing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

No

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

No

Has the institution expressed intention to participate in the Designated Suppliers Program? :

No

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available :

Graduation Pledge

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

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

No

A brief description of the graduation pledge program :

The website URL where information about the graduation pledge program is available :

Graduation Pledge

Community Service on Transcripts

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

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

No

A brief description of the practice :

The website URL where information about the practice is available :

Community Service on Transcripts

Farmers' Market

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

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

Does the institution host a farmers' market for the community? :

No

A brief description of the farmers' market :

The website URL where information about the market is available :

Farmers' Market

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

Innovation 2

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

Innovation 3

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

Innovation 4

___

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome :

A letter of affirmation from an individual with relevant expertise :

The website URL where information about the innovation is available :

Supplemental

Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

New Student Orientation

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

No

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

No

Provide a brief description of the presentations :

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

No

Provide a brief description of the activities :

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

No

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

No

Provide a brief description :

Food Education

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices? :

Provide a brief description :

Are students educated in dining facilities about how to make eco-positive food choices? :

Provide a brief description :

Are students educated during orientation about how to make eco-positive food choices? :

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Provide a brief description :

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Provide a brief description of the program :

Food and Beverage Purchases

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

List items procured for dining services from on-campus organic garden(s) :

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

List all Fair Trade certified items purchased :

Food and Beverage Purchases

Confinement-Free Food Purchases

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased :

Cage Free Eggs

Percentage purchased :

100

Comments :

Type of confinement-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Seafood Purchases

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Percentage purchased (1st product) :

Standard used (1st product) :

Comments (1st product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

Comments (2nd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

Does the institution offer post-consumer recycled content dishware at its dining services locations? :

Does the institution offer biodegradable / compostable dishware at its dining services locations? :

Does the institution offer other types of dishware at its dining services locations? :

Provide a brief description. :

Reusable To Go Containers

Energy Initiatives

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The combined gross square footage of all buildings that are ENERGY STAR labeled :

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

The percentage of total electricity use from wind. :

The percentage of total electricity use from biomass. :

The percentage of total electricity use from natural gas. :

The percentage of total electricity use from solar PV. :

The percentage of total electricity use from geothermal. :

The percentage of total electricity use from nuclear. :

The percentage of total electricity use from hydro. :

The percentage of total electricity use from other. :

Provide a brief description. :

The percentage of total energy used for heating buildings from coal. :

The percentage of total energy used for heating buildings from biomass. :

The percentage of total energy used for heating buildings from electricity. :

The percentage of total energy used for heating buildings from natural gas. :

The percentage of total energy used for heating buildings from geothermal. :

The percentage of total energy used for heating buildings from fuel oil. :

The percentage of total energy used for heating buildings from other. :

Provide a brief description. :

If cogeneration, please explain. :

Procurement

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

Does the institution's vendor code or policy require vendors to use less packaging? :

Bike Sharing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs :

0

Water Initiatives

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details about its water initiatives.

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

Is there is a ban or restriction on selling or distributing bottled water on campus? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

No

The percentage of urinals on campus that are waterless :

0

Endowment

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

Date as of :

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

No

Size of capital commitments made within past 3 years :

Provide a brief description :

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

Does a single administrator determine proxy votes on environmental and social resolutions? :

Does a single administrator determines proxy votes on corporate governance resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on enviromental and social resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Sustainability Staffing

Responsible Party

Paul Morgan
Sustainability Coordinator
Education

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

60

FTE staff on payroll :

1

FTE student intern/fellow :

2