STAINABILITY TRACKING, A

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# West Chester University of Pennsylvania *STARS REPORT*

**Date Submitted:** March 1, 2019
**Rating:** Bronze
**Score:** 38.03
**Online Report:** [West Chester University of Pennsylvania](West Chester University of Pennsylvania)
**STARS Version:** 2.1

## Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

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- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
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## About STARS

The Sustainability Tracking, Assessment & Rating System (STARS[®]) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward

sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

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

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

### About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

# Table of Contents

# Summary of Results

**Score** 38.03
**Rating:** Bronze
[Institutional Characteristics](#)
b          [Institutional Characteristics](#) 0.00 / 0.00
[Academics](#)
b          [Curriculum](#)                        16.99 / 40.00
b          [Research](#)                          5.31 / 18.00
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| b | [Purchasing](#) | 1.67 / 6.00 |
| b | [Transportation](#) | 2.93 / 7.00 |
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| b | [Diversity & Affordability](#) | 6.49 / 10.00 |
| b | [Investment & Finance](#) | 0.00 / 7.00 |
| b | [Wellbeing & Work](#) | 3.60 / 7.00 |

[Innovation & Leadership](#)

| b | [Exemplary Practice](#) | 0.00 / 0.00 |
| b | [Innovation](#) | 0.00 / 0.00 |

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

# Institutional Characteristics

## Institutional Characteristics

**Points Claimed**  0.00
**Points Available** 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

| **Credit** | **Points** |
|---|---|
| | 0.00 / |
| [Institutional Boundary](#) | Total adjusted for non-applicable credits |
| | [Close](#) |
| | 0.00 / |
| [Operational Characteristics](#) | Total adjusted for non-applicable credits |
| | [Close](#) |
| | 0.00 / |
| [Academics and Demographics](#) | Total adjusted for non-applicable credits |
| | [Close](#) |

# Institutional Boundary

**Responsible Party**

**Bradley Flamm**
Director of Sustainability
Office of the President

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**Criteria**

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

---

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:
Master

Institutional control (Public, Private for-profit, or Private non-profit):
Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

https://www.wcupa.edu/communications/wcuFacts.aspx

Which of the following features are present on campus and which are included within the institutional boundary?:

|  | Present? | Included? |
|---|---|---|
| Agricultural school | No | No |
| Medical school | No | No |
| Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary) | No | No |
| Satellite campus | No | No |

| | Present? | Included? |
|---|---|---|
| Farm larger than 5 acres or 2 hectares | No | No |
| Agricultural experiment station larger than 5 acres or 2 hectares | No | No |
| Hospital | No | No |

The rationale for excluding any features that are present from the institutional boundary:

   ---

Additional documentation to support the submission :
---

**Operational Characteristics**

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**Score**
0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**Bradley Flamm**
Director of Sustainability
Office of the President

---

**Criteria**

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

---

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

Endowment size:
38387011 *US/Canadian $*

Total campus area:
409 *Acres*

Locale:
Urban fringe of large city

IECC climate zone:
4 - Mixed

Gross floor area of building space:
3971229 *Gross Square Feet*

Floor area of laboratory space:
79201 *Square Feet*

Floor area of healthcare space:
13193 *Square Feet*

Floor area of other energy intensive space:
21667 *Square Feet*

Additional documentation to support the submission :
[Copy of PSFEI_info_Space Measurements per PASSHE 2-01-18.xls](#)

## Data source(s) and notes about the submission:

Data Source: 2018 PASSHE Space Measurements excel document.
Healthcare space represents Student Healthcare Center in Commonwealth Hall.
Laboratory Space represents space in Merion Science Center and Schmucker Science
Center (North and South Buildings). Other energy intensive spaces represent estimates
for data centers in Allegheny Hall and food production space in Lawrence Hall and
Sykes Union.

## Academics and Demographics

| | |
|---|---|
| **Score** | **Responsible Party** |
| 0.00 / | |
| | **Bradley Flamm** |
| Total adjusted for non-applicable credits | Director of Sustainability |
| | Office of the President |
| [Close](#) | |

**Criteria**

This section includes variables that provide information about the institution's academic
programs, students, faculty and staff. Report the most recent data available within the
three years prior to the anticipated date of submission. Some population figures are
used to calculate "weighted campus user", a measurement of an institution's population
that is adjusted to accommodate how intensively certain community members use the
campus.

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

Number of academic divisions (e.g. colleges, schools):
7

Number of academic departments (or the equivalent):
51

Number of students enrolled for credit:

17306

Total number of employees (staff + faculty):
1928

Full-time equivalent student enrollment (undergraduate and graduate):
15853

Full-time equivalent of employees (staff + faculty):
1691

Full-time equivalent of students enrolled exclusively in distance education:
1045

Number of students resident on-site:
5151

Number of employees resident on-site:
10

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):
0

Weighted campus users, performance year:
13664.50

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data Sources: Susan Thimm (
sthimm@wcupa.edu
) (Office of Institutional Research), Evette Bowman (
ebowman@wcupa.edu
) (Office of Institutional Research), Kathryn Bove (
kbove@wcupa.edu
) (Office of Employment, Information & Risk Services)
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# Academics

## Curriculum

 **Points Claimed**  16.99
 **Points Available** 40.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and

universities is to educate students. By training and educating future leaders, scholars, workers and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

| Credit | Points |
|---|---|
| Academic Courses | 6.89 / 14.00 |
| Learning Outcomes | 0.00 / 8.00 |
| Undergraduate Program | 3.00 / 3.00 |
| Graduate Program | 1.50 / 3.00 |
| Immersive Experience | 0.00 / 2.00 |
| Sustainability Literacy Assessment | 0.00 / 4.00 |
| Incentives for Developing Courses | 2.00 / 2.00 |
| Campus as a Living Laboratory | 3.60 / 4.00 |

## Academic Courses

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 6.89 / 14.00 | Director of Sustainability |
| | Office of the President |

### Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as "sustainability courses" and "courses that include sustainability" using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a "sustainability course" or a "course that includes sustainability" (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement, G. Standards and Terms,* andthe Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

**Part 1**

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement.*

**Part 2**

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

---

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

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

|  | Undergraduate | Graduate |
|---|---|---|
| Total number of courses offered by the institution | 1768 | 762 |
| Number of sustainability courses offered | 41 | 15 |
| Number of courses offered that include sustainability | 99 | 33 |

Percentage of courses that are sustainability course offerings:
7.43

Total number of academic departments (or the equivalent) that offer courses (at any level):
51

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):
30

Percentage of academic departments with sustainability course offerings:
58.82

A copy of the institution's inventory of its sustainability course offerings and descriptions:
CourseInventory2018.pdf

Do the figures reported above cover one, two, or three academic years?:
Two

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :

In the Spring 2018 semester, to develop its inventory of sustainability-focused and -related courses, WCU's Office of Sustainability developed a Qualtrics-based survey to ask faculty to document whether they taught courses which were sustainability-focused or sustainability-related during the Academic Years 2017 and 2018 (from the Summer Semesters of 2016 to the Spring Semester of 2018). The definition used to assist faculty members in determining whether any of their courses fit into these categories:
"A Sustainability-Focused course is one in which the main goals and objectives include any of the topics below:
A Sustainability-Related course is one in which any of the topics below are addressed, but were not part of the main goals or objectives:
·      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."
Faculty members completed the survey, and the results were used to produce an inventory of such courses sustainability. The Office of Sustainability's Graduate Assistant for Data Monitoring and Analysis, Will Hendel, compiled and confirmed responses. Each course was counted as a single course regardless of the number of offerings or sections.

How were courses with multiple offerings or sections counted for the figures reported above?:
Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

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Are the following course types included in the inventory? :

| | Yes (included) or No (not included) |
|---|---|
| Internships | Yes |
| Practicums | Yes |
| Independent study | No |
| Special topics | Yes |
| Thesis / dissertation | No |
| Clinical | Yes |
| Physical education | Yes |
| Performance arts | No |

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/Sustainability/education.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

12 courses were offered at both the graduate and undergraduate level that were sustainability focused while 19 courses were offered at both the undergraduate and graduate level that were sustainability related. E.g. 29 undergraduate + 12 undergraduate = 41 undergraduate courses total.

**Learning Outcomes**

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| Score | Responsible Party |
|---|---|
| 0.00 / 8.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

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**Criteria**

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other

academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the*: Continuing Education* credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

## Undergraduate Program

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 3.00 / 3.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution offers at least one:

- [Sustainability-focused program](#) (major, degree program, or equivalent) for [undergraduate students](#)

  And/or

- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

---

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
Yes

Name of the sustainability-focused undergraduate degree program:
Bachelor of Science (BS) in Urban and Environmental Planning

A brief description of the undergraduate degree program:

The BS Urban and Environmental Planning program (offered starting in the Fall semester of 2016) is designed to prepare graduates to work as professional planners, geographic information systems (GIS) analysts, and environmental specialists and in related fields. The program will ensure students are trained with cutting-edge geospatial technologies and with a deep knowledge of local and regional sustainability concerns.

The program is unique due to the full integration of geospatial technologies and sustainability throughout the curriculum. Geospatial technologies have been rapidly expanding and evolving in recent years. An abundance of spatially-oriented information is emerging from aerial photography, satellite remote sensing, image processing, global positioning systems (GPS), and Geographic Information Systems (GIS). Geospatial technologies permeate all layers of society with GPS-enabled smartphones, to real-time traffic maps, to increasingly more sophisticated data availability from satellites and other remote sensing sources.

The focus on sustainability will result in a curriculum that incorporates more solutions to some of our greatest contemporary challenges, such as uncovering solutions and adaptations to global climate change. Considering the multiple components of sustainability, the program offers the integration of economic development, environmental protection, social priorities and place-based problem solving.

Graduates of the program will be prepared to work in the public, not-for-profit, and public sectors. Whether planners, environmental specialists or GIS analysts, the program provides future practitioners with the knowledge, technical skills, and values to enable them to become effective professionals.

The website URL for the undergraduate degree program:
https://www.wcupa.edu/business-publicManagement/geographyPlanning/undergradPrograms.aspx

Name of the sustainability-focused, undergraduate degree program (2nd program):
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A brief description of the undergraduate degree program (2nd program):

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The website URL for the undergraduate degree program (2nd program):
---

Name of the sustainability-focused, undergraduate degree program (3rd program):
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A brief description of the undergraduate degree program (3rd program):

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The website URL for the undergraduate degree program (3rd program):
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The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

   ---

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:
Undergraduate Certificate Program for Education in Sustainability

A brief description of the undergraduate minor, concentration or certificate:

   The 12-credit undergraduate certificate program in Education For Sustainability (EFS) is designed for undergraduates and post-baccalaureate students who want to develop their understanding of sustainability and apply their learning on campus, at home, and in their future careers. The program consists of four courses that provide the perspective, experiences, and practical methods needed to immediately put your learning into practice.

The website URL for the undergraduate minor, concentration or certificate:
http://catalog.wcupa.edu/undergraduate/education-social-work/professional-secondary-education/u
ndergraduate-certificate-program-education-sustainability/

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
B.S. in Nutrition - Sustainable Food Systems Management Concentration

A brief description of the undergraduate minor, concentration or certificate (2nd program):

   The Sustainable Food Systems Management concentration emphasizes ecological approaches and systems-based thinking for students to develop understanding of local, regional, and international food systems. Students are prepared for positions

in food management and careers focused on sustainable food systems in businesses, healthcare, and community-based organizations.

The website URL for the undergraduate minor, concentration or certificate (2nd program):
https://catalog.wcupa.edu/undergraduate/health-sciences/nutrition/nutrition-bs-sustainable-food
-systems-management-concentration/

Name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):
---

A brief description of the undergraduate minor, concentration or certificate (3rd program):

   ---

The website URL for the undergraduate minor, concentration or certificate (3rd program):
---

The name and website URLs of all other sustainability-focused undergraduate minors, concentrations and certificates:

   ---

Additional documentation to support the submission:
BSUrbanEnvironmentalPlanningadvisingsheet.pdf

## Graduate Program

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 1.50 / 3.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

  And/or

- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the *Continuing Education* credit in Public Engagement.

---

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:
No

Name of the sustainability-focused graduate-level degree program:
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A brief description of the graduate-level degree program:

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The website URL for the graduate-level degree program:
---

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

A brief description of the graduate degree program (2nd program):

   ---

The website URL for the graduate degree program (2nd program):
---

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

A brief description of the graduate degree program (3rd program):

   ---

The website URL for the graduate degree program (3rd program):
---

The name and website URLs of all other sustainability-focused graduate-level degree programs:

   ---

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:
Graduate Certificate in Education for Sustainability

A brief description of the graduate minor, concentration or certificate:

The 18-credit graduate certificate program in Education For Sustainability (EFS) is designed for professionals who want to further develop their understanding of sustainability and use their work sites to apply learning. The program consists of four required courses and two electives that provide the perspective, experiences, and methods needed to promote sustainability in your school, workplace, or community.

The website URL for the graduate minor, concentration or certificate:
https://catalog.wcupa.edu/catalogarchives/2017-2018/graduate/education-social-work/professional-secondary-education/graduate-certificate-program-education-sustainability/

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):
---

A brief description of the graduate minor, concentration or certificate (2nd program):

---

The website URL for the graduate minor, concentration or certificate (2nd program):
---

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):
---

A brief description of the graduate minor, concentration or certificate (3rd program):

---

The website URL for the graduate minor, concentration or certificate (3rd program):
---

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

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Additional documentation to support the submission:

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**Immersive Experience**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 2.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

    And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

**Sustainability Literacy Assessment**

| Score | Responsible Party |
|---|---|
| | **Will Hendel** |
| 0.00 / 4.00 | Graduate Assistant |
| | Geography and Planning |

**Criteria**

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in

sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

**Incentives for Developing Courses**

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**Score** | **Responsible Party**
--- | ---
| **Bradley Flamm**
2.00 / 2.00 | Director of Sustainability
| Office of the President

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**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 specifically 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 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?:
Yes

A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):

Training workshops for faculty on meaningfully incorporating sustainability into their courses have been held two times -- in January 2016 and in January 2018. These two-day workshops, named the Brandywine Project Faculty Sustainability Workshops, has trained 50 faculty members and resulted in large increases in the

numbers of courses listed in our inventory of sustainability-focused and sustainability-related courses.

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

All such workshops are considered professional development for teaching and thus positively contribute to tenure and promotion decisions. The two-day intensive Brandywine Project Faculty Sustainability Workshops (modeled on AASHE's Piedmont Project:

http://www.aashe.org/events/workshops/2016/Sustainability-Across-the-Curriculum-Jan-2016

) provided an additional incentives (a $1000 stipend in 2016 and a $500 stipend in 2018) to faculty participants.

The website URL where information about the programs or initiatives is available: http://www.wcupa.edu/sustainability/initiatives.aspx#Curriculum

Additional documentation to support the submission: BP 2018 2-day schedule_Participants.pdf

## Campus as a Living Laboratory

**Score** | **Responsible Party**
--- | ---
 | **Bradley Flamm**
3.60 / 4.00 | Director of Sustainability
 | Office of the President

**Criteria**

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning

- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit,credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under "Public Engagement". A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

West Chester University's Gordon Natural Area (the GNA is a 135-acre wooded area on South Campus; see

https://wcupa.edu/gordonnaturalarea/

) is regularly used by full-time and adjunct faculty for courses that address issues related to climate change, air quality, and the natural processes that cycle carbon and water into, through, and from the atmosphere. Attached to this submission is a document describing faculty use of the GNA.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:
Yes

A brief description of the student/faculty projects and how they contribute to

understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

West Chester University has several LEED certified buildings (the Business and Public Management Center [BPMC], the Swope Music Building, and Mitchell Hall) and others built to LEED standards, but not certified (the Student Recreation Center and 25 University). The BPMC and the Student Recreation Center have information kiosks that provide information on the energy-efficiency features of the buildings which are used in some classes for educational purposes. In the Fall of 2017, for example, a campus tour initiated by two Earth and Space Sciences professors featured Mitchell Hall and BPMC (see

https://youtu.be/7SxRxWwkH38

).

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

West Chester University uses its LEED certified buildings and others built to LEED standards to teach students about energy use on campus and the impacts on our carbon emissions. In addition, WCU's geothermal system (composed of a district-level system connected to a dozen campus buildings and several single-building systems) is regularly included in campus sustainability tours that students in specific courses and the general campus community attend. In the Fall of 2017, for example, a campus sustainability tour featured the university's geothermal pump house, Mitchell Hall and BPMC (see

https://youtu.be/7SxRxWwkH38

).

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

West Chester University's Outdoor Classroom and three campus gardens are regularly used by full-time and adjunct faculty for courses that address issues related to food production, food processing, and the disposal (via landfill and

composting) of food and other green wastes. Some of these courses have students working to harvest and deliver vegetables to the campus's Resource Pantry (

https://www.wcupa.edu/_services/stu.slv/pantry/default.aspx

) where they are sometimes used for cooking demonstrations. Students have also been involved in two pilot programs to compost food wastes from WCU's main dining facility in Lawrence Hall (the most recent year-long pilot project ended in September 2017). Attached to this submission is a document describing faculty use of the Outdoor Classroom and the three campus gardens.


Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

West Chester University's Gordon Natural Area (the GNA is a 135-acre wooded area on South Campus; see

https://wcupa.edu/gordonnaturalarea/

), Outdoor Classroom, and three campus gardens are regularly used by full-time and adjunct faculty for courses that address issues related to climate change, air quality, water quality, storm water management, and the natural processes that cycle carbon and water into, through, and from the hydrosphere and atmosphere. Attached to this submission is a document describing faculty use of the GNA.


Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

Students in an English Department seminar on multimedia writing in the Fall of 2017 created an augmented-reality game that included a module on bikesharing and the environmental impacts of the university's transportation and commuting patterns (formerly hosted as the "Purple, Gold, and Green Quest" in Metaverse:

https://mtvrs.io/MoldyAloofDonkey

). Students in an undergraduate / graduate Transportation Planning course (GEO 331 / 531) in Spring 2018 are working in groups to consider four aspects of the university's transportation system -- shared modes of transportation, non-motorized modes, car parking, and ridesharing. In both courses the assignments required extensive experience with the physical features of the campus.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

West Chester University's Outdoor Classroom and three campus gardens feature composting systems for green and food wastes which are used to teach about waste disposal systems and the importance of diverting materials from the waste-stream to reuse, recycling, and rotting (i.e. composting). The solid waste and recycling system on campus was a focus of a Fall 2017 English Department multimedia writing seminar which produced an augmented-reality game module (formerly hosted as the "Purple, Gold, and Green Quest" in Metaverse:

https://mtvrs.io/MoldyAloofDonkey

). Attached to this submission is a document describing instructional use of the Outdoor Classroom and three campus gardens.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

West Chester University's storm water management features (pervious pavers, green roofs, and underground cisterns), Gordon Natural Area, Outdoor Classroom, and three campus gardens are regularly used by full-time and adjunct faculty for courses that address issues related to water quality, storm water management, and the natural processes that cycle water into, through, and from the hydrosphere and

atmosphere. Attached to this submission is a document describing faculty use of the GNA.


Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:
No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

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Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:
Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

> Faculty in West Chester University's English, Art + Design, Anthropology & Sociology, Political Science, and other Departments regularly use the Gordon Natural Area, the Outdoor Classroom, WCU's campus gardens, and other physical features of the campus for course assignments and class sessions. These assignments contribute to student learning in the humanities and social sciences and result in direct contributions to the university with published creative writing, murals, and organized student activities. See the attached document for more details.

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/sustainability/initiatives.aspx#BiodiversityLandscape

Additional documentation to support the submission:
Campus_Living_Lab_Documentation_2017.pdf

# Research

**Points Claimed** 5.31
**Points Available** 18.00

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

| Credit | Points |
|---|---|
| Research and Scholarship | 3.31 / 12.00 |
| Support for Research | 2.00 / 4.00 |
| Open Access to Research | 0.00 / 2.00 |

**Research and Scholarship**

| Score | Responsible Party |
|---|---|

**Criteria**

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

### *Part 1*

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

### *Part 2*

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):
598

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):
26

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :
4.35

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:
51

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
10

Percentage of research-producing departments that are engaged in sustainability research:
19.61

A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:
FacultyDoingSustainabilityResearch_1.pdf

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

---

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

The attached list is a minimum number of faculty at West Chester University engaged in research that is sustainability-focused or sustainability-related. No survey was conducted this year, but those faculty presenting research in a Fall 2017 and Spring 2018 Sustainability Research Seminar were included in this list.

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/Sustainability/education.aspx

Additional documentation to support the submission:
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## Support for Research

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 2.00 / 4.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution encourages and/or supports sustainability research through one or more of the following:

- 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. The program specifically aims to increase student sustainability research.
- 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. The program specifically aims to increase faculty sustainability research.
- Written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :
No

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

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Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:
Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

The West Chester University Office of Research and Sponsored Programs began in the spring of 2018 to sponsor a Campus Sustainability Research and Creative Activities Grant. The program supports faculty efforts to investigate and develop sustainability-related projects on campus. Funding preference is given to proposals that specifically address and work to realize one or more goals of WCU's Climate Action Plan (

https://www.wcupa.edu/Sustainability/documents/climateActionPlan.pdf

) while fostering collaboration between members of the WCU community. Faculty applicants are encouraged to include a model for student/faculty collaboration in their proposals and all proposals must demonstrate student impact.

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:
No

A brief description of the institution's support for interdisciplinary, transdisciplinary, and

multidisciplinary research, including any positive outcomes during the previous three years:

   ---

Does the institution have ongoing library support for sustainability research and learning?:
Yes

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

   The university library has developed extensive online research guides for Environmental Sustainability and Environmental Health (see

   https://library.wcupa.edu/c.php?g=665540&p=4680160

   ).

The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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## Open Access to Research

| Score | Responsible Party |
|---|---|
| | **Will Hendel** |
| 0.00 / 2.00 | Graduate Assistant |
| | Geography and Planning |

**Criteria**

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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How many of the institution's research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):
None / Don't Know

Which of the following best describes the open access policy? (Mandatory or Voluntary):
Voluntary (strictly opt-in)

Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:
No

A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:

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A copy of the institution's open access policy:
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The institution's open access policy:

   Digital Commons @ West Chester University is intended to be an "Open Access" resource.Each department, or research unit or center, can decide what is appropriate for inclusion in their part of Digital Commons @ West Chester University. However, while content does not have to be authored by WCU faculty to be included , there does need to be a WCU affiliation.Digital Commons @ West Chester University is meant to be a permanent scholarly record and once a file is uploaded, a link to the file will always remain. However, authors may request that the administrator remove their work, or a version of their work. They may also request that an updated version be posted. The WCU Libraries will provide persistent access to Digital Commons @ West Chester University content, but it does not guarantee persistent functionality. See

   http://library.wcupa.edu/c.php?g=61587&p=395926


The website URL where the open access repository is available:
http://digitalcommons.wcupa.edu/

Estimated percentage of scholarly articles published annually by the institution's faculty and staff that are deposited in a designated open access repository (0-100):
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A brief description of how the institution's library(ies) support open access to research:

Digital Commons is a library sponsored repository for published and previously unpublished research and creative works by faculty, staff, students at the University.

The website URL where information about the programs or initiatives is available:
http://library.wcupa.edu/friendly.php?s=digitalcommons

Additional documentation to support the submission:
---

**Data source(s) and notes about the submission:**

Walt Cressler (Administrator for Digital Commons @ West Chester University) wcressler@wcupa.edu

# Engagement

## Campus Engagement

**Points Claimed**  4.50
**Points Available** 21.00

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.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

| Credit | Points |
|---|---|
| Student Educators Program | 0.00 / 4.00 |
| Student Orientation | 0.00 / 2.00 |
| Student Life | 1.25 / 2.00 |
| Outreach Materials and Publications | 2.00 / 2.00 |
| Outreach Campaign | 0.00 / 4.00 |

| | |
|---|---|
| [Assessing Sustainability Culture](#) | 0.00 / 1.00 |
| [Employee Educators Program](#) | 0.00 / 3.00 |
| [Employee Orientation](#) | 0.00 / 1.00 |
| [Staff Professional Development](#) | 1.25 / 2.00 |

## Student Educators Program

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 4.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

This credit recognizes ongoing student educator programs that engage students as peers on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students actively participate.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by the *Outreach Campaign* and *Student Life* credits.

---

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

## Student Orientation

---

| Score | Responsible Party |
|---|---|
| | **Will Hendel** |
| 0.00 / 2.00 | Graduate Assistant |
| | Geography and Planning |

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**Criteria**

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

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

**Student Life**

---

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 1.25 / 2.00 | Director of Sustainability |
| | Office of the President |

---

**Criteria**

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability

- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems

- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)

- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills

- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience

- Cultural arts events, installations or performances related to sustainability that have students as the intended audience

- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles

- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)

- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)

- Sustainability-focused student employment opportunities offered by the institution

- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

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

Does the institution have one or more active student groups focused on sustainability?:
Yes

A brief description of active student groups focused on sustainability:

EARTH (Environmental Association for the Repair of The Habitat) - 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 Sustainability Advisory Council, articles in West Chester University's student newspaper, the Quad, and visits to other student groups are among EARTH's activities.
Other sustainability-related student organizations include Sustainable Living Yoga Club, Food Recovery Network, Veg Out, Net Impact Club, Slow Food Club, Geography and Planning Club, Outdoor Club (see

https://www.wcupa.edu/Sustainability/getinvolved.aspx

for more information).


The website URL where information about the student groups is available (optional):
https://ramconnect.wcupa.edu/

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The North Campus Outdoor Classroom was dedicated April 21, 2009. The Outdoor Garden was established May 2010 by students in the course entitled 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. A South Campus garden was established in 2015 and the year after an additional campus garden was created at the University President's residence, Tanglewood. All of these gardens are managed by student interns supervised by faculty advisors and serve as campus learning laboratory facilities for dozens of courses.


The website URL where information about the gardens, farms or agriculture projects is available (optional):
https://wcupa.edu/campusGardens/default.aspx

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:
No

A brief description of the student-run enterprises:

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The website URL where information about the student-run enterprises is available (optional):
---

Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:
No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

    ---

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):
---

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

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

    WCU hosts a variety of events during both semesters of each academic year. Events include speakers, symposia, free trade coffee sampling and more. In the Fall of 2017 a Sustainability Research Seminar with weekly Wednesday lunch-hour lectures by WCU faculty conducting research on topics related to sustainability was established and has continued to the Spring 2019 semester. A monthly film and lecture series was established at the same time. All of these events are open to and intended for students, university employees, and community members. See the calendar on the Office of Sustainability's homepage:

    https://www.wcupa.edu/Sustainability/default.aspx

    .


The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):
https://www.wcupa.edu/Sustainability/default.aspx

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:
No

A brief description of the cultural arts events, installations or performances related to sustainability:

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The website URL where information about the cultural arts events, installations or performances is available (optional):
---

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:
Yes

A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:

West Chester University's Outdoor Adventure Pursuits organizes excursions (from one-day to multi-day) for students to participate in backpacking, whitewater rafting, skiing, and other outdoor activities. WCU's OAP is an Active Partner with Leave No Trace Center for Outdoor Ethics (see

https://lnt.org/get-involved/state/pa#select-state

).

The website URL where information about the wilderness or outdoors programs is available (optional):
https://www.wcupa.edu/_services/CampusRec/outdoorAdventure.aspx

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:
No

A brief description of the sustainability-related themes chosen for themed semesters, years, or first-year experiences:

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The website URL where information about the sustainability-related themes is available (optional):
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Does the institution have programs through which students can learn sustainable life skills?:
No

A brief description of the programs through which students can learn sustainable life skills:

 ---

The website URL where information about the sustainable life skills programs is available (optional):
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Does the institution offer sustainability-focused student employment opportunities?:
No

A brief description of the sustainability-focused student employment opportunities offered by the institution:

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The website URL where information about the student employment opportunities is available:
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Does the institution have graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions?:
No

A brief description of the graduation pledges:

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The website URL where information about the graduation pledges is available (optional):
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Does the institution have other co-curricular sustainability programs and initiatives?:
Yes

A brief description of the other co-curricular sustainability programs and initiatives:

 West Chester University's Office of Service-Learning and Volunteer Programs categorizes volunteer opportunities and includes an Environment & Sustainability option.

The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):
https://www.wcupa.edu/_services/stu.slv/forms/directory/default.aspx

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):
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Additional documentation to support the submission:
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## Outreach Materials and Publications

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**Score** | **Responsible Party**
--- | ---
 | **Bradley Flamm**
2.00 / 2.00 | Director of Sustainability
 | Office of the President

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**Criteria**

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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"---" *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 (optional):

The Office of Sustainability's website at WCU serves to inform members of the university and of the surrounding communities 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 large amount of information regarding university initiatives to advance sustainability in the areas of energy, waste and recycling, transportation, curriculum, and more.

The website URL for the central sustainability website:
https://www.wcupa.edu/sustainability/

Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

During the academic year, the Office of Sustainability distributes a weekly email newsletter to a distribution list of over 850 students, faculty, staff, and community members (during the summer months the newsletter is distributed every other week). The newsletter focuses on campus and community sustainability events, internship opportunities, and conferences and workshops. Events highlighted in the newsletter are also noted on the calendar on the Office of Sustainability's homepage at

https://www.wcupa.edu/sustainability/

, and the text of the newsletter is duplicated on the same website homepage.

The website URL for the sustainability newsletter:
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Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:
Yes

A brief description of the social media platforms that focus on sustainability:

Instagram account: @wcu_sustainability; Facebook account: WCU Sustainability; and Twitter account: @sustainableWCU

The website URL of the primary social media platform focused on sustainability:

https://www.facebook.com/WCUSustainability/

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 the regular coverage of sustainability in the main student newspaper:

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The website URL for regular coverage of sustainability in the main student newspaper:
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Does the institution produce 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 Research and Sponsored Programs, students have the opportunity to present their research on sustainability at the twice-yearly 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:
https://www.wcupa.edu/_admin/research/default.aspx

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

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

The newly constructed, LEED-certified Business and Public Management Center has two large digital touch screens dedicated to the sustainable features of the building. The Student Recreation Center has had a kiosk dedicated to displaying information about the solar panel array on its roof. And the geothermal pump house has a digital display screen with information on WCU's large district geothermal heating and cooling system.

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

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

Yes

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

The North Campus Outdoor Classroom and Garden has multiple signs displaying information about the ecosystem benefits of the garden and nearby landscaping and the donation of garden produce to the university's Resource Pantry and a local food bank. Aramark, West Chester University's dining services provider, has signs at its vegetarian station (called Lindsey's Garden). And Aramark's WCU website include a page dedicated to the company's sustainability initiatives.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
https://westchester.campusdish.com/en/Sustainability

Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:
Yes

A brief description of the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:

In the Gordon Natural Area, a wildlife reserve on campus, signage throughout the preserve serves to inform pedestrians of the native plant species, fauna, and projects being carried out in the area. A visitors log is located at the entrance to the GNA where a kiosk provides information about the uses and benefits of the preserve.

The website URL for the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:
https://www.wcupa.edu/GordonNaturalArea/

Does the institution produce a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:

Sustainability tours of West Chester University's north campus are conducted on an occasional basis. In October 2017, at the request of two Earth and Space Science professors, a tour was organized and documented in a Youtube video (

https://youtu.be/7SxRxWwkH38

). The same tour is offered for workshop and conference attendees, such as the January and March 2018 Brandywine Project Faculty and Staff Sustainability Workshops.

The website URL of the sustainability walking map or tour:
https://youtu.be/7SxRxWwkH38

Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:
No

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

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The website URL for the guide for commuters about how to use more sustainable methods of transportation:
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Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :
No

A brief description of the navigation and educational tools for bicyclists and pedestrians:

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The website URL for navigation and educational tools for bicyclists and pedestrians:
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Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:
No

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

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The website URL for the guide for green living and incorporating sustainability into the residential experience:
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Does the institution produce other sustainability outreach materials or publications not covered above?:
No

A brief description of these materials or publications:

   ---


The website URL for these materials or publications:
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Additional documentation to support the submission:
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**Outreach Campaign**

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**Score** | **Responsible Party**
 | **Bradley Flamm**
0.00 / 4.00 | Director of Sustainability
 | Office of the President

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**Criteria**

### *Part 1*

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

### *Part 2*

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

**Assessing Sustainability Culture**

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**Score** | **Responsible Party**

**Bradley Flamm**
0.00 / 1.00 Director of Sustainability
Office of the President

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**Criteria**

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

### Employee Educators Program

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**Score**      **Responsible Party**
            **Bradley Flamm**
0.00 / 3.00 Director of Sustainability
            Office of the President

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**Criteria**

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

**Data source(s) and notes about the submission:**

We discussed several possible ways of developing a peer-to-peer sustainability educators program, including the creation of a voice-over PowerPoint to include as a course in our PASSHE Academy System (could be distributed to all faculty and staff as a URL link via e-mail).

**Employee Orientation**

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 1.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

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

**Data source(s) and notes about the submission:**

The theme of sustainability at WCU is mentioned during the New Employee Welcome several times, but there are no modules highlighting sustainability in detail. We discussed developing a one page list of bullet points highlighting sustainability initiatives and opportunities for involvement at WCU to be included in the New Employee Welcome binder as well as additional notes on sustainability for the New Employee Welcome Campus Tour.

Data Source: Scott Sherman, WCU Director of Organizational Development (
[ssherman@wcupa.edu](mailto:ssherman@wcupa.edu)
).

**Staff Professional Development**

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**Score** | **Responsible Party**
--- | ---
| **Bradley Flamm**
1.25 / 2.00 | Director of Sustainability
| Office of the President

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**Criteria**

### *Part 1*

Institution makes available professional development and training opportunities in sustainability to all staff at least once per year.

### *Part 2*

Institution's regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

Does the institution make available professional development and training opportunities in sustainability to all staff at least once per year?:
Yes

Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in sustainability professional development and training)?:
Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):
1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:

   The Brandywine Project at West Chester University has organized five Staff Sustainability Workshops, the first in June 2017 and occurring each fall and spring semester since then. The half-day workshops are open to all staff members and, to date, has been attended by over 75. The workshop includes educational, interactive, and networking sessions to develop shared and sustained engagement in university sustainability initiatives.


A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

   ---


Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :
1-24%

The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
Agenda-distributed.docx

**Data source(s) and notes about the submission:**

The workshops have been organized by planning committees composed of faculty and staff (in June 2017, led by Geography Professor Joy Fritschle, and in March 2018, led by Bradley Flamm, Director of the Office of Sustainability). For the more recent offering, registration was coordinated by Human Resources (Scott Sherman and Lindsay Bishop) who managed the process through the PASSHE Academy website (
http://www.passheacademyregister.com/cgi-bin/hr_train-reg.cgi?3&1237
). (Bradley Flamm, 2/28/18)

# Public Engagement

**Points Claimed**  9.79
**Points Available** 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them.  In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

| Credit | Points |
|---|---|
| Community Partnerships | 3.00 / 3.00 |
| Inter-Campus Collaboration | 1.50 / 3.00 |
| Continuing Education | 2.00 / 5.00 |
| Community Service | 3.29 / 5.00 |
| Participation in Public Policy | 0.00 / 2.00 |
| Trademark Licensing | 0.00 / 2.00 |

## Community Partnerships

| Score | Responsible Party |
|---|---|
| 3.00 / 3.00 | **Bradley Flamm** Director of Sustainability Office of the President |

**Criteria**

Institution has one or more formal community partnership(s) with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities, to work together to advance sustainability.

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or

- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be "transformative", "collaborative", or "supportive" based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

Name of the institution's formal community partnership to advance sustainability :
West Chester University and Chester County Food Bank Partnership

Does the institution provide financial or material support for the partnership? :
Yes

Which of the following best describes the partnership timeframe?:
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus?:
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):
Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

 The Chester County Food Bank and West Chester University have had a long history of partnering on projects. In 2016 projects included: community-based research, campus and community food drives and the establishment of the WCU Resource Pantry. The WCU Resource Pantry (

 www.wcupa.edu/pantry

 ) eliminates barriers to degree completion for students with financial need by providing access to resources, while empowering students to learn independent living skills and achieve long-term stability. The Resource Pantry is open to all West Chester University students. The pantry provides students with non-perishable

food, organic produce grown on campus, hygiene products as well as school supplies. The pantry also offers professional and winter attire. The Resource Pantry works with several offices across campus to host events to equip students with additional tools. These include cooking demonstrations focused on preparing nutritious meals, and career readiness and financial literacy workshops. This partnership addresses social equity issues, such as economic inequality, health and well-being and ecological health. The Resource Pantry is staffed by an AmeriCorps VISTA, Graduate Social Work Intern and paid student workers in the federal work-study program. The majority of the student staff are also classified as unaccompanied homeless youth. The three organic gardens on campus that support the pantry are managed by faculty and staffed by paid student interns. The gardens are now producing during three seasons and are used for educational purposes, such as hosting cooking demonstrations and garden educational tours with students who utilize the services of the pantry.

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
West Chester Borough Parking Study

Does the institution provide financial or material support for the partnership? (2nd partnership):
Yes

Which of the following best describes the partnership timeframe? (2nd partnership):
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):
The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):
Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

Both West Chester University and West Chester Borough have benefitted greatly from a long, transformative partnership. Over the years faculty and staff have been elected to borough council, have assisted with an economic redevelopment master plan and built a town-gown shared committee with the Mayor's office and public safety. The parking study initiated by a faculty member at WCU is one example of a mutually beneficial, sustainable partnership. The study he started and then continued after being selected for borough council has morphed into a professional parking study being conducted by a national firm. (

http://www.west-chester.com/476/Master-Parking-Plan

) Throughout the study all three dimensions of sustainability were addressed. It is no surprise that parking is not an environmentally sound use of land. However, parking garages are the best way to provide parking because the footprint you are covering is smaller than spread out parking spots in an area as large as the borough. The parking garages in the borough are also equipped with oil water separators, which remove hydrocarbons from rain water resulting in cleaner storm water runoff. Having a concentrated space for parking also alleviates the time motorists spend searching for parking. During the study it became evident that economic and gender inequality needed to be examined. Individuals in vulnerable populations, such as the poor and women, are more likely to be victims of assault. A shorter walk to parking could have greater benefits for these populations. The dimension of economic prosperity was also a factor, as additional parking led to an increase in property value causing economic gain. Parking garages also support the third dimension, which is ecological health.

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
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Does the institution provide financial or material support for the partnership? (3rd partnership):
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Which of the following best describes the partnership timeframe? (3rd partnership):
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Which of the following best describes the partnership's sustainability focus? (3rd partnership):
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Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):
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A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

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A brief description of the institution's other community partnerships to advance sustainability:

   Throughout West Chester University there are many examples of institutional commitment to building sustainable, mutually beneficial, and transformative community partnerships with stakeholders in the region, state, nation, and beyond. In 2010, WCU received the Carnegie Foundation Classification for Community Engagement, based on evidence that the institution was engaged in mutually

beneficial partnerships with the larger community and thoroughly committed to this work. Currently, a total of 361 campuses have received the designation, which involves data collection and documentation of important aspects of institutional mission, identity, and commitment related to community engagement. As WCU advances towards the reclassification process, a campus-wide task force has been created to critically assess how WCU continues to progress in its commitment to community engagement. Many of the community partnerships between WCU and the community are multifaceted, meaningful and sustainable. Partnerships exist across disciplines and industries.

The website URL where information about the programs or initiatives is available: https://www.wcupa.edu/_services/stu.slv/aboutUs.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data Source: Jodi Roth-Saks, Director of the Office of Service Learning and Volunteer Programs (
JRoth-Saks@wcupa.edu
)

**Inter-Campus Collaboration**

| Score | Responsible Party |
|-------|-------------------|
| | **Bradley Flamm** |
| 1.50 / 3.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or

- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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Is the institution an active member of a national or international sustainability network?:
Yes

The name of the national or international sustainability network(s):

West Chester University is currently and has been a member of AASHE for several years. WCU is also a Carbon Commitment Signatory in the Climate Leadership Network managed by Second Nature.

Is the institution an active member of a regional, state/provincial or local sustainability network?:
Yes

The name of the regional, state/provincial or local sustainability network(s):

West Chester University is and has long been a member of PERC (the Pennsylvania Environmental Resources Consortium). WCU's Office of Sustainability also participates in an informal group of Southeast Pennsylvania university and college sustainability program managers (Liesel Schwarz of Villanova University is the leader of this group).

Has the institution presented at a sustainability conference during the previous year? :
Yes

A list or brief description of the conference(s) and presentation(s):

WCU staff and faculty were involved in two presentations at the 2017 AASHE Conference in San Antonio, Texas and four presentations at the 2018 AASHE Conference in Pittsburgh, Pennsylvania (one with WCU staff represented by Director of Sustainability Bradley Flamm, one with three WCU faculty members, and two poster presentations made by WCU undergraduate and graduate students).

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :
No

A list or brief description of the awards program(s) and submission(s):

---

Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :
No

A list or brief description of the board or committee appointment(s):

   ---


Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:
No

A brief description of the mentoring relationship and activities:

   ---


Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:
No

A brief description of the peer review activities:

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Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :
No

A brief description of other collaborative efforts around sustainability during the previous year:

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The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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**Continuing Education**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 2.00 / 5.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

## *Part 1*

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

## *Part 2*

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

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

Does the institution offer continuing education courses that address sustainability?:
No

Total number of continuing education courses offered:
54

Number of continuing education courses offered that address sustainability:
0

Percentage of continuing education courses that address sustainability:
0

A copy of the list and brief description of the continuing education courses that address sustainability:
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A list and brief description of the continuing education courses that address sustainability:

   ---

Do the figures reported above cover one, two, or three academic years?:
One

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program(s), including the year the program was created:

   WCU offers two sustainability-focused certificate programs described in this way: "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."


The website URL where information about the programs or initiatives is available:
http://catalog.wcupa.edu/undergraduate/education-social-work/professional-secondary-education/u
ndergraduate-certificate-program-education-sustainability/

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

The only formal Continuing Education program at West Chester University is its Continuing Professional Education program described on this webpage:
https://www.wcupa.edu/_admin/cpe/
.

**Community Service**

| **Score** | **Responsible Party** |
|---|---|
| | **Bradley Flamm** |
| 3.29 / 5.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

### *Part 1*

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

### *Part 2*

Institution engages students in community service, as measured by the average hours contributed per student per year.

Institutions may exclude non-credit, continuing education, part-time, and/or graduate students from this credit.

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):
17307

Number of students engaged in community service (headcount):
7454

Percentage of students engaged in community service:
43.07

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):
Yes

Total number of student community service hours contributed during the most recent one-year period:
707424

Number of annual community service hours contributed per student :
40.88

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_services/stu.slv/aboutUs.aspx

Does the institution include community service achievements on student transcripts?:
No

Does the institution provide incentives for employees to participate in community

service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):
---

A brief description of the institution's employee community service initiatives:

   ---

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data Source: WCU Service-Learning & Volunteer Programs 2016-2017 Annual Report Found Here:
https://www.wcupa.edu/_services/stu.slv/aboutUs.aspx

Student service hours entered only represent academic service learning hours and not co-curricular service hours. The annual report provides both academic service learning hours (707,424) and co-curricular program service hours (50,984). Co-curricular organizations that engage in community service may contain students that were already accounted for in the total number of students that are engaged in community service, therefore co-curricular hours are not included in the total hours.

## Participation in Public Policy

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 2.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

**Trademark Licensing**

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 2.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

---

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

**Data source(s) and notes about the submission:**

West Chester University is not (in 2019) a member of either the FLA nor the WRC and has not been in the past. Nearby colleges and universities that have joined the FLA include Pennsylvania State University, the University of Pennsylvania, Temple University, the University of Delaware, and Villanova.

# Operations

## Air & Climate

**Points Claimed** 5.39
**Points Available** 11.00

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

| Credit | Points |
|---|---|
| Greenhouse Gas Emissions | 5.39 / 10.00 |
| Outdoor Air Quality | 0.00 / 1.00 |

## Greenhouse Gas Emissions

| Score | Responsible Party |
|---|---|
| 5.39 / 10.00 | **Bradley Flamm** Director of Sustainability Office of the President |

**Criteria**

### *Part 1*

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

### *Part 2*

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

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.215 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

For this credit, the following carbon offsets may be counted:

- Third-party verified purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as "local offsets")

- Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
- Carbon storage from on-site composting

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

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

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :
Yes

Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

|  | All, Some, or None |
|---|---|
| Business travel | All |
| Commuting | All |

| | All, Some, or None |
|---|---|
| Purchased goods and services | None |
| Capital goods | None |
| Waste generated in operations | None |
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | Some |
| Other categories | None |

A copy of the most recent GHG emissions inventory:
GHG_Ems_Inventory_FY2018_WestChesterU.pdf

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

Sustainability Indicator & Management Analysis Platform (SIMAP) used to enter GHG emissions sources, then uploaded to Second Nature Reporting website. Scope 3 emissions were obtained from Purchasing Department records of reimbursed air and ground travel for FY 2018. Commuting data obtained from survey conducted in May and June of 2018 on campus of faculty, staff, and students, complemented with parking permit data from WCU's Public Safety Department.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
No

A brief description of the internal and/or external verification process:

---

Documentation to support the internal and/or external verification process:
---

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):
Yes

Gross Scope 1 and Scope 2 GHG emissions:

| | Performance Year | Baseline Year |
|---|---|---|
| Gross Scope 1 GHG emissions from stationary combustion | 6100.70 *Metric Tons of CO2 Equivalent* | 12718.21 *Metric Tons of CO2 Equivalent* |

|  | Performance Year | Baseline Year |
|---|---|---|
| Gross Scope 1 GHG emissions from other sources | 368.75 *Metric Tons of CO2 Equivalent* | 393.35 *Metric Tons of CO2 Equivalent* |
| Gross Scope 2 GHG emissions from purchased electricity | 17610.76 *Metric Tons of CO2 Equivalent* | 15544.61 *Metric Tons of CO2 Equivalent* |
| Gross Scope 2 GHG emissions from other sources | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| Total | 24080.21 *Metric Tons of CO2 Equivalent* | 28656.17 *Metric Tons of CO2 Equivalent* |

Start and end dates of the performance year and baseline year (or three-year periods):

|  | Start Date | End Date |
|---|---|---|
| Performance Year | July 1, 2017 | June 30, 2018 |
| Baseline Year | July 1, 2009 | June 30, 2010 |

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

West Chester University's GHG emissions baseline represents the first year for which the university calculated carbon emissions. That year -- Fiscal Year 2010 -- was included in WCU's first Climate Action Plan, published in 2013.

Figures needed to determine total carbon offsets:

|  | Performance Year | Baseline Year |
|---|---|---|
| Third-party verified carbon offsets purchased (exclude purchased RECs/GOs) | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| Institution-catalyzed carbon offsets generated | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| Carbon sequestration due to land that the institution manages specifically for sequestration | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| Carbon storage from on-site composting | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |
| Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |

|  | Performance Year | Baseline Year |
|---|---|---|
| Net carbon offsets | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

None of these categories of offsets were purchased by WCU in FY 2017.

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

|  | Performance Year | Baseline Year |
|---|---|---|
| Emissions reductions attributable to REC/GO purchases | 0 *Metric Tons of CO2 Equivalent* | 0 *Metric Tons of CO2 Equivalent* |

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Purchase of 12,000 Green e-certified Renewable Energy Credits derived from national wind sources for 2018 as per PA DGS (Dept of General Services) Notice of Award Letter dated 2/8/16. Purchased from WGL Energy Services, Inc. (Vienna, VA).

Adjusted net Scope 1 and 2 GHG emissions:

|  | Performance Year | Baseline Year |
|---|---|---|
| Adjusted net Scope 1 and 2 GHG emissions | 24080.21 *Metric Tons of CO2 Equivalent* | 28656.17 *Metric Tons of CO2 Equivalent* |

Figures needed to determine "Weighted Campus Users":

|  | Performance Year | Baseline Year |
|---|---|---|
| Number of students resident on-site | 5151 | 4397 |
| Number of employees resident on-site | 10 | 10 |
| Number of other individuals resident on-site and/or staffed hospital beds | 0 | 0 |
| Total full-time equivalent student enrollment | 15853 | 11561 |
| Full-time equivalent of employees (staff + faculty) | 1691 | 1621 |

|  | Performance Year | Baseline Year |
|---|---|---|
| Full-time equivalent of students enrolled exclusively in distance education | 1045 | 0 |
| Weighted campus users | 13664.50 | 10988.25 |

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

|  | Performance Year | Baseline Year |
|---|---|---|
| Adjusted net Scope 1 and 2 GHG emissions per weighted campus user | 1.76 *Metric Tons of CO2 Equivalent* | 2.61 *Metric Tons of CO2 Equivalent* |

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
32.43

Gross floor area of building space, performance year:
3971229 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

|  | Floor Area |
|---|---|
| Laboratory space | 79201 *Square Feet* |
| Healthcare space | 13193 *Square Feet* |
| Other energy intensive space | 21667 *Square Feet* |

EUI-adjusted floor area, performance year:
4177684 *Gross Square Feet*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0.01 *MtCO2e / GSF*

Scope 3 GHG emissions, performance year:

|  | Emissions |
|---|---|
| Business travel | 1830.10 *Metric Tons of CO2 Equivalent* |
| Commuting | 12131.01 *Metric Tons of CO2 Equivalent* |
| Purchased goods and services | --- |
| Capital goods | --- |

| | Emissions |
|---|---|
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | 915.30 *Metric Tons of CO2 Equivalent* |
| Waste generated in operations | --- |
| Other categories | --- |

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

> WCU continues to make significant investments in its district geothermal heating and cooling system. Since FY 2014, the system has expanded by almost 400 wells, has been connected to six additional buildings representing almost 450,000 square feet of space. We continue to implement a Guaranteed Energy Savings Agreement to replace inefficient lighting fixtures with LED technology. And newly constructed and renovated buildings (including the new Business and Public Management Center, Mitchell Hall, and Wayne Hall) have been designed and constructed to LEED standards.

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_information/AFA/Facilities/energy.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data compiled by Bradley Flamm, Director, Office of Sustainability (
bflamm@wcupa.edu
, x2053) from sources in Facilities, Public Safety, and other offices.

**Outdoor Air Quality**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 1.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

### *Part 1*

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

***Part 2***

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

**Data source(s) and notes about the submission:**

While the university does not have formal policies to improve outdoor air quality, nor has it completed an official air emissions inventory, WCU has installed a large system of geothermal wells, allowing it to decommission in October 2014 a coal-fired boiler plant which had been a significant county source of air pollutant emissions: https://www.wcupa.edu/communications/2014/10.8BoilerPlant.aspx .

# Buildings

**Points Claimed** 2.32
**Points Available** 8.00

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

| Credit | Points |
|---|---|
| Building Operations and Maintenance | 0.00 / 5.00 |
| Building Design and Construction | 2.32 / 3.00 |

**Building Operations and Maintenance**

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| Score | Responsible Party |
|---|---|

**Bradley Flamm**
0.00 / 5.00 Director of Sustainability
Office of the President

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**Criteria**

Institution owns and operates buildings that are:

1)    Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED$^®$: Building Operations + Maintenance (O+M)

And/or

2)    Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example ENERGY STAR Guidelines for Energy Management and U.S. EPA Portfolio Manager.

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

**Data source(s) and notes about the submission:**

Data Source: Patrick Brunner, Executive Director of Facilities Design and Construction ( pbrunner@wcupa.edu )

Though we are not pursuing this credit, our Facilities staff have provided the following information: West Chester University has two buildings (BPMC & SOMPAC) that are a 100% green in all aspect of cleaning and with high anticipation of adding more buildings. In both buildings, only GREEN seal certified products are used in maintaining the spaces free of contaminants while securing a healthy environment for both occupants and users. Despite the remaining buildings not being a 100% green, green

products and practices have been implemented where possible. As such, all custodians have been trained to use green products to their fullest potential in maximizing our sustainability initiatives. We've also implemented a new waste diversion program (Mini Bin Program) in several buildings on campus. This includes the BPMC, FHG Library, Filano Hall, Bayle House, Philips Hall, and Speakman Hall with plans to add other buildings in 2018. In doing so, work assignments have been written/revised to reflect reduced services to private offices and reallocating our resources. Offices in turn will be equipped with a Mini Bin and occupants will receive brochure of pertinent information about their responsibilities as well as the custodian's. Again, employees have been trained to adhere to cleaning schedule and follow established guidelines outlined in the program putting their focus on recycling.

## Building Design and Construction

| Score | Responsible Party |
|---|---|
| 2.32 / 3.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

**Criteria**

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED$^{®}$: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :
134383 *Square Feet*

Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:
0 *Square Feet*

Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC) :

|  | Certified Floor Area |
| --- | --- |
| LEED BD+C Platinum or at the highest achievable level under another rating system | 0 *Square Feet* |
| LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system | 96090 *Square Feet* |
| Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star) | 0 *Square Feet* |
| LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system | 38293 *Square Feet* |
| LEED BD+C Certified or certified at minimum level under another GBC rating system | 0 *Square Feet* |

Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):
0 *Square Feet*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
100

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

West Chester University currently uses the LEED building cerification system. Three buildings are certified under LEED; Business and Public Management Center (Gold), Mitchell Hall (Silver), and Swope Music Building (Silver).

Floor area of newly constructed or renovated building space that is NOT certified, but

that was designed and constructed in accordance with published green building guidelines and policies:
0 *Square Feet*

A copy of the green building guidelines or policies :
---

The green building guidelines or policies:

   ---

Do the green building guidelines or policies cover the following?:

|  | Yes or No |
|---|---|
| Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts) | --- |
| Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems) | --- |
| Building-level energy metering | --- |
| Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials) | --- |
| Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants) | --- |
| Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use) | --- |
| Building-level water metering | --- |

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

   ---

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

   ---

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/sustainability/initiatives.aspx#EnergyConservation

Additional documentation to support the submission:
Space Measurements per PASSHE 2-01-17_OoSCopy(1).xls

**Data source(s) and notes about the submission:**

Data Source: Space Measurements document provided by Exec Dir of Facilities Design and Construction, Patrick Brunner.

# Energy

**Points Claimed** 3.71
**Points Available** 10.00

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 climate change. Global climate change is having 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, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, 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 projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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

| Credit | Points |
|---|---|
| Building Energy Consumption | 3.12 / 6.00 |
| Clean and Renewable Energy | 0.59 / 4.00 |

## Building Energy Consumption

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 3.12 / 6.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

*Part 1*

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

## Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

---

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

Figures needed to determine total building energy consumption:

|  | Performance Year | Baseline Year |
|---|---|---|
| Grid-purchased electricity | 158764 *MMBtu* | 119666 *MMBtu* |
| Electricity from on-site renewables | 0 *MMBtu* | 0 *MMBtu* |
| District steam/hot water (sourced from offsite) | 0 *MMBtu* | 0 *MMBtu* |
| Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass) | 117556 *MMBtu* | 178663 *MMBtu* |
| Total | 276320 *MMBtu* | 298329 *MMBtu* |

Start and end dates of the performance year and baseline year (or 3-year periods):

|  | Start Date | End Date |
|---|---|---|
| Performance Year | July 1, 2017 | June 30, 2018 |
| Baseline Year | July 1, 2011 | June 30, 2012 |

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

---

Gross floor area of building space:

| | Performance Year | Baseline Year |
|---|---|---|
| Gross floor area of building space | 3971229 *Gross Square Feet* | 3398494 *Gross Square Feet* |

Source-site ratio for grid-purchased electricity:
3.14

Total building energy consumption per unit of floor area:

| | Performance Year | Baseline Year |
|---|---|---|
| Site energy | 0.07 *MMBtu / GSF* | 0.09 *MMBtu / GSF* |
| Source energy | 0.16 *MMBtu / GSF* | 0.16 *MMBtu / GSF* |

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:
4.90

Degree days, performance year (base 65 °F / 18 °C):

| | Degree days (see help icon above) |
|---|---|
| Heating degree days | 5634 *Degree-Days (°F)* |
| Cooling degree days | 988 *Degree-Days (°F)* |

Floor area of energy intensive space, performance year:

| | Floor Area |
|---|---|
| Laboratory space | 79201 *Square Feet* |
| Healthcare space | 13193 *Square Feet* |
| Other energy intensive space | |

EUI-adjusted floor area, performance year:
4177684 *Gross Square Feet*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:
9.99 *Btu / GSF / Degree-Day (°F)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:
[PASSHE Utility Usage Report for Fiscal Year 2017-2018.pdf](PASSHE Utility Usage Report for Fiscal Year 2017-2018.pdf)

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

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A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

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

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

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.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

The campus geothermal system was proposed in 2007 as a means of updating the coal-fired steam plant and electric chillers on-campus. The district geothermal system currently involves 12 buildings:

Francis Harvey Green Library
Business and Public Management Center
Mitchell Hall
Student Recreation Center
Recitation
Ruby Jones
Anderson Hall
Hollinger Field House
Wayne Hall
and the residence halls Allegheny, Commonwealth, and Brandywine.
The President's House (Tanglewood), 25 University, the E.O. Bull Center, and the Village and Village East Apartments use individual geothermal systems separate from the main district geothermal connections. There are 887 wells (as of 3/30/18) with an anticipated total of over 1,000.
The geothermal system runs by removing excess heat from inside buildings, accumulated by body mass and solar energy, and storing it in below-ground water wells. Due to the high specific heat of water, this heat can be stored as energy so that when heating needs are required on cooler days the automatic, remote computer system will pump the stored heat back into the building.

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

N/A

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

West Chester University is completing an initial 15-year guaranteed energy savings agreement and is in the process of developing a second to extend into the future. These agreements have involved lighting improvements, controls upgrades, water conservation, HVAC system improvements, and other measures.

The website URL where information about the programs or initiatives is available: https://www.wcupa.edu/_information/AFA/Facilities/energy.aspx

Additional documentation to support the submission:
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## Data source(s) and notes about the submission:

Data provided by WCU Energy Manager, John Lattanze (
jlattanze@wcupa.edu
), and WCU Exec Dir of Facilities Design and Construction, Patrick Brunner.

## Clean and Renewable Energy

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.59 / 4.00 | Director of Sustainability |
| | Office of the President |

**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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) 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. |

Since this credit is intended to recognize institutions that are actively supporting the development and use 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 (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

Total energy consumption (all sources, excluding transportation fuels), performance year :
276320 *MMBtu*

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:
0 *MMBtu*

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

   ---

Non-electric renewable energy generated on-site, performance year:
0 *MMBtu*

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

   ---

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, performance year:
0 *MMBtu*

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

   ---

Total third-party certified RECs, GOs and/or similar renewable energy products (including renewable electricity purchased through a utility-provided certified green power option) purchased during the performance year:
40956.11 *MMBtu*

A brief description of the RECs, GOs and/or similar renewable energy products, including contract timeframes:

   WCU contracted with WGL Energy Services for the purchase of 12,000 MWh of national wind energy RECs.

   Most recent invoice attached.

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

Additional documentation to support the submission:

[2018_RECs_documents.pdf](2018_RECs_documents.pdf)

Electricity use, by source (percentage of total, 0-100):

|  | Percentage of total electricity use (0-100) |
| --- | --- |
| Biomass | --- |
| Coal | --- |
| Geothermal | --- |
| Hydro | --- |
| Natural gas | --- |
| Nuclear | --- |
| Solar photovoltaic | --- |
| Wind | --- |
| Other (please specify and explain below) | --- |

A brief description of other sources of electricity not specified above:

  ---

Energy used for heating buildings, by source::

|  | Percentage of total energy used to heat buildings (0-100) |
| --- | --- |
| Biomass | --- |
| Coal | --- |
| Electricity | --- |
| Fuel oil | --- |
| Geothermal | --- |
| Natural gas | --- |
| Other (please specify and explain below) | --- |

A brief description of other sources of building heating not specified above:

  ---

Percentage of total energy consumption from clean and renewable sources:
14.82

# Food & Dining

**Points Claimed**  2.89
**Points Available** 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

| Credit | Points |
|---|---|
| Food and Beverage Purchasing | 1.01 / 6.00 |
| Sustainable Dining | 1.88 / 2.00 |

## Food and Beverage Purchasing

| Score | Responsible Party |
|---|---|
| 1.01 / 6.00 | **Bradley Flamm** Director of Sustainability Office of the President |

**Criteria**

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

1. **Third Party Verified**. The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).

2. **Local & Community Based**. The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the Real Food Standards, a product must meet the following criteria to qualify as Local & Community Based:

| | |
|---|---|
| Single-Ingredient Products | A single-ingredient product must meet ALL of the following criteria:<br><br>1. Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.<br><br>2. Size. Produce: Gross annual sales for individual farms must not exceed $5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed $50 million (US/Canadian).<br><br>3. Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game). |
| Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk) | At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above. |

| Multi-Ingredient Products (e.g., baked goods) | Producing company must meet ALL of the following criteria: |
|---|---|
| | 1. Ownership. Company must be a privately or cooperatively owned enterprise. |
| | 2. Size. Company's gross annual sales must be less than or equal to $50 million (US/Canadian). |
| | 3. Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. |
| | AND |
| | At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above. |

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the Real Food Calculator.

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.

- Label, brand or producer.

- The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., "Certified Organic", "local farm-to-institution program").

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be "Real Food A" or "Real Food B" may be counted as "third party verified… or Local & Community-Based" (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the STARS Food and Beverage Purchasing Inventory template to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution's primary dining services contractor (e.g., Aramark, Bon Appétit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

### *Part 1*

Institution's dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

### *Part 2*

Institution's dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local &

Community-Based category (as outlined above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based:
0.55

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):
Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):
15.25

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

WCU Dining Services has enhanced the priority to procure local, seasonal and responsibly raised, grown and environmentally responsible products when they are available and economically feasible. WCU Dining uses the Monterey Bay Aquarium Seafood Watch as a guide to choose sustainable seafood and supports the humane treatment of animals and as such, have converted all of the eggs on campus to cage-free. WCU Dining also offers premium coffees that are sustainably grown, ethically traded and/or third-party certified in five retail locations on campus.

An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):
STARS_Food_and_Bev_Inventory.xlsx

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

Velocity reports are requested from WCU Dining Services' internal supply chain management team to determine sustainable food and beverage purchases.

Percentage of total dining services expenditures on Real Food A (0-100):
---

Percentage of total dining services expenditures on Real Food B (0-100):
---

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

| | Present? | Included? |
|---|---|---|
| Dining operations and catering services operated by the institution | No | No |
| Dining operations and catering services operated by a contractor | Yes | Yes |
| Student-run food/catering services | Yes | Yes |
| Franchises (e.g. national or global brands) | Yes | Yes |
| Convenience stores | Yes | Yes |
| Vending services | Yes | No |
| Concessions | Yes | Yes |

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

> WCU Dining will be partnering with a purveyor that resides just a few miles from campus. This distributor supports small businesses and entrepreneurs committed to producing hand crafted, responsibly sourced sustainable foods and beverages.

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :
---

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

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Report provided by Taylor Neis (
Neis-Taylor@aramark.com
)

**Sustainable Dining**

**Score**     **Responsible Party**

         **Bradley Flamm**

1.88 / 2.00 Director of Sustainability

         Office of the President

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**Criteria**

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

## *Part 2*

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:
Yes

A brief description of the sustainable dining policy:

Aramark, WCU's dining services contractor, writes that it "works to continually develop and implement sustainable solutions. Through Green Thread, our environmental sustainability platform, (

https://westchester.campusdish.com/Sustainability

) we bring innovative and efficient solutions to life. We are passionately focused on reducing the environmental impact within our operations. Here are just a few ways we work to make our campus more environmentally conscious:
Local Purchasing: We offer many varieties of sustainable foods to nourish students in a way that also feeds the future. --Locally Sourced, Fairly Traded, and Organic Products served daily.
-Cage Free Eggs
-Fair Trade Coffee
-Local products purchased - .64 cents of every dollar spent on products and services last year went to local companies
Renewable Energy: We are lucky to be part of West Chester University's push for Geothermal Energy on campus.
Waste Oil Recycling: With our partner, Waste Oil Recyclers, Inc., we were able to recycle over 3,000 gallons of waste oil, resulting in a $CO_2$ savings equivalent to planting over 7,000 trees.
Food Management Software: We have implemented this technology to help us keep track of student consumption, so that we can more accurately forecast the amount of food to prepare. This helps us serve students with the foods they love most, while reducing the amount of food that gets wasted.
We are Trayless: Removing trays in our dining hall reduces water usage, and helps individuals to choose only the amount of food that they really can eat.
Automatic Lights: Whenever possible, we install automatic lights to reduce energy when rooms are not in use.
Energy Efficient Equipment: West Chester University Dining is committed to using equipment and technologies that reduce our environmental footprint.
Bulk Packaging: Wherever possible, we purchase products in bulk to reduce

packaging production and waste.

Reusable To-Go Containers: Our To-Go program has been very popular, enabling busy students to bring along their own mug or bag, reducing the amount of disposables produced and wasted. We also offer a discount at many locations, for using your own mug or bag!

100% Post Consumer Recycled Copier Paper: We made the switch to use 100% PCR Copier paper in our dining operations. See more at

https://www.aramark.com/en/about-us/corporate-responsibility/environmental-sustainability

Does the institution or its primary dining services contractor source food from a campus garden or farm?:
No

A brief description of the program to source food from a campus garden or farm:

   ---

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:
No

A brief description of the farmers market, CSA or urban agriculture project:

   ---

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:
Yes

A brief description of the vegan dining program:

   Lindsay's Garden was founded by a student who was passionate about "eating the rainbow". This station in WCU's dining hall promotes eating foods that have a variety of color offering fresh vegetables, whole grains and plant based proteins.

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:
Yes

A brief description of the low impact dining events:

   Sustainable Fish Friday – WCU Dining's residential dining hall offers sustainable seafood from Monterey Bay Aquarium Seafood Watch Program's Best Choices list.

Plant Forward LTO – Highlights plant based proteins encouraging students to incorporate more plant based proteins into their diets.


Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:
Yes

A brief description of the sustainability-themed meals:

Farm to Fork Dinner- WCU Dining's dining hall hosts farm to fork dinners offering local specialty food products with an emphasis on farmer to chef relationships.


Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:
Yes

A brief description of the sustainability-themed food outlet:

New Street Catering offers a sustainable menu that features Certified Humane and locally grown foods.


Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:
Yes

A brief description of the sustainability labeling and signage in dining halls:

WCU Dining runs a program, Rammy's Pick that promotes and guides students towards making more health conscious and environmentally friendly choices on campus. This is done through the placement of Rammy's Pick logos on emphasized products at participating WCU Dining locations. Educational material and sampling events highlight current and new Rammy's Pick offerings.


Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:
No

A brief description of the outreach efforts to support learning and research about sustainable food systems:

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Does the institution or its primary dining services contractor have other sustainability-

related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:
Yes

A brief description of the other sustainability-related dining initiatives:

In addition to Rammy's Pick, WCU Dining hosts montly health and wellness/ sustainability events educating students on a varitey of sustainablilty topics

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:
Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

WCU Dining participates in Aramark's Wipe out Waste Plus program using the LeanPath system to help track and drive down food waste

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:
Yes

A brief description of the trayless dining or modified menu/portion program:

Since 2009, all WCU Dining locations have gone trayless in efforts to reduce water usage, and to encourage students to take only the amount of food they can eat.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
Yes

A brief description of the food donation program:

Partnered with the University and Safe Harbor to donate foods when safe and applicable. In the spring semester of 2018, a student organization began partnering with the Food Recovery Network to recover leftover food from campus retail outlets (including Starbucks and Eco-Grounds) on Friday afternoons.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:
Yes

A brief description of the food materials diversion program:

WCU Dining engages in waste vegetable oil recycling practices since 2008. 100% of our fryer oil from the Diner, Lawrence Dining Hall and Ram's Head Food Court is recycled

Does the institution or its primary dining services contractor have a pre-consumer composting program?:
Yes

A brief description of the pre-consumer composting program:

WCU Dining partnered with West Chester Borough in a 12 month long pre-consumer composting pilot program. The Borough hauled our diverted food waste to a local conservatory garden twice a week. Looking to permanently engage in composting efforts. The pilot program existed at the beginning of this reporting period, but ended in September 2017.

Does the institution or its primary dining services contractor have a post-consumer composting program?:
No

A brief description of the post-consumer composting program:

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Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:
Yes

A brief description of the reusable service ware program:

All service ware in Lawrence Dining Hall is reusable.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:
Yes

A brief description of the compostable containers and service ware:

Guests can purchase our reusable eco-containers for a $5 fee. These containers can be used in the Dining Hall for when guests need to take their meal on the go. Guests are given a clean container in exchange for their used container .

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations?:
Yes

A brief description of the reusable container discount or incentives program:

Juice'd Up Club – Customers who purchased Juice'd Up tumbler receive exclusive monthly offers and a discount every time they bring in their tumbler

Reusable Mug Program – If customers bring in their own reusable coffee mug they receive a discount and punch card. Offered at all coffee locations on campus

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:
No

A brief description of other dining services materials management initiatives:

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The website URL where information about the programs or initiatives is available:
https://westchester.campusdish.com/en/Sustainability

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data Source: Taylor Neis (
Neis-Taylor@aramark.com
)

# Grounds

**Points Claimed**  2.00
**Points Available** 3.00

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

| **Credit** | **Points** |
|---|---|
| Landscape Management | 1.00 / 2.00 |

1.00 / 1.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)

[Biodiversity](#)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation (IPaC)](#) decision support system, or an equivalent resource or study.

[Close](#)

## Landscape Management

| Score | Responsible Party |
|---|---|
| 1.00 / 2.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

**Criteria**

Institution's grounds include areas that are managed in accordance with:

1)    An Integrated Pest Management (IPM) program;

Or

2)    An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):
409 *Acres*

Figures required to calculate the total area of managed grounds:

| | Area (double-counting is not allowed) |
|---|---|
| Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach | 209 *Acres* |
| Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials | 0 *Acres* |
| Area managed using conventional landscape management practices (which may include some IPM principles or techniques) | 0 *Acres* |
| Total area of managed grounds | 209 *Acres* |

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

Building footprints and student gardens are not managed by grounds.

Percentage of grounds managed in accordance with an IPM program:
100

A copy of the IPM plan or program:
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A brief description of the IPM program:

The approach within the Grounds Department is; Identification, Intervention/Action Thresholds, Evaluation, Assessment, Documentation/Tracking. Our spraytecks use this approach in turf management as well as being required by PA State law to document everything that goes into the ground, or is removed.

Pest populations are dealt with on a per problem basis where the solutions are both specific and general, and do not include the use of pesticides. Most pest populations are controlled through seasonal bed maintenance and turf maintenance.

Percentage of grounds managed in accordance with an organic program:
0

A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

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A brief description of the institution's approach to plant stewardship:

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.

A brief description of the institution's approach to hydrology and water use:

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A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

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.

A brief description of the institution's approach to energy-efficient landscape design:

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A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

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The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
[WCU Management Plan for EAB-2015.pdf](#)


**Biodiversity**

---

**Score**

| | **Responsible Party** |
|---|---|

1.00 / 1.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

**Bradley Flamm**
Director of Sustainability Office of the President

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool (IBAT) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation (IPaC)](#) decision support system, or an equivalent resource or study.

[Close](#)

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**Criteria**

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

  And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

---

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:
No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Gordon Natural Area

The Gordon Natural Area (also referred to as 'the Gordon' and 'the GNA') occupies approximately 135 acres along the southeastern corner of West Chester University's campus and is administered in collaboration with the University's Office of Sustainability. Established as a protected area in 1971, the GNA has since served as a refuge for local wildlife and native plants, and as a multi-use setting for researchers, nature lovers, runners, dog walkers, and people looking to reconnect with the natural world.

In 2014 the Gordon Natural Area was designated by the Pennsylvania Department of Conservation and Natural Resources as a 'Wild Plant Sanctuary.' However, this designation does not afford any protection to the Gordon.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:
Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:
Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

Plants

The GNA has been the site of a good deal of floristic study and the checklist (ongoing) for the GNA currently contains 609 species (429 of which are native to the U.S.).

Beginning in the 1960's, WCU's Dr. William Overlease began conducting a successional study of a former corn field. This area was later to become part of the Gordon. Dr. Gordon published a number of paper's

In 1984, two undergraduate students, Jack Holt and Jim Plyler conducted the first site-wide floristic survey of the Gordon. As part of this work, they produced the GNA's first floristic checklist.

Beginning in 2002, Gerry Hertel—who at that time was an adjunct professor at WCU—installed a series of Floristic Health Management (FHM) plots. These followed the design and (generally) the monitoring protocols used in the U.S. Forest Service's Forest Inventory and Analysis program (see:

https://www.fia.fs.fed.us/

). Monitoring took place in 2002-03, with a more comprehensive survey conducted in 2004. Monitoring then occurred on 5-year intervals for 2008 and 2013. WCU's Dr. Greg Turner has now taken over the FHM study. Monitoring is scheduled to continue on a 10-year interval, with the next monitoring to take place in 2018.

In 2007, two botanists (the aforementioned Jack Holt, and his wife Janet Ebert) were contracted to conduct a site-wide survey of the GNA flora. This survey is now being conducted on a 10-year interval (with the '2017' survey been split between 2017 and 2018).

Throughout it's existence, and preceding its establishment as a natural area, botanical specimens have been collected at the GNA and deposited at WCU's Darlington Herbarium. However, no compilation of the GNA specimens had been made. In 2016, Nur Ritter (current Stewardship Manager) compiled a checklist of the GNA specimens at the Darlington. The list comprised 283 species. Four of these (including one State-listed species) had not been included in any of the other survey plant lists.

Birds

The GNA avifauna has also been relatively well-studied. On 2004 the West Chester (town) Bird Club (WCBC) conducted a year-long survey of the birds at the GNA. Since then, birding has been somewhat sporadic. However, in the last two years, Dr. Josh Auld (WCU) has regularly been leading birding groups in the Gordon, in addition to his frequent 'solo' birding. He has recorded his observation on eBird (

https://ebird.org/home

). I've compiled the results of the 2004 WCBC survey with Dr. Auld's data from eBird, augmented this list with additional observations from the Gordon that have been submitted to eBird by other researchers. This checklist is ongoing and currently contains 112 species of birds.

Fungi

Generally speaking, fungi have not been well-studied at the GNA. However, during the past year a substantial effort has been made to catalog the preserve's fungi. Previously, the sole study of the preserve's fungi was by undergraduate Lauren Levy in 2008. Ms. Levy, assisted by Greg Turner and Gerry Hertel produced a checklist of twenty species. Beginning in the summer of 2017, undergraduate Alexandra Hodowanec (a GNA Student Intern) and Nur Ritter have been cataloging the GNA fungi. This work is very much ongoing, and the species list currently contains 165 species of fungi.

A brief description of identified species, habitats and/or environmentally sensitive areas:

There are 16 species of State-listed plants, six species of State-listed birds, and one species of State-listed Reptiles of conservation concern that are found in the Gordon. Additionally, there is one provisionally identified State-listed species of Amphibian known for the preserve. Currently, there is not a Pennsylvania list of mushroom species of concern, so there is no good way to evaluate the mushroom checklist for the Gordon.

There are a number of vernal pools at the Gordon. Although these haven't been formally categorized, these would all likely be categorized as 'Herbaceous Vernal Ponds' (State Rank: 'S3S4': Vulnerable/Apparently Secure).
However, it may be that a portion of the vernal pools could be categorized as 'Rice Cutgrass - Bulrush Vernal Pools' (State Rank: 'S2?': Imperiled). Rice Cutgrass (Leersia oryzoides) is known for the Gordon, although it hasn't been noted here since 2007. During the 2004 Floristic Health Monitoring Survey (the only year that the FHM surveys included a comprehensive inventory of herbaceous species), Rice Cutgrass was noted in one of the study Plots (in two subplots). The subplot diagrams indicate habitat that could be vernal pools, but at this time nothing is known beyond this.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

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.

Plants

General Considerations
In order for the Gordon Natural Area to be effectively managed, we have attempted to answer three basic questions:

1. What species occur in the GNA?
2. What do these species contribute to the GNA?
3. How can we facilitate the growth and survival of these species (or, in the case of invasive species, how can we limit their growth)?

As noted, the Gordon Natural Area has been the site of a substantial amount of faculty and student research. During the last two years, a significant effort has been directed towards compiling these results of this research into a central database. One outcome of this work has been the ability to produce comprehensive species checklists, augmented with data pertaining to each species' requirements and contributions to the ecosystem. The database is updated as new plant, avian, and fungi species were encountered, or as identifications were corrected. Additional work on the vegetation database focused on five central 'themes': 1) incorporating data from all the floristic research conducted at the GNA, as well as data from other biotic groups; 2) continuing to add plant 'trait' data (e.g., allelopathic potential, ant-dispersal, utility to bees and other beneficial insects, deer resistance, mycorrhizal association, flowering and fruiting period, etc.) from 'ancillary' sources; 3) incorporating data about wildlife usage of plant species at the GNA ; 4) compiling and ground-proofing spatial data related to the GNA; and, 5) compiling data, and when necessary, reentering data from the vegetation research that has taken place at the GNA. The last two items will be addressed below (see 'Wildlife Usage' and 'Spatial Data'). Currently, the database is composed of 234 linked tables and has extensive incorporated functionality.

State-listed Species

An effort has been made to catalogue all populations of State-listed plant species, in addition to species that aren't State-listed but which are considered to be of conservation interest (e.g., those that are thought to be locally uncommon). This spatial data has been incorporated into the GNA database. Additionally, fenced 'exclosures' have been installed around some populations, in order to minimize the effects of deer on these species. Whenever possible, the plant populations are visited annually, and their condition is noted. These data are also stored in the GNA database.

Fungi

Currently, there are no efforts directed towards the conservation of fungi, other than general forest management practices that maximize the amount of downed wood that is available for fungal growth.

However, a small amount of effort is being directed towards tracking a one non-native fungus, Asian Beauty (Radulomyces copelandii) at the GNA. Asian Beauty was first noted in the United States in 2009 when a number of populations were identified in Massachusetts. Since that time, the species has been noted in a number of states along the eastern seaboard, including Pennsylvania (in 2011). During surveys of the GNA fungi in 2017, Asian Beauty was frequently noted. As this species is a saprophyte and, hence, doesn't affect living trees, it is unclear that it has any negative impacts on the forest. Nevertheless, it seems prudent to track its presence in the GNA, at least until it has been determined whether or not this species has the potential for deleterious effects. To this end, we have been archiving photo records, and associated spatial data, for this species.

Invasive Insects
Emerald Ash Borer

The Emerald Ash Borer (Agrilus planipennis; EAB) is an Asian insect that infects species of Ash (Fraxinus). The EAB was first noted in the United States in 2002. Since that time, this species has become established throughout the eastern US, and hundreds of millions of Ash trees have perished due to EAB infestation.

Early detection and control of Emerald Ash has been accorded high priority in the GNA work plan. Monitoring for EAB has been ongoing at the Gordon since 2001. Beginning in 2016, the GNA staff has partnered Pennsylvania's Department of Conservation and Natural Resources (DCNR) to introduce biological control methods at the GNA, in an effort to protect that ash trees at the Gordon and to help evaluate management strategies for EAB.

Biocontrol efforts consist of the introduction of species that are known to parasitize EAB in its native range. Releases of two insect species (Tetrastichus planipennisi and Oobius agrili) occurred in 2016. In 2017, these species were again released, in conjunction with the release of two additional parasitiods (Spathius agrili and Spathius galinae). In 2018, weekly monitoring will be conducted throughout the summer in order to assess how well these parasitiods have become established.

Spotted Lanternfly

The Spotted Lanternfly (Lycorma delicatulais) is an exotic insect that is native to China, southeast Asia, and India. The species was introduced from Korea in 2006 and was first documented in Pennsylvania in 2014 and has recently been confirmed in Chester County. The species has the potential to have a devastating economic impact on agricultural crops (including grapes, hops, apples, and others) and can also have substantial deleterious effects on natural lands.

Beginning in spring 2017, undergraduate Christopher Catranis, working with WCU's Dr. John Pisciotta and assisted by Dr.'s Gary Coutu (Department of Geography and Planning) and Nur Ritter will survey the GNA and adjacent wooded areas for both Spotted Lanternflies and the species' host tree: Tree of Heaven (Ailanthus altissima), which is used during reproduction. Spatial data will be collected for the Tree of Heaven, during which time the trees will be examined for Spotted Lanternflies. Data will be used to develop an interactive GIS-based map. The spatial data will also be used to develop a plan for managing both Tree of Heaven and Spotted Lanternfly.


The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/gordonNaturalArea/default.aspx

Additional documentation to support the submission:
GNA Strategic Plan 2012 (1).pdf

**Data source(s) and notes about the submission:**

# Purchasing

**Points Claimed** 1.67
**Points Available** 6.00

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

| Credit | Points |
|---|---|
| Sustainable Procurement | 0.00 / 3.00 |
| Electronics Purchasing | 1.00 / 1.00 |
| Cleaning and Janitorial Purchasing | 0.67 / 1.00 |
| Office Paper Purchasing | 0.00 / 1.00 |

## Sustainable Procurement

| Score | Responsible Party |
|---|---|
| | **Will Hendel** |
| 0.00 / 3.00 | Graduate Assistant |
| | Geography and Planning |

**Criteria**

### *Part 1*

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

### *Part 2*

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components

(e.g. HVAC systems). Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

### *Part 3*

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

| Category | Examples |
| --- | --- |
| 1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance) | • Published measures to minimize the use of chemicals.<br>• A stated preference for green cleaning services and third party certified products. |
| 2) Construction and renovation (e.g. furnishings and building materials). | • A stated preference for materials that meet LEED requirements. |
| 3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services) | • Published measures to reduce the demand for equipment.<br>• A stated preference for ENERGY STAR or EPEAT registered products. |
| 4) Food services (i.e. franchises, vending services, concessions, convenience stores)<br><br>(Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining). | • Including sustainability objectives in contracts with on-site franchises.<br>• Requiring that franchises pay a living wage to employees. |
| 5) Garments and linens | • Published labor and human rights standards that suppliers must meet. |

| | |
|---|---|
| 6) Professional services (e.g. architectural, engineering, public relations, financial) | • A stated preference for disadvantaged or community-based service providers.<br>• A stated preference for B Corporations. |
| 7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants) | • Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.<br>• A stated preference for clean and renewable technologies. |
| 8) Wood and paper | • A stated preference for post-consumer recycled, agricultural residue or third party certified content.<br>• A stated preference for FSC certified printing services. |
| 9) Other commodity categories that the institution has determined to have significant sustainability impacts | • Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards. |

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

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

## Electronics Purchasing

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| Score | Responsible Party |
|---|---|
| 1.00 / 1.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

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**Criteria**

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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Total expenditures on desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment:
320484 *US/Canadian $*

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, tablets/slates, televisions, and imaging equipment::

|  | Expenditure Per Level |
|---|---|
| EPEAT Gold | 320484 *US/Canadian $* |
| EPEAT Silver | 0 *US/Canadian $* |
| EPEAT Bronze | 0 *US/Canadian $* |

Percentage of expenditures on electronic products that are EPEAT Gold registered:
100

Do the figures reported above include leased equipment?:
No

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

 Fiscal Year 2017.

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_information/AFA/fbs/proc/grnp/involved.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data source: Teresa Hudson, Asst Dir Ed Tech & User Services, Information Services & Technology Division (
thudson@wcupa.edu
, x 2238)

**Cleaning and Janitorial Purchasing**

| Score | Responsible Party |
|---|---|
| 0.67 / 1.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

**Criteria**

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total expenditures on cleaning products:
19843.73 *US/Canadian $*

Expenditures on cleaning products that are Green Seal or UL ECOLOGO certified and/or Safer Choice labeled (or local equivalents for institutions outside the U.S. and Canada):
11543.92 *US/Canadian $*

Total expenditures on janitorial paper products:
22999 *US/Canadian $*

Expenditures on janitorial paper products that are FSC, Green Seal, and/or UL ECOLOGO certified (or local equivalents for institutions outside the U.S. and Canada):
17202 *US/Canadian $*

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
67.10

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

Figures were taken from Custodial 2017-18 fiscal budget (July 1 - present).

The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data Source: Andre Brown, Custodial Operations Manager (610-436-2621) (
[abrown2@wcupa.edu](mailto:abrown2@wcupa.edu)
)

**Office Paper Purchasing**

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 1.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

**Data source(s) and notes about the submission:**

Paper purchases at West Chester University are decentralized with dozens of offices and departments placing their own purchases. We are unable to document and aggregate this data so we are not pursuing this credit. (Bradley Flamm, 3/1/2018)

# Transportation

**Points Claimed** 2.93
**Points Available** 7.00

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

At the same time, campuses can reap benefits from modeling sustainable transportation systems.  Bicycling and walking provide human health benefits and mitigate the need for

large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

| Credit | Points |
|---|---|
| Campus Fleet | 0.23 / 1.00 |
| Student Commute Modal Split | 1.12 / 2.00 |
| Employee Commute Modal Split | 0.38 / 2.00 |
| Support for Sustainable Transportation | 1.20 / 2.00 |

## Campus Fleet

| Score | Responsible Party |
|---|---|
| 0.23 / 1.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

**Criteria**

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric (including electric assist utility bicycles and tricycles)

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:
90

Number of vehicles in the institution's fleet that are:

|  | Number of Vehicles |
|---|---|
| Gasoline-electric, non-plug-in hybrid | 0 |
| Diesel-electric, non-plug-in hybrid | 0 |
| Plug-in hybrid | 0 |
| 100 percent electric | 0 |
| Fueled with compressed natural gas (CNG) | 21 |
| Hydrogen fueled | 0 |
| Fueled with B20 or higher biofuel for more than 4 months of the year | 0 |
| Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year | 0 |

Do the figures reported above include leased vehicles?:
No

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

West Chester University installed a CNG compressor refueling center in 1998 and in 2018 approximately one quarter of the motor fleet are CNG vehicles. Two EV recharging stations were installed in one of the university's parking structures in 2015.

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/sustainability/initiatives.aspx#Transportation

Additional documentation to support the submission:
Vehicle Listing - Master List 12-31-18.xlsx

**Data source(s) and notes about the submission:**

Data supplied by Laurence Krackov, Garage Supervisor (x2434, [lkrackov@wcupa.edu](mailto:lkrackov@wcupa.edu)).

## Student Commute Modal Split

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| **Score** | **Responsible Party** |
|---|---|
| | **Bradley Flamm** |
| 1.12 / 2.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution's students commute to and from campus using more sustainable commuting 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.

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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:
56

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

The most recent student commute survey was completed at West Chester University in the spring of 2018. One out of seven University members were selected randomly by the University to be solicited for participation in the survey. The fraction would provide sufficient statistical precision for the current purposes. The sample was drawn from four student levels and seniors with 120+ credit hours. Students living on campus comprise 39% of the total student body. 16% of the student body commute by modes other than as an individual driver.

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

| | Percentage (0-100) |
|---|---|
| Commute with only the driver in the vehicle (excluding motorcycles and scooters) | 44 |
| Walk, bicycle, or use other non-motorized means | 48 |
| Vanpool or carpool | 5 |
| Take a campus shuttle or public transportation | 3 |
| Use a motorcycle, scooter or moped | --- |

The website URL where information about the programs or initiatives is available:
https://wcupa.edu/transportation/

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

39% of students live on campus and are assumed to rely on walking, shuttle, and bike modes of arriving to class.

**Employee Commute Modal Split**

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.38 / 2.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, 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.

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

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:
19

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

A commuter survey was conducted at West Chester University in the spring of 2018. One out of seven University members were selected randomly by the University to be solicited for participation in the survey. The fraction would provide sufficient statistical precision for the current purposes.
The sample was drawn from full and part-time faculty; regular staff; USHC employees; and ARAmark employees.

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

|  | Percentage (0-100) |
|---|---|
| Commute with only the driver in the vehicle (excluding motorcycles and scooters) | 81 |
| Walk, bicycle, or use other non-motorized means | 6 |
| Vanpool or carpool | 2 |
| Take a campus shuttle or public transportation | 11 |
| Use a motorcycle, scooter or moped | --- |
| Telecommute for 50 percent or more of their regular work hours | --- |

The website URL where information about the programs or initiatives is available:
https://wcupa.edu/transportation

Additional documentation to support the submission:
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**Support for Sustainable Transportation**

| Score | Responsible Party |
|---|---|
| 1.20 / 2.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

**Criteria**

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a "complete streets" or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees,either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:
No

A brief description of the facilities for bicycle commuters:

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Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bicycle racks (unprotected from the elements) are present throughout campus with all major academic buildings having racks directly adjacent to them. On-campus housing in some cases has protected bicycle racks (located in sheltered spaces); all on-campus housing has one or more bicycle racks.

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:
No

A brief description of the bicycle and pedestrian plan or policy:

---

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

A brief description of the bicycle sharing program:

West Chester University initiated a bikeshare program in August of 2016 with a contract with Zagster for 15 bikeshare bicycles and three docking stations located on North Campus, South Campus, and East Campus. See

http://bike.zagster.com/wcupa/

for more information.

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

A brief description of the mass transit programs:

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 thousands of students are transported via the shuttle bus, creating a substantial savings in emissions and parking demands. See

https://www.wcupa.edu/_information/AFA/Facilities/shuttleBus/servicesSchedules.aspx

for more information.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:
No

A brief description of the guaranteed return trip program:

---

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:
Yes

A brief description of the carpool/vanpool program:

West Chester University had six preferential parking spaces reserved for employee and student carpools in FY 2018 (an additional eleven have been added in FY 2019). An online carpool matching service (eRideshare) is available to WCU students, faculty and staff (

https://www.wcupa.edu/sustainability/rideshare/

) in FY 2018.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:
Yes

A brief description of the car sharing program:

Two zipcar car share vehicles are located on WCU's North campus. For more information, see

http://www.zipcar.com/universities/west-chester-university

.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

Two Level 2 electric vehicle charging stations are located within the Sharpless Street Parking Structure.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:
No

A brief description of the telecommuting program:

   ---


Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:
No

A brief description of the condensed work week option:

   ---


Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

   ---


Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:
No

A brief description of other strategies to reduce the impact of commuting:

   ---


The website URL where information about the programs or initiatives is available:
https://wcupa.edu/transportation

Additional documentation to support the submission:
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## Waste

 **Points Claimed**  3.10
 **Points Available** 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting.  These actions mitigate the need to extract virgin materials, such as trees and metals.  It generally takes less energy and water to make a product with recycled material than with virgin resources.  Reducing waste generation also reduces the flow of waste to incinerators and landfills which

produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees.  In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

| Credit | Points |
|---|---|
| Waste Minimization and Diversion | 2.60 / 8.00 |
| Construction and Demolition Waste Diversion | 0.00 / 1.00 |
| Hazardous Waste Management | 0.50 / 1.00 |

## Waste Minimization and Diversion

| Score | Responsible Party |
|---|---|
| 2.60 / 8.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

**Criteria**

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

### Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the

*Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

---

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

Figures needed to determine total waste generated (and diverted):

|  | Performance Year | Baseline Year |
|---|---|---|
| Materials recycled | 449.70 *Tons* | 306.20 *Tons* |
| Materials composted | 35.30 *Tons* | 0 *Tons* |
| Materials donated or re-sold | 0 *Tons* | 0 *Tons* |
| Materials disposed through post-recycling residual conversion | 0 *Tons* | 0 *Tons* |
| Materials disposed in a solid waste landfill or incinerator | 1721.09 *Tons* | 1417.54 *Tons* |
| Total waste generated | 2206.09 *Tons* | 1723.74 *Tons* |

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

    ---

Start and end dates of the performance year and baseline year (or three-year periods):

|  | Start Date | End Date |
|---|---|---|
| Performance Year | July 1, 2016 | June 30, 2017 |
| Baseline Year | July 1, 2008 | June 30, 2009 |

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

    Year for which data were available.

Figures needed to determine "Weighted Campus Users":

| | Performance Year | Baseline Year |
|---|---|---|
| Number of students resident on-site | 5151 | 4397 |
| Number of employees resident on-site | 10 | 10 |
| Number of other individuals resident on-site and/or staffed hospital beds | 0 | 0 |
| Total full-time equivalent student enrollment | 15853 | 10957 |
| Full-time equivalent of employees (staff + faculty) | 1691 | 1647 |
| Full-time equivalent of students enrolled exclusively in distance education | 1045 | 0 |
| Weighted campus users | 13664.50 | 10554.75 |

Total waste generated per weighted campus user:

| | Performance Year | Baseline Year |
|---|---|---|
| Total waste generated per weighted campus user | 0.16 *Tons* | 0.16 *Tons* |

Percentage reduction in total waste generated per weighted campus user from baseline:
1.14

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
21.98

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
21.98

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

| | Yes or No |
|---|---|
| Paper, plastics, glass, metals, and other recyclable containers | Yes |
| Food | Yes |
| Cooking oil | No |
| Plant materials | Yes |
| Animal bedding | No |
| White goods (i.e. appliances) | No |
| Laboratory equipment | No |
| Furniture | Yes |

| | Yes or No |
|---|---|
| Residence hall move-in/move-out waste | Yes |
| Scrap metal | Yes |
| Pallets | No |
| Tires | Yes |
| Other (please specify below) | No |

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

   ---


Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :
---

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
Yes

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:
No

Average contamination rate for the institution's recycling program (percentage, 0-100):
---

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

   ---


A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

   None as of the Spring of 2018. However, in the Spring 2018 semester, several student groups are working to institute food recovery, reusable takeaway food

containers, reusable mug, plastic bag elimination, and recycling education programs through the Honors College and student organizations.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

None as of the Spring of 2018. However, WCU joined the Post-Landfill Action Network in 2017 and we hope to initiate a formal waste audit later in calendar year 2018.

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

---

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

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.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

---

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

In the Fall 2010 semester, the student printing quota was changed to 125 sheets per week; Duplex Option doubles effective limit to 250 pages.

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

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

.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

WCU has inconsistently organized move-out waste and recycling events. No move out event was held in FY 2017 or FY 2018.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

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The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_information/AFA/Facilities/energy.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Waste and Recycling Report from Republic Services (Nick Adams, Sales Supervisor, nadams@republicservices.com
, 610-806-5529). Required estimation based on Calendar Year 2016 total data and partial 2017 data (January through July), adjusted to FY 2017.

Composting data from Meghan Fogarty, West Chester Borough Sustainability Coordinator (
mfogarty@west-chester.com
, 484-887-2761).

Baseline year data from:
https://www.wcupa.edu/_INFORMATION/AFA/Facilities/Recycling/recyclereport.asp
.

**Construction and Demolition Waste Diversion**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 1.00 | Director of Sustainability |
| | Office of the President |

**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.

---

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

**Data source(s) and notes about the submission:**

Unable to obtain data on disposition of construction and demolition debris management for FY 2017.

**Hazardous Waste Management**

---

| Score | Responsible Party |
|-------|-------------------|
| 0.50 / 1.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

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**Criteria**

*Part 1*

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.

*Part 2*

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards$^®$and/or Responsible Recycling (R2) standards.

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"---" *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:

Certified vendors are contracted to properly dispose of hazardous, radioactive, medical, universal, specialty wastes. Waste pickups are on a set schedule to ensure waste stocks do not become too large. Waste Vendors can be onsite for extra waste removal as needed. Reduction of chemical purchasing for laboratories, transitioning to LED lighting, Chemical substitution in Facilities Division and teaching and research laboratories to less hazardous chemicals when feasible.

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

WCU installed a stand alone explosive proof building to store hazardous, biological, radioactive waste. The building is maintained through inspections, wastes are segregated, Radiation Safety Officer provides support for proper waste disposal of radioactive material.


A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant releases occurred.


A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Access database is utilized to inventory chemicals. Student lab inventory is updated annually. When a professor retires, their chemicals get evaluated for safety, usefulness and age to see if they can be put back into stock room.  Chemicals acceptable for redistribution are offered to the other chemistry faculty.  Chemicals that are not appropriate to put back into stock are designated as waste and are disposed of though the University's Hazardous Waste Program.


Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
No

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

Certified vendors are contracted to properly dispose of university owned e-wastes (computers, printers, TVs, and similar items). However, Commonwealth Procurement Regulations do not allow state funds to be used to dispose of student personal e-waste items (local municipality holds household hazardous waste and e-waste collection day for these items).
University owned e-Waste is collected by Facilities and IT employees and transported to a central storage facility. Facilities and EHS Dept contracts separately with vendors for e-waste recycling of the items under their responsibility.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:
No

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:
17.15 *Tons*

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_admin/research/documents/WCUAnuualResearchRpt.pdf

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Electronic waste recycled includes 27,693 pounds recycled through IS&T's Technology Recycling Program, 6,097 lbs of TVs and lab electronics, and 500 lbs of fire alarm system components. Data sources: Teresa Hudson, Asst. Director EdTech & User Services
Information Services & Technology Division (
thudson@wcupa.edu
, x2238) and Gail Fellows, Environmental Health & Safety Director (
gfellows@wcupa.edu
, x3333).

# Water

 **Points Claimed**  1.00
 **Points Available** 7.00

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

**Credit**                                                                        **Points**

0.00 / 5.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

| [Water Use](#) | Physical Risk QUANTITY | Points Available For Each Part | Total Available Points For This Credit |
|---|---|---|---|
| | Low and Low to Medium Risk | 1⅓ | 4 |
| | Medium to High Risk | 1⅔ | 5 |
| | High and Extremely High Risk | 2 | 6 |

[Close](#)

| [Rainwater Management](#) | 1.00 / 2.00 |

**Water Use**

---

| **Score** | | **Responsible Party** |

0.00 / 5.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

**Bradley Flamm**
Director of Sustainability Office of the President

| Physical Risk QUANTITY | Points Available For Each Part | Total Available Points For This Credit |
|---|---|---|
| Low and Low to Medium Risk | 1⅓ | 4 |
| Medium to High Risk | 1⅔ | 5 |
| High and Extremely High Risk | 2 | 6 |

[Close](#)

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**Criteria**

### *Part 1*

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### *Part 2*

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### *Part 3*

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

**Data source(s) and notes about the submission:**

Data prior to 2014 does not include water consumption from several major affiliated residence halls which are, in FY 2018, billed along with the rest of the university. This therefore reflects and undercount in our baseline year, for which we do not currently have the data. In addition, for most of FY 2017 and FY 2018 a major leak in our district geothermal system accounted for millions of gallons of additional water use required to replenish the system. That leak was identified and sealed in the winter of 2017-18 and future water use should reflect significant reducations.

Data on water quantities provided by John Lattanze, Energy Manager ( [jlattanze@wcupa.edu](mailto:jlattanze@wcupa.edu) ). Number of students resident on campus in base year provided by Peter Galloway, Director of Housing and Dining Administration ( [pgalloway@wcupa.edu](mailto:pgalloway@wcupa.edu) , x3307).

## Rainwater Management

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| Score | Responsible Party |
|-------|-------------------|
| | **Bradley Flamm** |
| 1.00 / 2.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial 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*

Which of the following best describes the institution's approach to rainwater management?:
Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

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. In September 2017, WCU complied with state law by finalizing a Pollution Reduction Plan For Municipal Separate Storm Sewer System (MS4) (see link below).

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.

A copy of the institution's rainwater management policy, plan, and/or guidelines:
[2017WCUPollutionReductionPlan.pdf](2017WCUPollutionReductionPlan.pdf)

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

   ---


The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_INFORMATION/AFA/Facilities/NewsAlerts/PDF/PRP/
2017WCUPollutionReductionP
lan.pdf

Additional documentation to support the submission:
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# Planning & Administration

## Coordination & Planning

**Points Claimed**  4.75
**Points Available** 8.00


This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

| Credit | Points |
|---|---|
| Sustainability Coordination | 1.00 / 1.00 |
| Sustainability Planning | 3.00 / 4.00 |
| Participatory Governance | 0.75 / 3.00 |

### Sustainability Coordination

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 1.00 / 1.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:
Yes

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

The mission of West Chester University's (WCU's) Sustainability Advisory Council (SAC) is to provide leadership, support and opportunities to advance sustainability at WCU and in the surrounding community. SAC leads by advising and advocating for a healthy, environmentally sound, socially just, spiritually fulfilling, and economically viable future. SAC supports wide-ranging sustainability initiatives, including the University's Strategic Sustainability Goals as it moves toward campus-wide carbon neutrality articulated in WCU's Climate Action Plan. Further, SAC provides opportunities for students, administration, faculty, staff and the community to develop the knowledge and skills to be environmentally responsible and involved citizens.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Jessica Schedlbauer, Chair, Sustainability Advisory Council [Faculty]
Aliza Richman, Vice-Chair, Sustainability Advisory Council [Faculty]
Sarah Paylor, Secretary / Treasurer, Sustainability Advisory Council [Staff]
Paul Morgan [Faculty, Education]
Tim Lutz [Faculty, Earth and Space Sciences]
Joy Fritschle [Faculty, Geography and Planning]
Joan Welch [Faculty, Geography and Planning]
Cheryl Wanko [Faculty, English]

Aliza Richman [Faculty, Sociology]
Ashlie Delshad [Faculty, Political Science]
Kurt Kolasinski [Faculty, Chemistry]
John Pisciotta [Faculty, Biology]
Walt Cressler [Faculty, Library]
Premalatha Junius [Faculty, Mathematics]
Joan Woolfrey [Faculty, Philosophy]
Josh Braid [Staff, Grounds]
James Lewis [Staff, Facilities]
Nur Ritter [Staff, Gordon Natural Area]
Patti Shields [Staff, Custodial and Grounds]
Pete Galloway [Staff, Student Affairs]
Michael Selby [Staff, University Student Housing]
Raymond LeChien [Student]
Tiffany Kennedy [Student]
Abigail Kennedy [Student]
Kathleen Tobelmann [Student]

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:
Yes

A brief description of each sustainability office:

The Office of Sustainability at WCU was established in 2011 and staffed by a faculty member tasked as Sustainability Coordinator. In 2017, a search was initiated to hire the first full-time Director of the Office of Sustainability to be officially attached to the university's Office of the President. The Office of Sustainability has a full-time staff of two with the support of three graduate student assistants and occupies two rooms in the university's Bayle House (703 South High Street, West Chester PA 19383).

Bradley Flamm, Director, Office of Sustainability [Staff]
Kelsey Tennett, Clerk, Office of Sustainability [Staff]
Lori Brooks, Graduate Student Intern, Office of Sustainability [Student]
Rachel Ezrin, Graduate Assistant for Social Media and Student Outreach, Office of Sustainability [Student]
William Hendel, Grad Assistant for Data Monitoring and Analysis, Office of Sustainability [Student]

Full-time equivalent (FTE) of people employed in the sustainability office(s):
2.75

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Bradley Flamm, Director, Office of Sustainability; Amy Maxcy, Clerk, Office of Sustainability

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Office of Sustainability, based in the Office of the President, has the responsibility to monitor and promote implementation of Climate Action Plan and Strategic Plan goals related to environmental, social, and economic sustainability. The Director and Clerk of the Office of Sustainability collaborate with the Sustainability Advisory Council, SAC committees, various task forces and committees on campus, and community organizations that share sustainability goals.

Job title of the sustainability officer position:
Director, Office of Sustainability

Job description for the sustainability officer position:
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Job description for the sustainability officer position:

Director of Sustainability WEST CHESTER, PA - POSTED: 10/19/16
Description:
Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University of Pennsylvania is seeking exceptional candidates for the position of Director of Sustainability. Reporting directly to the President's Office and with a close working relationship with the Offices of the Vice President for Administration and Finance, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, and Associate Vice President for Facilities, the Director will have responsibility for overseeing all University initiatives related to sustainability.
General Responsibilities:
Within the context of the University's Strategic Plan, including its Climate Action Plan, the Director will be expected:
• To bring visionary leadership and organizational strategy to the task of enhancing West Chester University's status as an emerging model for sustainability in higher education.
• To create the strategy to integrate a culture of sustainability throughout the University via initiatives in Academic Affairs, the Facilities Division, and Student Affairs, network with and to facilitate internal and external resources to accomplish that goal, and evaluate the needs of the University community.
• To create and to implement communication strategies to promote broad awareness of initiatives and to develop a University-wide process and organizational structure to support sustainability inquiry, change, and assessment.
• To build effective partnerships and relationships with surrounding communities and with regional institutions and establish effective linkages with units across

campus that may have sustainability initiatives in process or as part of their overall strategy.
• To be responsible for grant writing and funding, corporate partnerships, and programs that promote campus sustainability efforts.
• To be responsible for annual reporting requirements and implementing other University policies and commitments related to sustainability.
• To coordinate, support, and expand opportunities for faculty, staff, students and administrators to learn about sustainability issues throughout the academic and operational dimensions of University life.

Major Functions:

Campus Sustainability Leadership
• Provide leadership to the campus and act as organizational strategist in order to position West Chester University as a leader in sustainability in higher education.
• Develop and coordinate a process that leads to the creation of sustainability standards and policies that are consistent with STARS (Sustainability Tracking Assessment and Rating System) and Climate Leadership Commitments, and that can be implemented at an institutional level. Develop annual sustainability planning priorities for the campus; identify annual expected outcomes, and coordinate appropriate evaluation and reporting of these efforts.
• Coordinate with units, departments, and bodies that have existing sustainability initiatives.
• Build relationships with campus administrative, operational, and academic units, and with student groups working in this field.

Campus Facilities & Operations
• Create a strategy to integrate sustainability principles and policies into the operational functions of the University; utilize the University's Climate Action Plan, the Sustainability Advisory Council (SAC), in-house expertise, peer institution practices, literature and conferences to develop ideas to advance West Chester University's sustainability efforts.
• Collaborate with campus units as appropriate to infuse sustainability principles into campus short- and long-range planning, building design, construction, grounds, and other operations.
• Offer expertise and collaboratively foster initiatives to reduce campus resource consumption and waste generation.
• Work with appropriate campus units to assist them in developing sustainable practices in procurement, food systems, etc.

Sustainability Program Management
• Coordinate, support, and expand opportunities for faculty, staff, students, and administrators to learn about sustainability and incorporate sustainable practices into their day-to-day work.
• Manage sustainability staff, graduate assistants, and other student employees and interns as appropriate.
• Serve as an ex-officio member of the Sustainability Advisory Council (SAC), providing technical staff support to, and receiving guidance from, the Council, and assisting the Council in implementation of SAC initiatives.

Education & Research
• Offer guidance to faculty and administrators to apply sustainability principles to education, research, and interdisciplinary projects.
• Work with faculty and academic leadership to provide input on incorporating sustainability into the curriculum; serve as a guest lecturer in sustainability-oriented courses.
• Design and coordinate educational workshops and the production of educational

materials for the campus.
Communications
• Publicize, promote, and communicate West Chester University's sustainability efforts within and outside of the WCU community. Document progress towards sustainability and promote broader awareness of WCU's sustainability efforts and accomplishments. Collaborate with the campus community to shape and deliver internal campus messages about sustainability and serve as the campus spokesperson on sustainability issues with internal constituencies.
• Collaborate with the Office of Public Relations and Marketing to shape and deliver campus messages to external constituencies to promote campus sustainability efforts; serve as a campus spokesperson on sustainability issues.
• Oversee the content, design, and maintenance of the campus sustainability website and social media platforms.
Outreach and Engagement
• Build effective partnerships with local organizations to support sustainability efforts.
• Collaborate with relevant administrative units to identify and pursue opportunities for external funding for a "Green Fund" and other funding mechanisms to provide members of the campus community with funds for their sustainability proposals.
• Identify, seek, and secure grant funding, corporate partnerships, and other savings programs to leverage campus resources and further propel campus sustainability efforts.
• Identify opportunities to educate and involve alumni in sustainability initiatives.
• Represent the University at regional and national professional conferences (speaking, presenting, etc.).
• Develop and coordinate outreach events, including identifying sponsors and speakers, event planning, and logistics.


Job title of the sustainability officer position (2nd position):
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Job description for the sustainability officer position (2nd position):
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Job description for the sustainability officer position (2nd position):

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Job title of the sustainability officer position (3rd position):
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Job description for the sustainability officer position (3rd position):
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Job description for the sustainability officer position (3rd position):

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The website URL where information about the programs or initiatives is available:
https://wcupa.edu/sustainability/

Additional documentation to support the submission:
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## Sustainability Planning

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**Score**       **Responsible Party**
                **Bradley Flamm**
3.00 / 4.00 Director of Sustainability
                Office of the President

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**Criteria**

Institution has published one or more written plans that include measurable
sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

 The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

 For institutions that are a part of a larger system, plans developed at the system level
are eligible for this credit.

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Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

WCU has adopted a broad definition of sustainability which emphasizes the importance of appropriate growth and development and integrates environmental, social and economic opportunities. Thus, the University aspires to leadership in nurturing a culture that views sustainability as integral to education and research, operations and design, fiscal management, campus health and safety, and institutional vitality and effectiveness over the long term.

Sustainability Goal 1: Promote sustainability through training, curricula, co-curricular programming, research, and outreach.

Sustainability Goal 2: Develop and Manage Financial and Physical Resources Sustainably.

Sustainability Goal 3: Develop Enrollment to sustain Long-Term Institutional Viability and Quality.

Sustainability Goal 4: Preserve, promote and cultivate the health, safety and vitality of the University over the long-term.

A copy of the strategic plan:
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The website URL where the strategic plan is publicly available:
https://www.wcupa.edu/StrategicPlanning/

Does the institution have a published sustainability plan (apart from what is reported above)? :
No

A copy of the sustainability plan:
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The website URL where the sustainability plan is publicly available:
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Does the institution have a published climate action plan (apart from what is reported above)? :
Yes

A copy of the climate action plan:
WCU_Climate_Action_Plan_2013.pdf

The website URL where the climate action plan is publicly available:

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :
No

A list of other published plans that address sustainability, including public website URLs (if available):

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Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:
Yes

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

    From the WCU Climate Action Plan:

    1. Curriculum
    Objective 1.1 – Incorporate Sustainability into General Education
    Objective 1.2 – Create Sustainability Majors, Minors, and Certificate Programs
    Objective 1.3 – Adopt Sustainability and Climate Change Learning Outcomes
    Objective 1.4 – Develop Opportunities for Experiential Sustainability Learning

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:
Yes

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

    From the WCU Climate Action Plan:

    3. Research
    Objective 3.1 – Increase Incentives for Sustainability Research/Creative Activity
    Objective 3.2 – Create a Center for Sustainability Studies & Research

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:
Yes

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

    From the WCU Climate Action Plan:

2. Co-Curricular Education and Training
Objective 2.1 – Establish a Student Sustainability Educators Program (Eco-Reps)
Objective 2.2 – Establish an Earth Ally Program
Objective 2.3 – Incorporate Sustainability into New Student Orientation
Objective 2.4 – Produce Campus-Wide Sustainability Events
Objective 2.5 – Develop Campus Sustainability Tours
Objective 2.6 – Create a Model Sustainable Room in a Residence Hall
Objective 2.7 – Create Sustainability Themed Housing
Objective 2.8 – Establish a 'Sustainability' House

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:
Yes

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

From the WCU Climate Action Plan:

4. Public Engagement
Objective 4.1 – Increase Formal Sustainability Partnerships
Objective 4.2 – Increase Sustainability-Related Student Internships
Objective 4.3 – Increase Sustainability-Related Service Learning & Volunteering
Objective 4.4 – Increase Sustainability Collaborations with Colleges/Universities
Objective 4.5 – Increase Sustainability-Focused Adult/Continuing Ed Courses

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:
Yes

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

From the WCU Climate Action Plan:

1. Scope 1 and Scope 2 emissions – those most directly under the University's control – have declined steadily since FY 2007.
2. Emissions reductions from FY 2007 to FY 2010 were collateral to efforts to reduce the University's expenditures on energy. Institutional initiatives during this time period were a steady transition toward efficient geothermal heating and cooling and a decrease in the use of the on-campus coal fired steam plant for heating. The University also benefited from a guaranteed energy saving agreement (GESA) that was 80% completed by the end of FY 2007 and which brought about savings in electrical usage.
3. Reductions in energy consumption and GHG emissions were large enough to offset increased student enrollment and increased building space. The new student recreation center, completed in Fall 2012, incorporates solar panels, green roofs, and is linked to the geothermal heating and cooling system. It remains to be seen

what effect completion of this 72,575 square foot building will have on emissions and normalized emissions trends.

4. Reduced on-campus emissions were important but the purchase of RECs also increased during the same time period (roughly 7% of electrical consumption in FY 2005 to 23% in FY 2010). The effect of RECs on net emissions is not included in Figures 6, 8, and 9.

5. After the emissions reduction benefits of the transition to geothermal exchange are complete around 2016, the bulk of WCU's Scope 1 and Scope 2 emissions will be in Scope 2 – electrical consumption. Efforts to further reduce emissions will have to concentrate on conservation, efficiency, on-campus generation, and offset purchases

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:
Yes

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

From the WCU Climate Action Plan:

1. Energy & Building Policies, Planning, and Financing
Objective 1.1 – Develop/Implement a Campus Energy Policy & Strategy
Objective 1.2 – Develop/Implement a Green Building Policy
Objective 1.3 – Formalize an Integrative Planning Process
Objective 1.4 – Internalize a Price for Greenhouse Gas Emissions
Objective 1.5 – Establish a Green Revolving Fund

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:
Yes

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

From the WCU Climate Action Plan:

2. Reduce Consumption & Improve Energy Efficiency
Objective 2.1 – Transition to Lower Emission Fuel Sources for Heating & Cooling
Objective 2.2 – Install Web-Based Utility Dashboards in Campus Buildings
Objective 2.3 – Implement an Energy Use Fee/Rebate for Student Housing
Objective 2.4 – Implement Energy Savings Retrofits for Residence Halls
Objective 2.5 – Install Solar Hot Water Heating for Appropriate Buildings
Objective 2.6 – Install LED lighting in Parking Lots and Selected Indoor Spaces
Objective 2.7 – Continue to Implement Green Information Technology Initiatives

3. Produce Renewable Energy
Objective 3.1 – Install Small-Scale Photovoltaics on Campus
Objective 3.2 – Install Large-Scale Photovoltaic Array(s) on Campus

4. Buy Green Power
Objective 4.1 – Buy Green Power/Purchase Renewable Energy Credits (RECs)

5. Purchase & Develop Carbon Offsets
Objective 5.1 – Buy Carbon Offsets for Unavoidable Emissions
Objective 5.2 – Develop Carbon Offset Projects with Research and Educational Val

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:
Yes

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

From the WCU Climate Action Plan:

1. Dining Services Planning & Policies
Objective 1.1 – Establish a Sustainable Food Service Working Group
Objective 1.2 – Develop and Implement a Sustainable Food Production and Purchasing Policy

2. Sustainable Dining Education and Outreach
Objective 2.1 – Develop Outreach and Educational Instruments

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:
No

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

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Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:
Yes

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

From the WCU Climate Action Plan:

1. Purchasing Policies & Planning
Objective 1.1 – Establish a Sustainable Purchasing Task Group
Objective 1.2 – Develop a Sustainable Purchasing Policy

2. Sustainable Purchasing Tracking, Reporting, and Promotion
Objective 2.1 – Track and Report Sustainable Purchasing Efforts

Objective 2.2 – Produce and Update a Campus Guide to Sustainable Purchasing
Objective 2.3 – Educate the Campus Community about Sustainable Purchasing


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:
Yes

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

From the WCU Climate Action Plan:

1. Transportation Planning & Financing
Objective 1.1 – Establish a Campus Transportation Committee
Objective 1.2 – Finance Transportation Initiatives with a Price on Carbon (Increased Parking Fees)

2. University Fleet
Objective 2.1 - Complete the Transition to Alternative Fuels

3. Commuting & Telecommuting
Objective 3.1 – Promote the e Rideshare Program
Objective 3.2 – Offer Discounts for Hybrid & High Fuel Efficiency (HFE) Vehicles
Objective 3.3 – Develop Electric Vehicle (EV) Charging Stations on the Campus
Objective 3.4 – Expand the Subsidized SEPTA Bus Token Program
Objective 3.5 – Pilot an Alternative Work Week for Office Staff
Objective 3.6 – Develop a Telecommuting Policy & Pilot Program
Objective 3.7 – Investigate Alternative Course Scheduling

4. Bicycling
Objective 4.1 – Improve and Expand Bicycling Infrastructure
Objective 4.2 – Initiate a Bicycle Rental/Sharing Program
Objective 4.3 – Promote Walking and Biking among Faculty, Staff, and Students

5. Air Travel
Objective 5.1 – Reduce, Consolidate, and Offset Air Travel

6. Regional Transportation
Objective 6.1 – Expand access to SEPTA Rail Service via Shuttles to/from Campus
Objective 6.2 – Provide Public Transportation Passes for Students & Employees
Objective 6.3 – Work with TMACC & SEPTA to Optimize Bus/Train scheduling
Objective 6.4 – Work with SEPTA to (re)Open the Train Route to West Chester


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:
Yes

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

From the WCU Climate Action Plan:

1.Solid Waste Policies and Planning
Objective 1.1 – Establish a Campus Zero Waste Working Group
Objective 1.2 – Develop/Implement a Campus Zero Waste Policy & Strategy
Objective 1.3 – Require Construction/Demolition Waste Management Plans

2. Zero Waste Education
Objective 2.1—Add a Zero Waste Program to New Student Orientation
Objective 2.2—Include West Chester University's Zero Waste Policy in all Syllabi

3. Reduce (and Refuse)
Objective 3.1 – Transition to Paperless Courses and Offices
Objective 3.2 – Ban Single-Use Water Bottles and Encourage Reusables

4. Reuse (and Repurpose)
Objective 4.1— Reuse, Donate, and Sell Move-Out Waste on and Off Campus
Objective 4.2— Reuse "Waste" Cooking Oil to Generate On-Site Electricity

5. Recycle
Objective 5.1—Formally Participate in the Annual RecycleMania Competition
Objective 5.2—Provide each Residence Hall Room with a Recycling Bin
Objective 5.3 – Donate, Reuse, and Recycle Electronic Materials

6. Compost
Objective 6.1 — Initiate Composting of Food Waste
Objective 6.2—Place Compost Bins throughout Campus and at Catered Events
Objective 6.3 — Investigate the Feasibility of On and Off-Site Composting
Objective 6.4 – Create Additional Composting Sites for Educational Purposes


Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:
No

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

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Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:
No

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

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Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

Yes

A list or sample of the measurable sustainability objectives that address Investment &
Finance and the published plans in which each objective is included:

    From the WCU Climate Action Plan:

    1. Energy & Building Policies, Planning, and Financing
    Objective 1.5 – Establish a Green Revolving Fund


Taken together, do the plan(s) reported above include measurable sustainability
objectives that address Wellbeing & Work?:
No

A list or sample of the measurable sustainability objectives that address Wellbeing &
Work and the published plans in which each objective is included:

    ---


Taken together, do the plan(s) reported above include measurable sustainability
objectives that address other areas (e.g. arts and culture or technology)?:
No

A list or sample of the measurable sustainability objectives that address other areas and
the published plans in which each objective is included:

    ---


Does the institution have a formal statement in support of sustainability endorsed by its
governing body (e.g. a mission statement that specifically includes sustainability and is
endorsed by the Board of Trustees)? :
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The formal statement in support of sustainability:

    ---


The institution's definition of sustainability (e.g. as included in a published statement or
plan):

    ---


Is the institution an endorser or signatory of the following? :

|  | Yes or No |
|---|---|
| The Earth Charter | No |
| The Higher Education Sustainability Initiative (HESI) | Yes |

| | Yes or No |
|---|---|
| ISCN-GULF Sustainable Campus Charter | No |
| Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment | Yes |
| The Talloires Declaration (TD) | No |
| UN Global Compact | No |
| Other multi-dimensional sustainability commitments (please specify below) | No |

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

West Chester University President Greg Weisenstein signed the American College and University Presidents' Climate Commitment (ACUPCC) in October 2010, pledging the University to a series of actions that will ultimately reduce net greenhouse gas emissions to zero. In doing so we joined more than 600 institutions in expressing our deep concern about global warming. More importantly, we accepted the challenge to provide leadership in our own community by "modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality."

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/Sustainability/carbonneutralityplan.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

All data gathered from West Chester University's published Strategic Plan and Climate Action Plan.

**Participatory Governance**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.75 / 3.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

## Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

  And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

## Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

  And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
    - Local government and/or educational organizations;
    - Private sector organizations; and/or
    - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

---

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :
Yes

Do the institution's students have an elected representative on the institution's highest governing body?:
No

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The Student Government Association (SGA) of West Chester University is comprised of 27 student senators elected by the student body (see more details here:

https://www.wcupa.edu/_services/STU/sga/default.aspx

).
An undergraduate student serves on the university's Council of Trustees (as one of eleven members), but is appointed by the Governor of the Commonwealth of Pennsylvania, not elected. (See

https://www.wcupa.edu/president/trustees/default.aspx

for details.)

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:
Yes

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:
No

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

Most WCU employees are represented by one of six major bargaining units and employees participate in governance through these bodies. In addition, many employees participate on university committees and task forces focused on specific issues (such as the Strategic Transportation and Parking Task Force, established in the Fall of 2017) which make recommendations to the university administration.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:
Yes

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :
No

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

    The Association of Pennsylvania State College and University Faculties represents teaching and research faculty on campus. APSCUF regularly is invited to name representatives to participate in university committees and task forces.


Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:
No

A copy of the written policies and procedures:
---

The policies and procedures:

    WCU participates in quarterly meetings with West Chester Borough representatives. The President is a member of the Board of Chester County's Landscapes3 Master Planning initiative (2017-18). And other members of the WCU community have consistent interactions with municipal, county, and regional governments.


Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

|  | Yes or No |
|---|---|
| Local government and/or educational organizations | No |
| Private sector organizations | No |
| Civil society (e.g. NGOs, NPOs) | No |

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

    ---


The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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# Diversity & Affordability

**Points Claimed**  6.49
**Points Available** 10.00

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. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

| Credit | Points |
|---|---|
| Diversity and Equity Coordination | 1.33 / 2.00 |
| Assessing Diversity and Equity | 1.00 / 1.00 |
| Support for Underrepresented Groups | 2.00 / 3.00 |
| Affordability and Access | 2.16 / 4.00 |

## Diversity and Equity Coordination

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| Score | Responsible Party |
|---|---|
| 1.33 / 2.00 | **Bradley Flamm**<br>Director of Sustainability<br>Office of the President |

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**Criteria**

### *Part 1*

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

***Part 2***

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

> The Office of Social Equity oversees policies and trainings related to diversity, equity and inclusion. (There is a Director and two Assistant Directors.) The Office responds to and investigates complaints of discrimination, harassment and Title IX. Additionally, we have a Committee for Diversity, Equity and Inclusion which is comprised of faculty and staff that provides recommendations for policies and programs related to diversity.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):
Some

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

> Diversity 411 is one program that has been used for this purpose. It is a homegrown program that uses the book "35 dumb things well-intentioned people say" by Maura Cullen. The purpose of the facilitator is promote inclusivity through communication. Faculty, staff and students may also participate in cultural

competence programs that are hosted within an academic department or through the Student Affairs Division.


The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_admin/social.equity/

Additional documentation to support the submission:
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## Data source(s) and notes about the submission:

Lynn Klingensmith, Director
lklingensmith@wcupa.edu
610-436-2433

## Assessing Diversity and Equity

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 1.00 / 1.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

1)    Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;

2)    Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or

3)    Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:
Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

A survey was distributed in 2015. The survey was was designed by Rankin and Associates (the same survey that was used by them in 2009 with slight modifications) and distributed to all members of the campus community. The survey consisted of drop-down responses and open-ended questions designed for respondents to provide information about their personal experiences with regard to climate issues, perceptions of campus climate, student and employee satisfaction, and respondents' perceptions of institutional actions including policies and academic initiatives regarding climate issues and concerns on campus. Results were reviewed and analyzed by Rankin and Associates.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:
Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:
Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:
Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

Each division used the data from the Campus Climate Survey within their own areas to address climate issues relative to their area or department.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:
Yes

A brief description of how the assessment results are shared with the campus community:

Rankin and Associates shared the results of the campus climate survey during open forums in October, 2016.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:
Yes

The diversity and equity assessment report or summary:
[WCUExecutiveSummaryFINAL (secure).pdf](WCUExecutiveSummaryFINAL)

The website URL where the report or summary is publicly posted:
https://www.wcupa.edu/_FACSTAFF/facultySenate/meetingMinutes.aspx

The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Lynn Klingensmith, Director of Social Equity/Title IX and ADA Coordinator (
lklingensmith@wcupa.edu
610-436-2433).

**Support for Underrepresented Groups**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 2.00 / 3.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1)    A publicly posted non-discrimination statement.

2)    A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

3)    Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.

4)    Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5)      Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
- Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :
Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Through collaborative efforts, the Office of Social Equity helps to foster an inclusive and civil community by monitoring a number of policies that promote diversity and inclusion, as well as work to eliminate discriminatory behaviors at West Chester University. Furthermore, the Office of Social Equity is responsible for the overall well-being of the campus community and its climate by monitoring a number of policies that work to keep our campus a civil and safe environment for all. See

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

for more information.

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
No

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

In the Spring of 2018 WCU is in the process of developing such a reporting mechanism. The Office of Social Equity is working with University legal counsel on the definitions and response protocol.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:
Yes

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

WCU's Office of Admissions coordinated a Multicultural Recruitment Ambassador (MRA) program and hosts multicultural events throughout the academic year for both prospective and admitted students (e.g., Check Us out Day, Discover WCU and Shadow Day for high school juniors). See

https://www.wcupa.edu/_admissions/SCH_ADM/multiculturalAffairs.aspx

for more information. For faculty and staff positions, each search committee is required to complete a Diversity Recruitment and Marketing Plan to ensure the search committee is able to recruit a broad and diverse pool of candidates. The Admissions Office and Human Resources work with the Office of Social Equity to ensure compliance with ADA, Affirmative Action, HIV/AIDS, and Sexual Harassment Policies.

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:
No

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:
Yes

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

For students, the Larry Dowdy Multicultural Center provides peer mentoring, non-academic support and resources from under-represented groups. Additionally, Student Affairs partners with other campus offices to provide support. For staff and faculty, there is not organized support and resources for these employee groups. However, there is a faculty mentoring program managed by the Provost's Office and the Multi-Cultural Faculty Commission provides support and resources for under-represented faculty.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

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. (See

https://www.wcupa.edu/_academics/fdouglass/summerscholarsprogram.aspx

.)

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
Yes

The website URL where information about the programs or initiatives is available:
https://www.wcupa.edu/_services/stu.lgb/transResources.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Lynn Klingensmith, Director of Social Equity/Title IX and ADA Coordinator (
lklingensmith@wcupa.edu
, 610-436-2433)

**Affordability and Access**

| Score | Responsible Party |
| --- | --- |
| | **Bradley Flamm** |
| 2.16 / 4.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

## *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

## *Part 2*

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
2. The graduation/success rate for low-income students
3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)

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

Does the institution have policies and programs to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

WCU uses a combination of need-based scholarships, federal and state financial aid, and the use of special circumstance review to adjust eligibility for families who have changes in circumstances in order to maximize need-based aid and minimize the cost of attendance.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

There is no specific program to provide this type of training and preparation.

A brief description of the institution's programs to guide and prepare students and families from low-income backgrounds for higher education:

WCU's Office of Financial Aid participates in Accepted Student Days, Orientation, and Information Sessions in order to make sure families have all of the information before they arrive. They have also established a step by step worksheet and video (see WCUPA Financial Aid TV at

https://wcupa.financialaidtv.com/

) to describe the financial aid process and regularly host two FAFSA Filing Workshops on campus for incoming students. Financial Aid also provides a financial literacy program to all students (WCUFinLit: see

https://www.wcupa.edu/_services/FIN_AID/finLit.aspx

).

A brief description of the institution's scholarships for low-income students:

WCU offers donor and non-profit foundation driven awards that the Office of Financial Aid awards through the general application. 93 scholarships accessible through WCU's searchable scholarship database (see

https://www.wcupa.edu/_services/fin_aid/scholarships.aspx

) reference financial need as a selection criteria. The Clarence Schock Foundation Scholarship for Incoming Freshmen, for example, awards both incoming students with a renewable award and one outstanding student with a full tuition fellowship in their senior year. To learn more about WCU scholarships, please see the Office of Financial Aid's Scholarships website:

www.wcupa.edu/scholarships

.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

WCU does not have specific programs targeted at outreach to students from low-income backgrounds. As one of 14 PASSHE universities, WCU has a widespread reputation as an affordable, high-quality public comprehensive university that is appealing to potential students from all socio-economic backgrounds.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

FAFSA Filing Week occurs once in the fall and once in the spring in order to help support timely filing of the FAFSA since students can miss out on need-based opportunities if they miss certain deadlines. This is in addition to ongoing scholarship outreach (see, for example, short instructional videos such as this one:

https://wcupa.financialaidtv.com/play/962-understanding-fafsa/243-what-fafsa

) and financial literacy programs the Office of Financial Aid runs on campus.

Does the institution have policies and programs to support non-traditional students?:
Yes

A brief description of the institution's scholarships provided specifically for part-time students:

The Office of Financial Aid has scholarships that target non-traditional students such as the Charlotte Newcomb and Alison Lawson scholarships. West Chester University does not have scholarships specifically targeted to part-time students. As most students who attend part-time qualify for low-income grants, they can cover their costs with federal and state aid due to the university's affordability.

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

West Chester University has has an on-site child care facility in the past, but does not currently.

A brief description of the institution's other policies and programs to support non-traditional students:

The Office of Financial Aid supports programming of non-traditional organizations such as the Super-Moms Club.

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):
Yes

The percentage of entering students that are low-income (0-100):
44.90

The graduation/success rate for low-income students (0-100):
---

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):
41.10

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):
30

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):
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The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Responses provided by Tori Nuccio, Assistant Director of Financial Aid (
tnuccio@wcupa.edu
, x2574).

# Investment & Finance

 **Points Claimed**  0.00
 **Points Available** 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

| Credit | Points |
|---|---|
| Committee on Investor Responsibility | 0.00 / 2.00 |
| Sustainable Investment | 0.00 / 4.00 |
| Investment Disclosure | 0.00 / 1.00 |

## Committee on Investor Responsibility

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.00 / 2.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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

## Sustainable Investment

| Score | Responsible Party |
|---|---|

**Bradley Flamm**

0.00 / 4.00 Director of Sustainability

Office of the President

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**Criteria**

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

*Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible 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 Option 1.
- Green revolving loan funds that are funded from the endowment

*Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has 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
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or

participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

### Investment Disclosure

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| Score | Responsible Party |
|-------|-------------------|
| | **Bradley Flamm** |
| 0.00 / 1.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

## Wellbeing & Work

**Points Claimed** 3.60
**Points Available** 7.00

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

| Credit | Points |
|--------|--------|
| Employee Compensation | 1.59 / 3.00 |
| Assessing Employee Satisfaction | 0.25 / 1.00 |
| Wellness Program | 1.00 / 1.00 |
| Workplace Health and Safety | 0.76 / 2.00 |

# Employee Compensation

| Score | Responsible Party |
|-------|-------------------|
| | **Bradley Flamm** |
| 1.59 / 3.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

### *Part 1*

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

### *Part 2*

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/ catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

### *Part 3*

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off](#) (LICO) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement.*

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The local living wage (based on a family of four and expressed as an hourly wage):
16.60 *US/Canadian $*

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded):
98

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:
Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):
0

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:
150 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

For FY 2018, total salary and benefits for WCU's lowest paid employee or pay grade is $52,274 ($25,878 in salary and $26,396 in benefits).
Note that the total number of employees is 1,913, of which 1,446 are regular full-time employees (all benefits eligible), 19 are regular part-time employees (all benefits eligible or paid above $16.60 an hour), 145 are other full-time employees (all benefits eligible), and 303 are other part-time employees (271 are benefits eligible or paid above $16.60 an hour and 32 are paid below $16.60 an hour and are not benefits eligible). Therefore, all but 1.7% of WCU employees receive compensation packages that are above the Chester County PA living wage for a household with 2 adults and 2 children.
Benefits for benefits eligible employees include (but are not limited to):
• Medical (Basic PPO, Choice PPO, or HMO) – effective on the first day of employment
• Dental, vision, hearing, and prescription coverage
• Employer paid life insurance plan up to $40,000
• Retirement plan (mandatory participation)
• Additional tax sheltered annuity plans (optional 403(b) and 457 plans)
• Long Term Disability Insurance (voluntary)
• Voluntary Group Life Insurance (employee and dependents)

- Flexible Spending Account
- Tuition Waiver for employee and dependents
- Employee Assistance Plan
- 11 Paid holidays per year
- Generous paid time off programs (11-24 vacation days and 11 sick days earned per year); up to 5 days of accrued sick leave per year can be used to provide care for an ill family member
- Discounts on phone plans, computer software and hardware purchases, and discounted movie tickets
- Free use of on-campus facilities such as the gym, pool, and library
- Eligibility for membership with Pennsylvania State Employees Credit Union
- Free online and in-person programming on a variety of personal and professional topics

Has the institution made a formal commitment to pay a living wage?:
No

A copy or brief description of the institution's written policy stating its commitment to a living wage:

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Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:
No

A brief description of the institution's commitment to a student living wage:

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The website URL where information about the programs or initiatives is available:
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Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Kathryn Bove Senior Manager for Employment, Information & Risk Services (
kbove@wcupa.edu
, x5653).

**Assessing Employee Satisfaction**

| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.25 / 1.00 | Director of Sustainability |
| | Office of the President |

**Criteria**

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:
Yes

Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):
25

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Using 3rd party anonymous survey which includes 60 survey statements and 18 benefit satisfaction questions on a 5 point satisfaction scale. Survey dimensions include: Collaboration; Communication; Compensation, Benefits & Work/Life; Facilities Faculty, Administration & Staff Relations; Job Satisfaction/Support – Policies, Resources and Efficiency; Pride; Professional Development; Respect & Appreciation; Senior Leadership; Shared Governance; and Teaching Environment.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Senior Administration reviews the overall results and breakdowns by constituency (Faculty, staff, Administration, Coaches, etc.) and determines appropriate action.

The website URL where information about the programs or initiatives is available:
http://www.modernthink.com/web/wp-content/uploads/2016/08/SAMPLE-2016-Higher-Education-Insight-Survey.pdf

Additional documentation to support the submission:

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## Data source(s) and notes about the submission:

Scott Sherman, WCU Director of Organizational Development (
[ssherman@wcupa.edu](mailto:ssherman@wcupa.edu)
).

## Wellness Program

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 1.00 / 1.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

The Office of Wellness Promotion offers a variety of programming for West Chester University students. Programming content includes mental health, sexual health, social justice, sleep and stress management, and much more. The majority of our programs are available to all currently enrolled students, although some programs are for targeted populations. In addition to providing universal programming to campus, we also offer various forms of programming and direct support for folks who fall under the selective and indicated prevention programming umbella. For employees (all staff and faculty): SEAP is a confidential service that is operated by a third party vendor, Optum. Examples of services include: Alcohol or drug dependencies, aging parents, anxiety, coping with grief & loss, debt management,

depression, eating disorders, financial counseling, gambling, legal advice, marital & relationship issues, parenting & family concerns, physical abuse, stress management, and work related issues.

The website URL where information about the programs or initiatives is available: https://www.wcupa.edu/hr/laborRelations/seap.aspx

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Student wellness services are described at https://wcupa.edu/_services/stu.inf/wellness.aspx
.

Sources of information regarding student wellness programs: Sherry Mendez (Director, Wellness Program;
smendez@wcupa.edu
, x0732). For employee wellness programs: Diane Copehnaver (Assistant Director of Human Resources;
dcopenhaver@wcupa.edu
, x2338).

**Workplace Health and Safety**

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| Score | Responsible Party |
|---|---|
| | **Bradley Flamm** |
| 0.76 / 2.00 | Director of Sustainability |
| | Office of the President |

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**Criteria**

### *Part 1*

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### *Part 2*

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/

CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

|  | Performance Year | Baseline Year |
|---|---|---|
| Number of recordable workplace injuries and occupational disease cases | 49 | 69 |
| Full-time equivalent of employees | 1691 | 1803 |
| Number of injuries and cases per FTE employee | 0.03 | 0.04 |

Start and end dates of the performance year and baseline year (or three-year periods):

|  | Start Date | End Date |
|---|---|---|
| Performance Year | July 1, 2017 | June 30, 2018 |
| Baseline Year | July 1, 2016 | June 30, 2017 |

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

WCU has an Accident Illness Prevention Program (AIPP) required to maintain the university's self-insurance status as of August 31, 1993. The EHS Director position was created and filled in 1989 and the Director was charged with developing a comprehensive health and safety program for the university.

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:
24.28

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:
2.90

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

As part of the AIPP, workers may bring health & safety issues to their supervisor's attention, to the EHS Department or through their representative on the University Safety Committee or to their union representative.

The website URL where information about the programs or initiatives is available: [http://www.wcupa.edu/hr](http://www.wcupa.edu/hr)

Additional documentation to support the submission:
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**Data source(s) and notes about the submission:**

Data Source: Gail Fellows (
[gfellows@wcupa.edu](mailto:gfellows@wcupa.edu)
)

# Innovation & Leadership

## Exemplary Practice

 **Points Claimed**  0.00
 **Points Available** 0.00

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

 **Credit Points**

## Innovation

 **Points Claimed**  0.00
 **Points Available** 0.00

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


 **Credit Points**