

Case Western Reserve University

The following information was submitted through the [STARS Reporting Tool](#).

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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

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Private non-profit

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	No	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	Yes	Yes
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

1,700,000,000 US/Canadian \$

Total campus area:

178 Acres

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

8,182,549 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

669,392 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

Electricity use by source::

	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	95
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	5
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Academics

Curriculum

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

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Responsible Party

John Ruhl

Professor

Physics

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). 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.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	2,806	2,118
Number of sustainability courses offered	47	9
Number of courses offered that include sustainability	236	50

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

39

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

62

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

[CWRU_SustCourseInventory_2013.xlsx](#)

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

<http://www.case.edu/sustainability/>

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

A current list of courses offered to Environmental Studies majors was used as a starting point for a more comprehensive course inventory. Then, a sustainability consultant and student intern hired by the Sustainability Office reviewed campus-wide course offerings from the past three academic years, sorting out course descriptions that qualified as either sustainability-focused or sustainability-related, in accordance with the adopted definition. Leaders of the Sustainability Alliance then reviewed the sorted list to verify that courses belonged in one of the two inventories. The list was then emailed to "usual suspect" faculty to self-identify sustainability courses that may have been missed.

How did the institution count courses with multiple offerings or sections in the inventory?:

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):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	---
Independent study	No
Special topics	---
Thesis/dissertation	No
Clinical	---
Physical education	---
Performance arts	---

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

John Ruhl
Professor
Physics

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
- Course level

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 *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete 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 Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

189

Total number of graduates from degree programs:

2,664

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

[CWRU_SustCourseInventory_LearnOutcome2013.xlsx](#)

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

BSE Civil Engineering
Minor Civil Engineering
BSE Systems and Control Engineering
BA Environmental Studies
Minor Environmental Studies
Executive MBA
Full Time MBA
Part-Time MBA (Cohort)
Masters of Positive Organizational Development
PhD in Management: Designing Sustainable Systems

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

The above programs all have at least one or more Sustainability-Focused courses as a required part of their curricula, with the exception of the PhD in Management: Designing Sustainable Systems. This last program requires 18 credit hours of independent research that seeks to incorporate perspectives from new thinking about design, sustainability, and complex systems as they relate to management in an increasingly global environment.

The website URL where information about the institution's sustainability learning outcomes is available:

Undergraduate Program

Responsible Party

Peter McCall

Professor

Earth, Environmental, and Planetary Sciences

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).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:

Yes

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

BA in Environmental Studies

A brief description of the undergraduate degree program (1st program):

Environmental studies is a multidisciplinary program that introduces students to the societal determinants and implications of environmental problems. The program emphasizes the moral, cultural, and political dimensions of environmental problems and solutions that arise from scientific understanding of the environment, bringing to bear the issues and methods of the humanities and social sciences as well as those of the sciences and the professions. The program is designed to serve the needs of students seeking a liberal education or a broad intellectual base for more technical training in environmental sciences. A major requires 30 credit hours of classes.

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

<http://bulletin.case.edu/collegeofartsandsciences/environmentalstudiesprogram/#undergraduatetext>

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

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

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

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

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

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

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

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Minor in Environmental Studies

A brief description of the undergraduate minor, concentration or certificate (1st program):

Environmental studies is a multidisciplinary program that introduces students to the societal determinants and implications of environmental problems. The program emphasizes the moral, cultural, and political dimensions of environmental problems and solutions that arise from scientific understanding of the environment, bringing to bear the issues and methods of the humanities and social sciences as well as those of the sciences and the professions. The program is designed to serve the needs of students seeking a liberal education or a broad intellectual base for more technical training in environmental sciences. The minor requires 15 credit hours.

The website URL for the undergraduate minor, concentration or certificate (1st program):

<http://bulletin.case.edu/collegeofartsandsciences/environmentalstudiesprogram/#undergraduatetext>

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

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

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

The 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, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Sue Nartker

Managing Director

PhD in Management: Designing Sustainable Systems

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).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*.

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

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

PhD in Management: Designing Sustainable Systems

A brief description of the graduate degree program (1st program):

A doctorate in management prepares students for an academic career involving teaching and research. While candidates are expected to be established in a specific domain of management scholarship, transdisciplinary research is the main focus of this track. The student's research will seek to incorporate perspectives from new thinking about design, sustainability, and complex systems as they relate to management in a global environment.

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

<http://weatherhead.case.edu/degrees/phd-management/designing-sustainable-systems/curriculum>

The 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):

The 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 program(s):

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

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):

A brief description of the graduate minor, concentration or certificate (1st program):

The website URL for the graduate minor, concentration or certificate (1st program):

The 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):

The 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:

Immersive Experience

Responsible Party

Betsy Banks

Director

Center for Civic Engagement and Learning

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.

Submission Note:

Course number and title changed for 2013; same content. Co-op / Internship Semesters are also available:

<http://bulletin.case.edu/undergraduatestudies/learningprograms/index%20-%20Copy.html#workexperience>

look through:

<https://students.case.edu/civicengagement/learning/>

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

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:

Yes

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

UCAP 390: Conservation of National Parks and Protected Areas: a Service Learning Capstone.: This capstone explores environmental conservation with a focus on people and protected areas. A critical part of the course is a community-based learning component in which students will travel to Cumberland Island National Seashore, Georgia during spring break to gain hands-on experience with

environmental management activities and to contribute to conservation efforts with the National Park Service. Cumberland Island provides a revealing case study of the conflicts that often arise between ecosystem conservation, private development, historic preservation, and public use. By studying the history and current management of Cumberland Island, we explore the enduring environmental issues of conflict and collaboration in conservation efforts. Throughout a weekly seminar and service learning trip, students will synthesize information, apply critical thinking skills, reflect on firsthand experience, and lead and participate in discussion. Students also choose an environmental issue relevant to protected areas and Cumberland Island to investigate in-depth that will form the basis of a significant paper.

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

<http://students.case.edu/civicengagement/learning/capstones/community.html>

Sustainability Literacy Assessment

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

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

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

What is meant by the term "carbon footprint"?

the size of the carbon chain in a given quantity of gasoline

the carbon left on the ground each time you take a step

the greenhouse gases released by burning things like fossil fuels for electricity and transportation

do not know

What is one potential effect of global climate change?

loss of habitat and wildlife biodiversity

less severe weather

cheaper fossil fuels

decrease in sea level

do not know

Americans account for about five percent of the world's population and
about 50% of the world's energy consumption
about 25% of the world's energy consumption
about 10% of the world's energy consumption
about 5% of the world's energy consumption
do not know

Why is it important to recycle?

recycling decreases the amount of habitat lost due to resource extraction
recycling typically takes less energy to process recycled materials than to use new materials
recycling cuts down on the amount of trash that goes into landfills
all of the above
none of the above

Where does most of the garbage in the U.S. end up?

oceans
incinerators
recycling centers
landfills
do not know

The best way to support a local economy and local jobs is to buy goods (like groceries, clothing, toiletries, etc.) at
large chains such as Target and Walmart

locally-owned stores, restaurants and farmer's markets
online sites like Amazon
none of the above
do not know

What is the most common cause of pollution of streams, rivers and oceans?

dumping of garbage by local governments
surface water with pollutants running off yards, city streets, paved lots and farm fields
litter washed in bodies of water from beaches
waste dumped by factories
do not know

Which of the following can pollute indoor air and negatively impact health?

smoking
paint
chipboard, pressed-wood furniture
all of the above
do not know

A brief description of how the assessment(s) were developed:

A review of available, higher ed sustainability literacy assessment questions was gathered from AASHE, the Grn Schools listserv and STARS ER-13 submissions. A sustainability office intern developed a matrix of questions and the CWRU Institutional Research office and several other ad-hoc advisors narrowed to the selected questions.

A brief description of how the assessment(s) were administered:

The questions were inserted in the first year CIRP survey and are being administered to first-year and fourth-year students.

A brief summary of results from the assessment(s):

The survey results have just been submitted for analysis as of February 2014

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

Incentives for Developing Courses

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.

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

Campus as a Living Laboratory

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

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 and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No
--	-----------

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	---
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	---
Other	---

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Water and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

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
Academic Research
Support for Research
Access to Research

Responsible Party

John Ruhl

Professor

Physics

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct 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.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

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

Number of the institution's faculty and/or staff engaged in sustainability research:

90

Total number of the institution's faculty and/or staff engaged in research:

1,467

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

29

The total number of academic departments (or the equivalent) that conduct research:

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

Names and department affiliations of faculty and staff engaged in sustainability research:

FACULTY NAME DEPT

Abramson, Alexis Mechanical & Aerospace Engineering
 Alexander, J. Iwan Mechanical & Aerospace Engineering
 Benard, Michael Biology
 Bendik-Keymer, Jeremy Philosophy
 Blanton, Ron Epidemiology & Biostatistics
 Boland, Richard Information Systems
 Borawski, Elaine Epidemiology & Biostatistics
 Braun, Karen Accountancy
 Broich, John History
 Bruckman, David Epidemiology & Biostatistics
 Burns Moriuchi, Jean Biology
 Chatterjee, Sayan Marketing and Policy Studies
 Chupp, Mark MSASS
 Collins, Cyleste MSASS - Center for Urban Poverty
 Collopy, Fred Information Systems
 Cooperrider, David Organizational Behavior
 Coulton, Claudia MSASS - Center for Urban Poverty
 Crampton, David MSASS - Center for Urban Poverty
 Dai, Liming Macromolecular Science & Engineering
 De Guire, Mark Materials Science and Engineering
 Dearborn, Dorr Environmental Health Sciences
 Dent, Arlene Pediatrics
 Dubin, Robin Economics
 Emmons, Kimberly English
 Ernst, Frank Materials Science & Engineering
 Fischer, Rob MSASS - Center for Urban Poverty
 Flocke, Sue Family Medicine
 French, Roger Materials Science & Engineering
 Fry, Ron Organizational Behavior
 Gallagher, Justin Economics
 Garcia-Sanz, Mario Electrical Engineering & Computer Science
 Green, Jessica Political Science
 Gridley, Sarah English
 Grimberg, Brian Global Health and Diseases
 Gupta, Anurag Finance
 Haddad, Gladys History
 Heuer, Arthur Materials Science & Engineering
 Hise, Amy Global Health and Diseases
 Hong, Mingguo Electrical Engineering & Computer Science
[Campus Sustainability Data Collector](#) | [AASHE](#)

Jennings, Aaron Civil Engineering
Jonas, Greg Accountancy
Joseph, Mark MSASS - Center for Urban Poverty
Kazura, James Medicine
King, Charles Global Health and Diseases
King, Christopher Global Health and Diseases
Koonce, Joseph Biology
Korbin, Jill Anthropology
Laszlo, Chris Organizational Behavior
Liberatore, Vincenzo Electrical Engineering & Computer Science
Loparo, Kenneth Electrical Engineering & Computer Science
Loue, Sana Epidemiology & Biostatistics
Lyytinen, Kalle Information Systems
Manas-Zloczower, Ica Macromolecular Science & Engineering
Matisoff, Gerald Earth, Environmental and Planetary Sciences
Matthiesen, David Materials Science & Engineering
McCall, Peter Earth, Environmental and Planetary Sciences
McGuffin-Cawley, James Materials Science & Engineering
Miligan, Sharon MSASS - Center for Urban Poverty
Miller, David MSASS - Center for Urban Poverty
Mobley, Marlyn Saunders English
Moore, Pete Political Science
Nixon, Regina MSASS - Center for Urban Poverty
Olbricht, Erika M English
Reimer, Lisa Center for Global Health and Diseases
Rhoads, Kurt Civil Engineering
Richley, Bonnie Organizational Behavior
Santiago, Anna Maria MSASS - Center for Urban Poverty
Savinelli, Bob Chemical Engineering
Saylor, Beverly Earth, Environmental and Planetary Sciences
Scherson, Dan Chemistry
Shan, Jie Physics
Shannon French Philosophy
Shulman, Peter History
Singer, Ken Physics
Sobel, Matthew Operations
Sreenath, Sree N Electrical Engineering & Computer Science
Stange, Kurt Family Medicine
Steinberg, Ted History
Tisch, Daniel Epidemiology & Biostatistics
Tracy, Elizabeth MSASS - Center for Urban Poverty
Whitehouse, Peter Neurology
Whiting, Peter Earth, Environmental and Planetary Sciences
Yildiz, Banu Sizirici Civil Engineering
Zeng, Xiangwu Civil Engineering
Zhao, Hongping Electrical Engineering & Computer Science
Zhu, Lei Macromolecular Science & Engineering
Zimmerman, Peter Global Health and Diseases

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

Research coordinators and faculty were directly surveyed. A faculty leader vetted the gathered list.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Lynn Singer
Deputy Provost
Provost

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.
 - Formally adopted 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 e-learning objects focused on sustainability.
-

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

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

Yes

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

The Summer Undergraduate Research in Energy and Sustainability (SURES) exposes students to basic concepts in energy and sustainability research, as related to their discipline (all disciplines welcome). During the 10 week program, students work closely with their research mentors on their proposed projects, learn about the broad area of energy research and attendant societal issues and, via a weekly seminar series, are exposed to topics central to their professional development as future scientists, social scientists, humanists, and engineers. Each SURES participant is paid a \$3,500 stipend for full-time commitment.

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

<http://www.case.edu/provost/source/opp/oncampus.htm>

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

No

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

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

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

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

WCRU maintains and encourages a number of interdisciplinary alliances throughout the University including the Great Lakes Energy Institute, Inamori International Center for Ethics and Excellence, Infectious Disease Alliance, Institute for Advanced Materials, Institute for Science of Origins, Social Justice Institute, the Sustainability Alliance and others. Each of these alliances bridge departments and schools within the University to work together on common research and initiatives. Additionally, each alliance appoints a delegate to sit on the Council of Alliances to discuss further opportunities and funding.

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

<http://www.case.edu/president/opir/alliances.html>

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

No

A brief description of the institution's library support for sustainability research and learning:

The website URL where information about the institution's library support for sustainability is available:

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

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.

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

Engagement

Campus Engagement

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
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

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

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

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

This credit recognizes ongoing student educator programs that engage students 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 avail themselves of the outreach and education offerings.

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 *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:

Yes

Number of degree-seeking students enrolled at the institution:

10,771

Name of the student educators program (1st program):

Student Climate Leaders

Number of students served (i.e. directly targeted) by the program (1st program):

1,000

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

A Student Climate Leaders program is implemented by the Office for Sustainability, graduate and undergraduate students are trained to offer presentations and other programming University-wide.

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

The Student Climate Leaders apply to the Office for Sustainability annually, go through an interview, selection process and are paid a stipend based on their outreach.

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

The Student Climate Leaders apply to the Office for Sustainability annually, go through an interview, selection process and are paid a stipend based on their outreach.

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

The sustainability office uses the Climate Action Plan education budget to provide resources and stipend funding for the Student Climate Leaders program.

Name of the student educators program (2nd program):

Number of students served (i.e. directly targeted) by the program (2nd program):

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

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

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

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

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

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

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

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

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

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

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

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

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

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

Student Orientation

Responsible Party

Ana Locci

University Farm Director

Squire Valleevue and Valley Ridge Farms

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).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

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.

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

There is a sustainability day during the week long new student orientation which focuses on sustainability literacy education. Students attend a day at the University Farm where they are exposed to faculty sustainability research, a local food meal and a wide variety of sustainability activities and volunteer opportunities.

Additionally the University often has special opportunities to highlight sustainability during orientation. For example, CWRU's Fall 2012 orientation prominently included sustainability as follows: The Convocation speaker was William Kamkwamba and the common reading was his renewable energy-based book *The Boy Who Harnessed the Wind*; each new student received an electronic newsletter with a link to "Green Your Move In"; Orientation picnics and BBQs were zero-waste / compostable waste events; an optional Pre-Orientation event focused on Service Learning in the Cleveland Community.

For a mandatory Cleveland Exploration Trip Event, students self-selected area tours, many of which had a sustainability angle, and were oriented to the regional mass-transit system. An optional sustainability tour was conducted during parent orientation.

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

Responsible Party

Erin Kollar

Recycling Manager
Sustainability

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.

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

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No
--	------------------

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
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	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	No
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	Yes

The name and a brief description of each student group focused on sustainability:

Student Sustainability Council (SSC) is a student led organization that works directly to educate and promote economic, social, and environmental sustainability and equity to allow for a greater understanding and respect for our environment. SSC collaborates with other Northeast Ohio higher ed and community environmental organizations to promote sustainability for our campus and the greater Cleveland area. The Graduate Student Senate created a sub-committee focused on sustainability issues which has now become an independent group called the Graduate Student Sustainability Council (GSSC). The GSSC operates similarly to the SSC, focused on issues of importance to the Grad Student population. CWRU also has several student organizations working on food issues: Slow Food and the Food Recovery Network, that is working with our on-campus food service provider to donate unused food to hunger organizations.

The website URL where information about student groups is available:

<http://www.case.edu/sustainability/>

A brief description of 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:

The Garden@Case, established in 2011, employs organic gardening techniques and is open to students, faculty, staff, as well as community members. Volunteers help with weeding, watering, and the upkeep of the garden, recording activities in a garden log. Produce is donated to a community partner, the Cory Hunger Center in Cleveland, OH. CWRU also has a 400-acre farm with 3 acres currently under food production. Food produced at the CWRU Squire Valleevue Farm are sold to the on-campus food service provider, as well as sold through a CSA and a weekly farm stand. Students are welcome as both volunteers and paid employees to help with the food production and sales. (

<https://students.case.edu/farm/>

)

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

<https://sites.google.com/a/case.edu/about-garden-case/>

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The website URL where information about the student-run enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

The website URL where information about the sustainable investment or finance initiatives is available:

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

The Sustainability Alliance as well as several university Centers of Excellence host speakers or have symposia related to sustainability: the Sustainability Alliance (bi-weekly seminar series), Fowler Center for Sustainable Value (Global Forum for Business as an Agent of World Benefit), Great Lakes Energy Institute (Energy Alliance Speaker Series), and the Inamori Center for Ethics and Excellence (International Ethics Prize and Symposium). The Office for Sustainability hosts both a "Big Green Event" in the fall to allow a forum for on-campus researchers and staff working on sustainability-related projects to report to the campus community, and a Spring Speaker event, marketed directly to students.

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

<http://www.case.edu/sustainability/>

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

The website URL where information about the cultural arts event(s) is available:

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

Pre-Orientation Trek -- new undergraduate students have the opportunity to trek in Ohiopyle State Park in Fayette County, PA. Students follow the Leave No Trace principles during their trek, which includes hiking, swimming, exploring the park, camping, cooking their own meals throughout the trip and whitewater rafting.

The website URL where information about the wilderness or outdoors program(s) is available:

<http://case.edu/newstudents/adventures.html>

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

In FY13 the common first-year reading assignment was sustainability focused: The Boy Who Harnessed the Wind. In FY14 several new first-year experience programs were sustainability themed included the CWRU Connects day of service. Additionally, as of 2012, Magnolia, one of the four available residential college themes for first year students, is devoted to engagement through the lens of sustainability.

The website URL where information about the theme is available:

<https://students.case.edu/living/residencelife/firstyear/magnolia.html>

A brief description of program(s) through which students can learn sustainable life skills:

CWRU organizes first year's residential experiences into residential colleges which help students transition to campus life, connecting them with the university through academic support, campus activities, residence hall programs and other events. One of the four residential colleges, Magnolia, achieves this through engagement through sustainability, connecting students to sustainability across campus and in their own lives. The Student Sustainability Council (SSC) also sponsors programming that educate individuals on living sustainably.

The website URL where information about the sustainable life skills program(s) is available:

<https://students.case.edu/living/residencelife/firstyear/magnolia.html>

A brief description of sustainability-focused student employment opportunities:

Sustainability-focused employment opportunities are available for students as Climate Leaders, who are trained by the Office for Sustainability on a range of issues effecting our climate footprint, and are tasked with finding campus community groups that they can give presentations to in order to educate on our climate Action Plan. The Office for Sustainability also hires a number of interns in any given year to assist with projects.

The website URL where information about the student employment opportunities is available:

<http://loihi.case.edu/rfse>

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

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

A new FY14 orientation event focused on sustainability was added. All first-year students and orientation leaders spend a day at the University Farm where they interact with faculty, have a local food based meal and participate in sustainability oriented recreation.

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- 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
- Food service area 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 alternative 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 incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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.

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

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

CWRU's sustainability websites connects students, staff and faculty to sustainability resources, initiatives, events, research, education, plans and partnerships within the university as well as the local region.

The website URL for the central sustainability website:

<http://www.case.edu/sustainability/>

A brief description of the sustainability newsletter:

A monthly Sustainability eNewsletter is sent out by the Sustainability Director to a subscribed campus and community member listserv.

The website URL for the sustainability newsletter:

<http://case.edu/administration/cpfm/sustainability/news.html>

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

The Office for Sustainability hosts a Facebook and Twitter to connect with the CWRU community about sustainability and disseminate sustainability related information

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

<https://www.facebook.com/CWRUSustainability>

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

The Summer Undergraduate Summer Research in Energy (SURES) and Sustainability produces a abstract book annually highlighting each student's work, and highlight's those projects in the office of undergraduate research's annual abstract summary. All SURES student work is also shared at several poster sessions throughout the year.

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

<http://www.case.edu/provost/source/index.html>

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

The Village @ 115, the University's first LEED project, with two certifications, Gold and Silver has signage sharing the site's LEED status and features. Subsequent LEED building projects have educational interpretative signage integrated by the design team.

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

<http://students.case.edu/living/resources/sustainability/leed.html>

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

Bon Appetit the University's vendor has robust signage in several campus restaurants detailing the Farm to Fork program and the benefits of local food. Specifically they utilize table tents, framed large wall signage and specific prepared food labels highlighting farm and farmer information.

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

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

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

A brief description of the sustainability walking map or tour:

A brochure containing a map with a sustainability project implementation key are utilized to give tours. This information is going to be replicated on the sustainability Web site.

The website URL of the sustainability walking map or tour:

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

Information on the commuter advantage program for faculty and staff and the student U-pass program are provided by the Access Services department.

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

<http://www.case.edu/accessservices/rta.html>

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

In collaboration with Heights Bicycle Coalition and Bike Shaker, CWRU Office of Sustainability published a waterproof Bicycle Map of Cleveland Heights, Shaker Heights and University Heights. The map highlights roads as recommended for different cyclists' skill levels and notes bike shops, shopping, libraries, schools and other locations of interest.

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://bikesintheheights.org/wp-content/uploads/2010/10/20140430bikemap.pdf>

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

The housing facilities department launched a green room certification checklist which guides students on sustainability lifestyle choices and how to green their dorm rooms.

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

<http://students.case.edu/living/resources/sustainability/greenroom/>

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

Green Speaks, a sustainability news column, has been a regular feature in CWRU's student newspaper, The Observer. It is produced by the undergraduate club, the Student Sustainability Council.

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

<http://observer.case.edu/>

A brief description of another sustainability publication or outreach material not covered above (1st material):

The Sustainability office also manages Facebook and Twitter accounts that disseminate information as well.

The website URL for this material (1st material):

<https://www.facebook.com/CWRUSustainability>

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

Yes

A brief description of this material (2nd material):

There Fowler Center for Sustainable Value, part of the Weatherhead School of Management produces a Web site, e-newsletter and social media channels.

The website URL for this material (2nd material):

<http://weatherhead.case.edu/centers/fowler/>

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

A brief description of this material (3rd material):

The website URL for this material (3rd material):

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

material):

A brief description of this material (4th material):

The website URL for this material (4th material):

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

A brief description of this material (5th material):

The website URL for this material (5th material):

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

A brief description of this material (6th material):

The website URL for this material (6th material):

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

A brief description of this material (7th material):

The website URL for this material (7th material):

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

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Erin Kollar

Recycling Manager
Sustainability

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 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 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 labs or green office 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.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

Submission Note:

Campus Conservation Nationals impacts will not be available for reporting until late April 2015.

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

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:

Yes

The name of the campaign (1st campaign):

Recyclemania

A brief description of the campaign (1st campaign):

CWRU participates in the inter-university / college RecycleMania Tournament each spring; this is an eight-week competition where students, faculty and staff compete with other campuses to increase on-campus recycling rates.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

Recycling rates are measured each month for the campus as a whole. During Recyclemania dumpster dives, waste sorts, specific spot checks, resident hall education program and more are done to refresh the communities recycling knowledge in hopes of maintaining accelerated recycling beyond just the two month contest.

The website URL where information about the campaign is available (1st campaign):

<http://www.case.edu/sustainability/recycle.html>

The name of the campaign (2nd campaign):

Campus Conservation Nationals

A brief description of the campaign (2nd campaign):

CWRU will participate for the first time in the 2015 Campus Conservation Nationals. CWRU will participate in the 3-week competition from April 1st through the 22nd (Earth Day) to educate and encourage our students to reduce their energy and water usage in our residence halls. We anticipate doing outreach with door hangers, light switch sticker books, bulletin board updates and more.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

The website URL where information about the campaign is available (2nd campaign):

A brief description of other outreach campaigns, including measured positive impacts:

In 2014, we ran a pilot program with staff and graduate students with a program called Practically Green (now WeSpire) to see if we could educate and inspire these populations via an interactive, social-media-esqe web portal. The pilot lasted for several months, and based on self reported actions of individual users, the winning teams combined efforts completed 1,785 individual actions and saved the equivalent of 15,641 C02 (1 car off the road for 1 year), 483 lbs of waste, 17 reams of copy paper (1 tree) and 420 gallons of gas.

Employee Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees 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 avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

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

Employee Orientation

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

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).

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

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

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

During New Employee Orientation, each new employee receives a packet of information from the Staff Advisory Council (SAC) -- information about sustainability is included in this packet. The SAC also gives a brief presentation that includes sustainability. All new employees are also given a reusable spork and encouraged to adopt sustainable behaviors.

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

<http://www.case.edu/sustainability/>

Staff Professional Development

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

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

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

CWRU's Green Bag Lunch series invites faculty, staff and the community at large to discussions focusing on sustainability topics. Expert speakers present during the lunch hour while attendees are encouraged to participate and eat at the same time. Green Bag Lunches are held periodically throughout the school year, usually twice a semester.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

The website URL where information about staff training opportunities in sustainability is available:

Public Engagement

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
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Stephanie Corbett
 Sustainability Director
 Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

- *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change)
- *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change
- *Commitment:* Institution provides faculty/staff and financial or material support
- *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. 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 local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

GUCI -
<http://www.universitycircle.org/live-here/housing>

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “supportive”?:

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

Cleveland Water Alliance

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “collaborative”?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

CWRU has committed to local sustainability partnership, specifically:

Sustainable Cleveland 2019 (a 10-year campaign for “building an economic engine to empower a green city on a blue lake”) and

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as “transformative”?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

Greater University Circle Initiative and the Economic Inclusion Committee (financial incentives for CWRU employees to buy or rent property in University Circle area as well business creation, neighborhood collaboration and network creation, etc.).

A brief description of the institution’s sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

<http://www.city.cleveland.oh.us/CityofCleveland/Home/Community/ThingsToDo/AISummit>

Inter-Campus Collaboration

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

1. The Collegiate Sustainable Practices Consortium (CSPC) REPORT
2. Climate Action Plan

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

1. Collegiate Sustainable Practices Consortium: Enhancing Campus Green Practices
2. Ohio Higher Ed. Sustainability Coordinator List
3. NEO Chapter U.S. GBC
4. Corporate Sustainability Roundtable at CSU
6. CURC
7. AASHE
8. Northeast Ohio Clean Transportation Program

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

The Collegiate Sustainable Practices Consortium (CSPC) was a year-long project, ending in June 2010, that convened representatives from six local colleges and universities to stimulate the development of green practices on those campuses in areas such as energy, waste and water reductions; the promotion of enhanced campus awareness of green practices and an understanding of the importance of enhanced environmental management systems.

It has continued to present day but is not open to all Northeast Ohio institutions.

In addition, Ohio higher ed. sust. coordinators are working to convene annual meet-ups to share best practices, rotating locations around the state.

The website URL where information about cross-campus collaboration is available:

<http://www.bw.edu/academics/sustainability/business-practice/collegiate-consortium/>

Continuing Education

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has 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.

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

4

Total number of continuing education courses offered:

45

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

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

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

No

A brief description of the certificate program:

Year the certificate program was created:

The website URL where information about sustainability in continuing education courses is available :

Community Service

Responsible Party

Latisha James

Director

Center for Community Partnerships

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 full-time student per year.

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

Submission Note:

Volunteer numbers for various community service initiatives are centrally collected by the university's Government and Community Relations Office.

Total number of students was given by Jean Gubbins.

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

Number of students engaged in community service:

6,463

Total number of students :

10,771

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

482,320

Does the institution include community service achievements on student transcripts?:

No

A brief description of the practice of including community service on transcripts, if applicable:

No, community service is not included on a student's transcripts, but are recognized each year at a special awards ceremony hosted by Barbara R. Snyder, President for Case Western Reserve University. Students receive a certificate of recognition for their contribution and commitment to community service.

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

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

Yes, a policy was formally adopted by Human Resources in 2003 to allow full-time employees to volunteer in the community without using their own personal time (vacation) to do so. Initiated by the Staff Advisory Council (SAC), this policy applies to employees volunteering as part of the annual Case for Community Day – an afternoon of service in the Greater Cleveland community. Case Western Reserve University is comprised of 6,000 employees representing 8 schools and many departments. Our employees are involved in approximately 500 community service initiatives in the core areas of education, health, social services and community development. Such initiatives range from mentoring and tutoring, health and wellness for youth and seniors, revitalization of community neighborhoods, employment, among others.

The website URL where information about the institution's community service initiatives is available:

<http://www.case.edu/pubaff/govrel/communityrelations/>

Community Stakeholder Engagement

Responsible Party

Latisha James

Director

Center for Community Partnerships

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks 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.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

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

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

Case Western Reserve University's Office for Local Government and Community Relations serves as the liaison for the campus community to increase the awareness of the university's involvement and positive impact in the community. The office convenes regular meetings with local public officials, as well as, with other community stakeholders in the areas of education, health, faith-based, community development corporations and residents. These meetings often include senior leadership, along with other university representatives to enable the university to obtain counsel. The office also convenes quarterly meetings with internal campus stakeholders to identify areas of synergy and foster opportunities for program collaboration. In addition, the quarterly meetings contribute toward the development of university-wide civic engagement policies/initiatives.

The Office for Inclusion, Diversity and Equal Opportunity also convenes community stakeholders who are participants of the Supplier Diversity Initiatives Council (SDIC). The Council was created in 2002 and designed to assist minority and women-owned business enterprises to gain greater access to business opportunities at the University. The quarterly meetings are led and facilitated by the university's vice president for diversity and inclusion who reports the university's spend with minority/women owned businesses, as well as, upcoming opportunities for MBE/FBE's to conduct business with the university.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

There are a number of methods the university identifies and engages community stakeholders, as well as, underrepresented groups. The Office for Local Government and Community Relations conducts an annual campus survey to quantify and qualify the university's core areas of community engagement. The information obtained reflects the university coordinates 500 outreach programs annually and over 1,000 community partners locally, regionally, nationally and globally. Out of the 1,000 partners, the survey shows the majority of the university's resources and services are invested with the Cleveland Metropolitan

School District – the largest school district in the NE Ohio region. With a graduation rate of 56%, CWRU invests approximately \$11 million in programs, services and in-kind resources to ensure the students, teachers and staff are academically prepared to succeed in pre and post-secondary education. Although the university also works with communities of all demographics, the community inventory shows our primary areas of engagement are with the underserved populations where high levels of disparity exist in the areas of education, health, economic and community development. Such disparities are in the immediate neighborhoods surrounding the university's campus borders: Glenville, Fairfax, Hough, Little Italy and adjacent inner ring suburb East Cleveland – nationally recognized and one of the poorest cities in the nation. CWRU faculty, staff and students have developed numerous programs and initiatives in each of the core areas identified to help address and eradicate the disparities experienced by these communities.

List of identified community stakeholders:

Case Western Reserve University has over 1,000 community partners. Below is a 37 page long list of partners:

Gearity Professional Development School

Mary B. Martin

Mapúa Institute of Technology

, Shaker Heights Middle School

2100 Lakeside Emergency Men's Homeless Shelter

2100 Lakeside Men's Homeless Shelter (44114)

A Cultural Exchange

A. M. McGregor Home

Abco Medical Center

Abington Arms

Abington Arms Apartments

ADAMHS Board of Cuyahoga County

Addison Branch Library

Adlai E.Stevenson

Adlai Stevenson School, Cleveland Metropolitan School District

Adoption Network Cleveland

African American Museum

AIDS Taskforce of Greater Cleveland

AIDS Taskforce of Greater Cleveland

AIDS Taskforce of Greater Cleveland

AIDS Taskforce Of Greater Cleveland

AIDS Taskforce of Greater Cleveland (44115)

Akron Cardiology Consultants Inc.

Akron City Health Department

Akron General Medical Center

Alcohol, Drug Addiction, & Mental Health Services Board of Cuyahoga County (ADAMH)

Alfred Benesch

Alliance Community Hospital

Alliance for the Great Lakes

Alpha Phi Omega-Theta Upsilon

Alzheimer's Association of Greater Cleveland (44122, 44060)

Alzheimer's Association, Cleveland Area Chapter

Alzheimers Association

Alzheimers Association

Alzheimer's Association Cleveland Area Chapter

Alzheimer's Association-Cleveland Area Chapter

America SCORES

American Cancer Society

American Cancer Society

American Cancer Society Hope Lodge

American Civil Liberties Union (ACLU)

American Diabetes Association

American Heart Association

American Heart Association

American Merchandising Services

American Red Cross

American Red Cross Greater Cleveland Chapter

American Red Cross of Greater Cleveland

American Sickle Cell Anemia Association

Amigos de las Americas

Amigos de las Americas

Andrew J. Rickoff

Anesthesia for Children, Inc. ("Anesthesia Group") - Akron Children's Hospital

Antioch Baptist Church

Anton Grdina

Apex Dermatology Skin Surgery Center

Applewood Centers

Applewood Centers

Applewood Centers

Applewood Centers, Inc.

Arbor Park Clinic (44115)

Arbor Park Community Health Clinic Health Clinic (44114)

Aristocrat Berea

Art House Inc

Arts Collinwood

Ashbury Senior Computer Community Center

Ashbury Senior Computer Community Center (ASC3)

Ashtabula County Health Department

Ashtabula County Medical Center

Asia Services In Action

Asian Services in Action

Asian Services in Action

Asian Services in Action

Asian Services in Action

Asian Services in Action (FQHC) (44114)

Asian Services in Action, Inc

August Health Services

Aultman Health Foundation, Canton

Aultman Hospital

Baby Basics Program

Bay STEM Academy

Beech Brook

Beech Brook

Behavioral Health Akron Outpatient Clinic

Bellefaire Centers JCB

Bellefaire JCB

Bellefaire JCB (44118)

Bellefaire/Jewish Children's Bureau

Benjamin Franklin

Benjamin Rose Institute

Benjamin Rose Institute on Aging

Benjamin Rose Institute on Aging Margaret

Berea City School District

Bethany Baptist Church

Better Breathers Club (44131)

Better Health Greater Cleveland

Big Brothers Big Sisters

Big Brothers Big Sisters

Big Brothers Big Sisters of Greater Cleveland

Bishop Cosgrove Center – Saint John’s Cathedral (44114)

Bolton

Bolton Elementary School

Bolton Elementary School

Bolwell Health Center, University Hospitals (44106)

Botswana

Boulevard Elementary

Boulevard Elementary School

Boys & Girls Clubs of Cleveland

Boys & Girls Clubs of Cleveland

Boys and Girls Club of Cleveland

Boys Hope Girls Hope

Boys Hope Girls Hope

Brazilian Ministry of Education

Breast for Success

Brecksville Broadview Heights Schools

Bridgeport Cafe

Bridgeway, Inc.

Broken Connections Homeless Shelter

Brooklyn Centre Naturalists

Brown Medical Center, Inc.

Buckeye Area Development Corporation

Buckeye Woodland

Buckeye-Woodland

Buckeye-Woodland (K-8)

Buhrer Dual Language

Buhrer Dual Language School

Buhrer Elementary

Building Healthy Communities

Burkhardt Center – Neurofibromatosis (44195)

Burten Bell Carr

Burten Bell Carr

Burten, Bell, Carr Development, Inc.

Burton Health Care

Business Volunteers Unlimited

Business Volunteers Unlimited

Business Volunteers Unlimited

BVU: Center of Nonprofit Excellence

Calvary Lutheran Church (44112)

Camp Ho Mita Koda (44065)

Camp Ho Mita Koda of the Diabetes Association of Greater Cleveland

Campus International

Candlewood Park Healthcare Nursing Home

Canterbury Elementary

Canterbury Elementary School

Care Alliance

Care Alliance Health Center

Care Alliance Health Center

Care Alliance Health Center

Care Alliance Health Center

Care Source

Career Center

Carmella Rose Health Foundation

Carrington Behavioral Health

Carroll County Health District

Case Elementary

Case Western Reserve University Farm

Catholic Charities

Catholic Charities

Catholic Charities Diocese of Cleveland

Catholic Charities Migration and Refugee Services

Catholic Charities Services Corp.

Center for Dialysis Care

Center for Dialysis Care

Center for Families and Children, The

Center for Health Affairs

Center for Sexual & Marital Health

Center for Social Science Research on AIDS

Center of Excellence in Primary Care Education – VA Medical Center (44106)

Centering Parenting, Bolwell Health Center, University Hospitals (44106)

Centering Pregnancy, Bolwell Health Center, University Hospitals (44106)

Centers for Dialysis Care

Centers for Families and Children

Centers for Families and Children

Centers for Families and Children

Centers for Families and Children

Centers for Families and Children

CEOs for Cities

Chambers Elementary School

Charles A. Mooney

Charles Dickens

Charles Dickens Elementary School

Charles Mooney School

Charles W. Eliot

Children Who Witness Violence/Department Of Justice

Affairs

Children's Clinic

Children's Defense Fund-Ohio

Children's Hunger Alliance

Children's Museum of Cleveland

China National Offshore Oil Corp

Christ Hospital, The

Church of Covenant Early Childhood Programs

Church of the Covenant

Church of the Covenant

Church of the Covenant Tutoring Program

Church of the Transfiguration

CIT Mental Health Services

Citizens Leadership Academy

Citizens Leadership Academy

City Mission

City Mission

City Mission

City Mission (44103)

City Mission (44103)

City of Alliance Department of Public Health

City Of Cleveland Department Of Aging

City of Cleveland Department of Community Development

City of Cleveland, Department of Public Health

City Year

Clara E. Westropp

Clark

Clark Elementary, Cleveland Metropolitan School District (44102)

Cleveland Area Community Centers (unspecified)

Cleveland Area Senior Centers (unspecified)

Cleveland Botanical Garden

Cleveland Botanical Garden

Cleveland Botanical Gardens

Cleveland Botanical Gardens

Cleveland Branch NAACP

Cleveland Christian Home

Cleveland Christian Home (44111)

Cleveland City Council

Cleveland City Council Health and Human Services Committee

Cleveland Clinic

Cleveland Clinic Foundation Emergency Room (44106)

Cleveland Clinic Foundation, The

Cleveland Cultural Gardens

Cleveland Cultural Gardens
Cleveland Cultural Gardens
Cleveland Cultural Gardens
Cleveland Cultural Gardens Federation
Cleveland Department of Public Health
Cleveland Department of Public Health
Cleveland Department of Public Health
Cleveland Department of Public Health (McCafferty Health
Center)
Cleveland Food Co-Op
Cleveland Foodbank
Cleveland Foodbank
Cleveland Foodbank Donation Drive
Cleveland Health Museum
Cleveland Hearing and Speech Center
Cleveland Hearing and Speech Center (44106)
Cleveland Heights High School
Cleveland Heights High School
Cleveland Heights Office on Aging
Cleveland Heights Schools
Cleveland Heights, University Heights City School District
Cleveland Hts High School
Cleveland Institute of Art
Cleveland Institute of Music
Cleveland Job Corp Center
Cleveland Leadership Center
Cleveland Lost Chord Club - East

Cleveland Lost Chord Club East (44121)

Cleveland MetroParks

Cleveland MetroParks

Cleveland Metroparks Zoo

Cleveland Metropolitan Housing Authority

Cleveland Metropolitan School District

Cleveland Metropolitan School District

Cleveland Metropolitan School DistrictSchool District

Cleveland Montessori

Cleveland Museum of Art

Cleveland Museum of Art

Cleveland Museum of Natural History

Cleveland Museum of Natural History

Cleveland Museum of Natural History

Cleveland Museum of Natural History

Cleveland Museum of Natural History

Cleveland Museum of Natural History

Cleveland Music School Settlement

Cleveland Neighborhood Health Services

Cleveland Neighborhood Progress

Cleveland Neighborhood Progress

Cleveland Ostomy Association (44124, 44130, 44109)

Cleveland Rape Crisis Center

Cleveland Rape Crisis Center

Cleveland Rape Crisis Center (44114)

Cleveland School of the Arts

Cleveland School of the Arts – Lower Campus School

Cleveland School of the Arts at Harry E Davis

Cleveland Sight Center

Cleveland Sight Center

Cleveland Sight Center

Cleveland Sight Center (44106)

Cleveland Social Venture Partners

Cleveland Society for the Blind

Cleveland State University

Cleveland State University

Cleveland State University Levin College of Urban Affairs

Cleveland State University Student Health Services

Cleveland Yoga

CMHA

CMSD Glenville High School

CMSD James Ford Rhodes High School

CMSD John F. Kennedy High School

CMSD John Hay Campus

CMSD Lincoln West High School

CMSD MC2 STEM High School

Coit Road Farmers Market

College Now Greater Cleveland

Community Assessment & Treatment Services – CATS (44105)

Community Assessment and Treatment Services (CATS)

Community Dental Health Care Center

Community Greenhouse Partners

Community Health Partners Physicians, Inc. - Mercy Primary Phys

Community Health Ventures, Inc.

Community Hospitalists

Community Partnership on Aging

Community United Head Start Program

Comprehensive Health Care of Ohio, Inc. - EMH Healthcare

Concerned Citizens Organized Against Lead

Connections

Connections

Connections Cleveland Heights

Connections -West

Corlett Branch Library

Cornerstone of Hope

Cornerstone of Hope (44131)

CornUcopia Place

Corporate College

Cory United Methodist Church

Cory United Methodist Church (44108)

Council for Economic Opportunities in Greater Cleveland

Council on American Islamic Relations

Court of Common Pleas Probation Department

Creative Arts Complex

Crossroads Hospice

Cuyahoga Community College (Tri-C)

Cuyahoga Community Land Trust

Cuyahoga County Board of Developmental Disabilities/Stanard Farm

Cuyahoga County Board of Elections

Cuyahoga County Board of Health

Cuyahoga County Board of Health

Cuyahoga County Board of Health (44130)

Cuyahoga County Court of Common Pleas Juvenile Division

Cuyahoga County Court Psychiatric Clinic

Cuyahoga County Department of Children & Family Services

Cuyahoga County Div. of Children & Family Services

Cuyahoga County Health Alliance

Cuyahoga County Juvenile Court

Cuyahoga County Juvenile Court

Cuyahoga County Public Defender's Office

Cuyahoga County Public Health Department

Cuyahoga County Sheriff/MetroHealth Correctional Health Program (44123, 44109)

Cuyahoga County Treatment Alternatives to Street Crime

Cuyahoga East Vocational Education Consortium (CEVEC)

Cuyahoga Health Access Partnership

Cuyahoga Health Access Partnership (44114)

Cuyahoga Hills Juvenile Corrections Facility

Cuyahoga Soil & Water Conservation District

Cuyahoga Valley National Park

Daniel E. Morgan

Daniel E. Morgan

Deaconess Hospital LLC

Denison

Department of Health, City of Elyria

Department of Justice Affairs-Division of Treatment Services

Design Lab

Detroit Shoreway Community Development Corporation

Detroit Shoreway Community Development Organization

Detroit Shoreway Community Development Organization

Deuteronomy 8:3 Books, Café & Music

Diabetes Association of Greater Cleveland

Diabetes Association of Greater Cleveland

Doctor's Hospital

Domestic Violence and Child Advocacy Center

Domestic Violence and Child Advocacy Center (44114)

Douglas MacArthur Girls Leadership Academy

Douglas MacArthur Girls Leadership Academy

DOVE Program

Drink Local. Drink Tap.

Dunham Tavern

Dutch government organizations,

E Prep

E Prep

E Prep

Early Childhood Enrichment Center

Early Childhood Options

Earnest J. Bohn Golden Age Center

Earth Day Coalition

Earth Day Coalition

Earth Shares

East China University of Political Science and Law

East Clark

East Cleveland Cemetery

East Cleveland MLK Community Center

East Cleveland Neighborhood Center

East Cleveland Parks

East Cleveland Parks

East Cleveland Parks & Recreation

East Cleveland Public Library

East Cleveland Public Library

East Cleveland Public Library

East Cleveland Shaw High School

East End Neighborhood House, The

East Side Catholic Shelter

East Tech

Eastern European Vaccination issues

Eastside Physicians OB/GYN, Inc.

Edwin Shaw Hospital

EL BARRIO

Elisabeth Severance Prentiss Center for Skilled Nursing Care at MetroHealth

Eliza Bryant Center

Eliza Bryant Senior Village

Eliza Bryant Village

Eliza Jennings

Eliza Jennings

Eliza Jennings

Eliza Jennings Senior Care Network

Elyria City Health District

Emergency Department – The MetroHealth

Emmanuel Baptist Church

Empowering and Strengthening Ohio's People (ESOP)

Ensemble Theater

Entrepreneurial Preparatory School

Entrepreneurship Preparatory School - Woodland Hills campus

Environmental Health Watch

Environmental Health Watch

Epilepsy Association

Ernst & Young (EY)

Esperanza

Esperanza

Esperanza, Inc.

Euclid Beach Clean Up

Euclid Clinic Foundation dba Univ. Mednet

Euclid Park

Evans Medical Center

Faculty Seed Grants for Internationalization

Faculty Seed Grants for Internationalization

Faculty Seed Grants for Internationalization

Faculty Seed Grants for Internationalization

Fairfax Community Garden

Fairfax Community Garden

Fairfax Elementary School

Fairfax Health Care Center

Fairfax Place

Fairfax Place Nursing Home

Fairfax Renaissance Development Corp.

Fairfax Renaissance Development Corporation

Fairfax Renaissance Development Corporation

Fairhill Center

Fairhill Partners

Fairhill Partners

Fairhill Partners (44120)

Fairview Hospital

Fairview Hospital, Cleveland Clinic

Fairview, Lakewood, Lutheran Hospitals

Faith Baptist Church (44104)

Famicos Foundation

Famicos Foundation

Famicos Foundation

Famicos Foundation

Famicos Foundation

Famicos Foundation

Family Care Center of Lorain

Family Connections, Inc

Family First

Family Medicine Associates of Medina

Family Planning Assoc. of Northeast Ohio, Inc.

Family Planning Services of Lorain County

Family Promise

Family Promise of Greater Cleveland

Family Promise of Greater Cleveland

Family Promises

Far West Center

Father Michael Wittman Ozanam Center

Father Michael Wittman Ozanam Center

Fatima Family Center

Fatima Family Center

First Choice Home Health Inc.

Fisher-Titus Medical Center

Flora Stone Mather Center for Women

Food Not Bombs

Franklin D. Roosevelt

Free Clinic of Greater Cleveland

Free Clinic of Greater Cleveland – Teen Clinic (44106)

Free Clinic of Greater Cleveland, Inc.

Free Medical Clinic of Greater Cleveland

Fresh Fork Market

Fresh Start, Inc.

Friends of the Heights Libraries

FrontLine Service

Frontline Services

Fudan University

Future Heights

Garden Valley Hunger Center (44104)

Garden Valley Neighborhood House (44104)

Garden@Case

Garden@Case

Garfield Heights High School

Gaye Simpson, CNM

Geauga County Health Department

General Clinic

Geriatric Nurse Practitioners, Inc.

Geriatric Specialty Care LLC

Girl Scouts of North East Ohio

Girl Scouts of North East Ohio

Girl Scouts of North East Ohio

Glenville

Glenville High School

Glenville High School

Glenville High School, Cleveland Metropolitan School District (44108)

Global Cleveland

Global Health

Global Health

Global Health

Global Health

Global Health

Global Health

Golden Age Centers

Golden Age Centers

Good Will

Goodwill Industries of Greater Cleveland

Gortmaker, Valerie J.

Great Lakes Science Center

Greater Abyssinia Baptist Church

Greater Cleveland Asthma Coalition

Greater Cleveland Habitat for Humanity

Greater Cleveland Habitat for Humanity

Greater Cleveland Habitat for Humanity

Greater University Circle Community Health Collaborative

Green City Growers Cooperative

Greis Center at Hawken School

H. Barbara Booker

H. Barbara Booker School

Hands On Northeast Ohio

Hands On Northeast Ohio

Hands On Northeast Ohio

HandsOn Northeast Ohio

Hannah Gibbons

Harbor Light Complex (44115)

Harvard Community Services Center

Harvard Community Services Center (44128)

Harvey Rice

Harvey Rice

Hathway Brown

Hattie Larlham

Hattie Larlham Center for Children with Disabilities

HBCU Preparatory Schools Network

Head Start Program

Health Hill Hospital

Healthmate, Inc.

Healthy Cleveland

Healthy Smiles Sealant Program

Heart of Ohio Family Health Centers

Heartland of Mentor

Hebrew Cultural Garden

Heights Community Congress

Heights Parent Center

Helen S. Brown Center, East Cleveland

Helen S. Brown Senior Center

Helen S. Brown Senior Citizens Center

Help Me Grow of Cuyahoga County

Heritage Middle School

Heritage Middle School, East Cleveland School District (44112)

Highbrook Lodge

Highbrook Lodge of the Cleveland Sight Center (44024)

Hill House

Hillcrest Hospital

Hitchcock Center for Women

Hi-Tech Health

Home Care Program, Center For Families & Children

Hopewell

Hopewell Farm

Hospice of the Western Reserve

Hospice of the Western Reserve

Hospice of the Western Reserve

Hough Branch Library

Hummer Whole Health Management

Hunger Network of Greater Cleveland

Hunger Network of Greater Cleveland

Hunger Network of Greater Cleveland - Stay Well Project (44113)

Hunger Network of Greater Cleveland (44113)

Huron Road Hospital

ideastream

ideastream (PBS/NPR) (44115):

Imani Temple Baptist Church (60 ppl)

Inner City Tennis Clinics

Institute of International Education

Integrated Health Needs of Older Adults

Intergenerational School

Intergenerational School

Interlink Help Me Grow Collaborative

International Criminal Court First Review Conference

International Friendship Family Program

International Law Institute-African Center for Legal Excellence (ILI-ACLE), the School of Law

International Partners in Mission (IPM)

International Services Center

International Services Center

International Services Center

Invest in Children

Invest in Children

Iowa Maple, Cleveland Metropolitan School District (44108)

Iowa-Maple

Iowa-Maple Elementary School

Iowa-Maple Elementary School

ITP Support Group – Idiopathic Thrombocytopenia Purpura (44131)

J. Glen Smith Health Center (44108)

J.O. Smith Health Center

Jack, Joseph and Morton Mandel School of Applied Social Sciences

James A. Garfield Elementary School

Jefferson Geriatric Center

Jennings Center for Older Adults

Jewish Community Health Initiative

Jewish Family Services Association

Jewish Family Services Association: Care at

Jewish Federation of Cleveland

John F. Kennedy High School

John Hay

John Hay

John Hay

John Hay High School

John Hay Campus

John Hay High School

John Hay High School

John Hay High School

Joseph M. Gallagher

Joseph's Home, Sisters of Charity (44115)

Joyful Noise Music School

Joyful Noise Music School

Judson at University Circle

Judson at University Circle

Judson at University Circle

Judson Manor

Judson Park

Judson Park At University Circle - Judson Retirement Community

Judson Park Retirement Community

Judson Park/Judson Manor

Junior Achievement of Cleveland

Junior Achievement of Greater Cleveland

Juvenile Diabetes Research Foundation International

Kaiser Permanente

Karamu House

Karamu House

Keller Art Glass

Kemper Company

Kendal at Oberlin

Kenneth Clement Boys Leadership Academy

Kenneth W. Clement Boys' Leadership Academy, Cleveland Metropolitan School District (44112)

Kenya Piracy Court

Kids Against Hunger

Kids in The Sun

Labre

Labre

Labre

Lake County Free Clinic

Lake County General Health District

Lake County Public Health Department

Lake Erie Ink

Lake Erie Ink

Lake Erie Ink

Lake Erie Ink

Lake Health

Lake Health/University Hospitals Seidman Cancer Center

Lake Hospital System, Inc. dba Lake Health

Lake OB/GYN

Lakeview Cemetery

Lakewood Hospital

Langston Hughes Branch Library

Lavelle, Sandra, RN, MSN

LEAP (Linking Employment Abilities & Potential)

Lee-Harvard Health Center, MetroHealth

Legal Aid Society of Cleveland

Lennon Diabetes Center (44112)

Lennon Diabetes Center at Cleveland Clinic Stephanie Tubbs Jones Health Center

Lexington-Bell Community Center

LGBT Community Center Of Greater Cleveland

Little Sisters of the Poor, Saints Mary and Joseph Home

Lorain County Community College

Lorain County Health & Dentistry

Lorain County Health Department

Louis Agassiz

Louis Agassiz Elementary School

Louis Stokes Cleveland VA Medical Center

Louis Stokes Cleveland VA Medical Center

Louisa May Alcott

Lubrizol Occupational Health Clinic

Luis Munoz Marin

Lutheran Hospital a Cleveland Clinic Hospital

Lutheran Metropolitan Ministries

MacDonald Physicians, Inc.

Madhun, Zuhayr, MD

Magnolia Clubhouse

Magnolia Clubhouse

Magnolia Clubhouse

Magnolia Clubhouse

Magnolia Clubhouse

Magnolia Clubhouse

Magnolia Clubhouse

Magnolia Clubhouse (44106)

Makerere University in Kampala and the Uganda Ministry of Health.

Malacaman, E. A., MD, LLC

Malachi House

March of Dimes Prematurity Research Center

Marion C. Seltzer Elementary School

Marion Seltzer, Cleveland Metropolitan School District (44102)

Mary B Martin

Mary Bethune

Mary M. Bethune

Mary M. Bethune

Marymount Hospital, Inc.

Max Hayes

May Dugan Center

May Dugan Multi-Service Center

MC2 STEM High School,

MC2STEM

MC2STEM

McGregor Foundation

McGregor PACE

McGregor PACE

McGregor Pace Program

McGregor Place

McKinley Elementary School

McKinley Elementary, Cleveland Metropolitan School District (44111)

MedCentral Health Systems - Mansfield Campus

Medicine/Pediatrics Clinic, MetroHealth Medical Center (44109)

Medina County General Health District

Medtapp

MEDTAPP High Utilization Home Visit Van (44106)

MedWish International

MedWish International

MedWorks

Mehta, Sangita P. M.D.

Memorial

Memorial Nottingham Branch Library

Mended Hearts of Greater Cleveland (44106 and community-wide)

Menorah Park Center for Senior Living

Menorah Park Center for the Aging

Mental Health Advocacy Coalition

Mentor Exempted Village Schools

Mercy Health Partners of Southwest Ohio

Mercy St. Vincent Medical Center

Merrick Senior Citizens Center

Metro Catholic School

Metro Catholic School

MetroHealth Clinic Broadway (44105)

MetroHealth Medical Center

MetroHealth Partners in Care

MetroHealth System - Clement Center for Family Care

MetroHealth System - Clement Center for Family Care

MetroHealth Weight Management Clinic (44109)

MetroHealth, Volunteer Services

MHS

Michael R White

Michael R. White

Michael R. White Elementary School

Michael R. White STEM

Michael R. White STEM School

Michael R. White STEM, Cleveland Metropolitan School District (44108)

Michael R.White

Middlefield Care Center

Midwives Center

Migration and Refugee Service

Migration and Refugee Services

Miles @ Cranwood

Miles Elementary School

Miles Park

Milestones Autism Organization

Milestones Autism Resources (44122)

Millennia Housing Management, Ltd.

Milton A. Kramer Law Clinic

Minds Matter

MLK Civic Center East Cleveland Parks & Recreation

MLK Health Careers

MLK Jr. High School

MomsFirst

Montefiore

Montefiore

Montessori School at Holy Rosary

Monticello Middle School

Monticello Middle School

Moore Counseling & Mediation Services, Inc.

Moore Counseling & Mediation Service

Morning Star Tower

Mosdos Ohr Hatorah

Mound STEM School

Mt. Alverna Home - Teaching Nursing Home

Mt. Zion Congregational Church

Murtis H. Taylor Multi-Service Center

Murtis H. Taylor Multi-Service Center

Murtis Taylor Human Services System

Museum of Contemporary Art

Museum of Contemporary Art (MOCA)

Myanmar, Yangon Technological University

MyComm

Nathan Hale @ Mt.Pleasant

National Multiple Sclerosis

Nature Center at Shaker Lakes

Nature Center at Shaker Lakes

Nature's Way Day Care Center

Neighborhood Connections

Neighborhood Connections

Neighborhood Family Practice

Neighborhood Family Practice

Neighborhood Family Practice

Neighborhood Family Practice – Detroit Shoreway (44102)

Neighborhood Family Practice – Ridge Road (44102)

Neighborhood Housing Services of Greater Cleveland

Neighborhood Leadership Institute

Neighborhood Voice

Neighboring Mental Health Services

NEO-MEC - Northeast Ohio Medicaid Expansion Coalition

NEON Health Center

NEORIO

Netwellness

New Avenues to Independence

New Avenues to Independence

New Directions, Inc.

New Image Life Skills Academy, Inc.

New Tech West

NewBridge Arts & Technology

Newton D. Baker Elementary School

Next Step Lutheran Metropolitan Ministry

No One Dies Alone

Noble Elementary School

North Coast Health (44107)

North Coast Health Ministry

North Coast Health Ministry

North Collinwood Neighborhood Group

North Ohio Gastroenterology

North Point Transitional Housing

North Star Collaborative

Northeast Ohio Alliance for Hope (NOAH)

Northeast Ohio Coalition for the Homeless

Northeast Ohio Consortium for Middle East Studies (NOCMES),

Northeast Ohio Medical University (NEOMED)

Northeast Ohio Neighborhood Health Services (NEON)

Northeast Ohio Neighborhood Health Services Hough Health Centers (44103)

NorthEast Ohio Neighborhood Health Services, Inc.

Northeast Ohio Neighborhood Health Services, Inc.

Northeast Ohio Nursing Initiative (NEONI)

Northeast Reintegration Center

Northern Ohio Hemophilia Foundation, Inc.

Northern Ohio Recovery Association

Northwest University

Nueva Luz Urban Resource Center

OAK Leadership Institute

Oberlin College

Ohio Alliance to End Sexual Violence

Ohio Alliance to End Sexual Violence

Ohio Alliance to End Sexual Violence

Ohio Alliance to End Sexual Violence

Ohio City Bike Coop

Ohio City Bike Coop

Ohio Guidestone (44115)

Olivet Institutional Baptist Church

Omega Home Health Care

Open Doors Academy

Open Doors Academy

Open M Neighborhood Center

Oral Health Education

ORCA House

Orca House, Inc.

Organize Ohio

Oriana House

Otis Moss Jr. Clinic Health Clinic

Oxford Elementary School

Paragon Health Associates

Parkinson's Support Group (44116)

Parkside Women's Center

Parma Community General Hospital

Paul L. Dunbar Elementary School

Peace Corps

Peace Corps

Periodontic's Clinic

Planned Parenthood of Northeast Ohio (all clinical sites)

PNC Fairfax Connection

PNC Fairfax Connection (44103)

Policy Matters Ohio

Positive Education Program (PEP)

Premier Pediatrics

Premier Physicians

Preterm Clinic

Primary Health Care

Primary Nurse Practitioners, Inc.

Progressive Casualty Insurance Company (PCIC)

Project Linus

Project Linus

Project STEP-UP

Providence House

Providence House

Providence House

Providence House

Provost Scholars Program CWRU

Rainey Institute

Rainey Institute

Rainey Institute

Rainey Institute

REACH at University School

Recovery Resources

Recovery Resources

Recovery Resources

Recovery Resources (44114)

Redeemer ICH Crisis Center

Redeemer ICH Crisis Center (44113)

Redeemer ICH Crisis Center (44113)

Refuge International

Refugee Response

Refugee Response

Refugee Response

RePlay for Kids

RePlay for Kids

RET Job Corp

Rhodes High School

Rice Branch Cleveland Public Library

Rid All Green Partnership

Rite Aid Cleveland Marathon

Riverside Elementary School

Robert H. Jamison @ M Cleaveland

Robert H. Jamison Elementary School

Robinson G. Jones Elementary School

Robinson Memorial Hospital

Ronald McDonald House

Ronald McDonald House

Ronald McDonald House

Ronald McDonald House

Ronald McDonald House of Cleveland

Rosary Hall– St. Vincent Charity Hospital (44115)

Roxboro Elementary School

Roxboro Elementary School

Roxboro Middle School

Royal Academy of Dramatic Art

Safely Home, Inc. (44146)

Saint Martin de Porres High School

Salvation Army

Salvation Army Harbor Light Complex (44115)

Salvation Army of Greater Cleveland Harbor Light Complex

SCC: Student Community at Covenant

School of Economics and Management (SEM) at Tongji University,

Science Olympiad

Scranton

Seeds of Literacy

Senior Outreach Services

Senior Outreach Services

Senior Outreach Services

Shaker Heights

Shaker Heights City School District

Shaker Heights Department of Public Health

Shaker Heights Health Department

Shaker Heights Health Department

Shaker Heights Health Department at City Hall (44120)

Shaker Heights Public Health Department

Shaker Heights Recreation Center

Shaker Heights Youth Center

Shaker Square Area Development Corporation

Shanghai Zhabei District Health Bureau

Shaw High

Shaw High School

Shaw High School

Shaw High School

Shaw High School, East Cleveland School District (44112)

Shaw High School, East Cleveland School District (44112)

Shiloh Temple House of God

Signature Health

Signature Health, Inc.

Sisters of Charity Health System

Sisters of Charity Health System

Slavic Village Development Corp.

Small Wonders

Soil & Water Conservation District

South Euclid - Lyndhurst School District

South Euclid City Council

Southwest General Health Center

Southwest General Hospital Center

Southwest Home Link

Southwest University of Political Science and Law (SUPSL)

Spartans for Special Olympics

SpartanTHON

Specialized Alternatives for Families and Youth (SAFY)

St Martin de Porres High School

St. Augustine Manor

St. Augustine Manor

St. John West Shore Hospital

St. Joseph Hospital & Health Center

St. Luke's Hospital

St. Paul's Church

St. Vincent Charity Hospital

St. Vincent Charity Hospital – Rosary Hall (44115)

St. Vincent St. Mary Hospital

Stafford Services

Stark County Department of Health

Starting Point

Starting Point

Stay Well Health Education for Hunger Network Clients

Stay Well Program, Hunger Network of Greater Cleveland (44113)

Stephanie Tubbs Jones Community Health Center

Stephanie Tubbs Jones Health Center

Stockyard, Clark-Fulton & Brooklyn Centre

STRIDES program MetroHealth Medical Center , 44109

Student Sustainability Council

Student-Community Ministries at Covenant

Suboxone Clinic – St. Vincent Charity Hospital (44115)

Summa Health System

Summa Health Systems Akron City Hospital

Summa Physicians, Inc.

Summit County Health Department

Summit County Internists

Sunbeam

Sunbeam School

Superior Medical Care

Susan G. Komen For The Cure

Tax Clinic

Teach for America

Temple Baptist Church

Ten Thousand Villages

Ten Thousand Villages

The A.M. McGregor Home

The Alcazar

The CALL & POST Newspaper

The Center for Community Solutions

The Center for Research on Tibet

The Centers - Gordon Square

The Center's - Southwest

The Center's - West

The Center's East

The Children's Museum

The Church of the Covenant

The Cleveland Domestic Violence Center

The Cleveland Music School Settlement

The Food Stretcher Plus

The Free Clinic of Greater Cleveland

The Free Clinic of Greater Cleveland

The Free Clinic of Greater Cleveland

The Free Clinic of Greater Cleveland

The Free Medical Clinic of Greater Cleveland

The Free Medical Clinic of Greater Cleveland (44106)

The Gathering Place

The Gathering Place

The Gathering Place (44122)

The Greater Cleveland Regional Transit Authority

The Intergenerational School

The Intergenerational School

The Junior League of Greater Cleveland

The Littlest Heroes

The Louis Stokes VA Medical Center

The Mandel Jewish Community Center

The Medical College of Ohio

The MetroHealth System

The Music Settlement

The Nord Center

The North Coast Center

The Rock Community Church

The Salvation Army Harbor Light (44115)

The Salvation Army Hough Center

The Upside of Downs (44131)

The Western Reserve Historical Society

The White House

Thea Bowman Center

Thea Bowman Center

Thea Bowman Center

Thurgood Marshall Recreation Center

Timken-Mercy Medical Center

Transitional Housing, Inc.

Transitional Housing, Inc.

Transplant House of Cleveland

Tremont Montessori

Tri- C Education Adult GED Program

Tri-City Consortium on Aging

Trinity Outreach Ministries C.O.G.I.C.

Turner Construction (44115)

UH Seidman Cancer Center Breast Cancer Survivorship Clinic

UMADAOP Cleveland

UMADOAP

Union Miles Development Corporation

United Black Fund of Greater Cleveland, Inc.

United Cerebral Palsy

United Cerebral Palsy of Greater Cleveland

United Way of Greater Cleveland

United Way of Greater Cleveland

United Way of Greater Lorain County

Universal Health Care Action Network of Ohio

University Church of Christ

University Circle Inc.

University Circle Inc.

University Circle Place Apartments

University Circle United Methodist Church

University Farm

University Hospital

University Hospitals

University Hospitals

University Hospitals

University Hospitals

University Hospitals

University Hospitals Health System

University Hospitals Rainbow Babies & Children

University Hospitals Seidman Cancer Center

University School

University Settlement

University Settlement

University Settlement (44127)

University Settlement (44127)

University Suburban Health Center

Urban League of Greater Cleveland

Urban League of Greater Cleveland

Urban Squash

Urban Squash

Urban Squash

US Together

Vel's Purple Oasis Garden

Veteran's Administration Medical Center Homeless Unit (44106)

Veterans Medical Center, Louis Stokes - Wade Park

Village Prep

Village Prep

Village Preparatory School

Visiting Nurse Association of Alliance

Visiting Nurse Association of Ohio

Visiting Nurse Association of Ohio (VNA)

Visiting Nurses Association of Cleveland

W.O. Walker Building

Wade Park

Wade Park Elementary

Waseda University

Watterson-Lake Elementary School

We Run This City Youth Marathon Program

Weber, Dr. Charles

Weinberger & Vizy

West Shore Family Practice: Primary Care Center

West Side Catholic Center

West Side Catholic Center

West Side Catholic Center

West Side Community House

West Side Ecumenical Ministry

West Side Ecumenical Ministry - EL BARRIO

Western Reserve Anesthesia Associates

Western Reserve Area Agency on Aging

Western Reserve Area Agency on Aging

Western Reserve Historical Society

Western Reserve Navigator (44128, 22035, 44105, 44120, 44125, 44107, 44095)

Whitney Young

Wigs for Kids

Wiley Middle School

Willow

Witness Victim Service Center

Womankind

WomenCare Connection

Women's Center of Greater Cleveland, The

Women's Recovery Center

Women's ReEntry Resource Network

Woodhill Homes Community Center

World Health Organization (WHO) Collaborating Centers for Research and Clinical Training

World Health Organization Collaborating Center at Case

Wuhan University

YMCA of Greater Cleveland

YMCA of Greater Cleveland

Young Audiences of Greater Cleveland

Youth Opportunities Unlimited

Youth Opportunities Unlimited

YWCA Greater Cleveland

YWCA of Greater Cleveland

Zion Community Development Corporation

A brief description of successful community stakeholder engagement outcomes from the previous three years:

Case Western Reserve University's engagement in the community has increased by 100% over the past seven years. In 2007, our faculty, staff and students invested over 172,000 of volunteer service in the Greater Cleveland community compared to over 632,000 in 2014. This is an economic value of nearly \$14 million. In addition, we have seen our community partners double from 500 in 2007 to 1,050 in 2014. This increase in service is a reflection of the university's commitment to serving the needs of the community.

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

<http://www.case.edu/pubaff/govrel/communityrelations/>

Participation in Public Policy

Responsible Party

Jennifer Ruggles

Executive Director Government Relations
Government Relations

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. 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.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

CWRU advocates for a range of energy efficiency and sustainability research programs. CWRU has been a strong partner with the City of Cleveland and Cuyahoga County in the development of long and short term sustainability policy plans, such as bike and complete streets legislation, climate action plan, etc. The University has also advocated for federal and state policy related to sustainability and energy efficiency.

A brief description of other political positions the institution has taken during the previous three years:

CWRU advocates on behalf of state and federal student support, federal research programs, and federal and state support for higher education.

A brief description of political donations the institution made during the previous three years (if applicable):

Not applicable

The website URL where information about the institution's advocacy efforts is available:

[Campus Sustainability Data Collector | AASHE](#)

Trademark Licensing

Criteria

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

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

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

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

Operations

Air & Climate

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
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

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

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 (0.002 MtCO₂e per gross square metre) of floor area.

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

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

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

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.

Submission Note:

There was a 7% reduction in emissions from FY09 - FY12

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	Yes
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

Yes

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The Cool Planet Calculator tool is used. Students lead the data collection, working with the Director of Facilities and Director of Sustainability.

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?:

Yes

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

The FY09 inventory was validated by the firm hired to facilitate the creation of the University's climate action plan. The FY12 report was not been independently verified.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	4,151.10 <i>Metric Tons of CO2 Equivalent</i>	5,235.20 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	1,399.80 <i>Metric Tons of CO2 Equivalent</i>	6,600.90 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	86,297.30 <i>Metric Tons of CO2 Equivalent</i>	87,719.40 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	89,511.10 <i>Metric Tons of CO2 Equivalent</i>	93,948.70 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	3,000	3,000
Number of residential employees	15	15
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	8,404	8,449
Full-time equivalent of employees	4,869	5,044
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2009	June 30, 2010

A brief description of when and why the GHG emissions baseline was adopted:

President Snyder signed the ACUPCC in 2008, the baseline was adopted for the following year.

Gross floor area of building space, performance year:

7,909,541 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	872,406 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	0 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	19,570.70 <i>Metric Tons of CO2 Equivalent</i>
Commuting	13,899.80 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	868.60 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	13,246 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	905.60 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	130.40 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

130.4 = Wastewater emissions

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/861/>

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

There was a 7% reduction in emissions from FY09 - FY12. Climate action plan initiatives have included extending local utility chiller lines to decommission individual building chillers, lighting upgrades, mechanical building upgrades, retrocommissioning, and other energy efficiency investments, additionally strides have been made to divert more waste from the landfill to recycling and to localize food

purchasing.

Outdoor Air Quality

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

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. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

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

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

Submission Note:

While CWRU has not yet implemented a LEED EBOM pilot, the University's intention is to do so in the next three years. In addition, we are using LEED EBOM as an internal guide for creating our own facilities management procedures.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

	Yes or No
--	-----------

LEED for Existing Buildings or another 4-tier rating system used by an Established Green Building Council (GBC)	No
The DGNB system, Green Star Performance, or another 3-tier GBC rating system	No
BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Total floor area of eligible building space (operations and maintenance):

3,870,487 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	---
3rd Highest Level (e.g. LEED Silver)	---
2nd Highest Level (e.g. LEED Gold)	---
Highest Achievable Level (e.g. LEED Platinum)	---

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---

Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

A copy of the sustainable building operations and maintenance guidelines or policies:

The date the guidelines or policies were formally adopted:

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

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

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

Building Design and Construction

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

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

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

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

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Since 2008 the University mandates that all new construction or substantial renovations achieve the US GBC's LEED Silver rating.

1. Tomlinson Hall - NC LEED Silver
2. The Village @ 115 - NC LEED 1 Gold, 1 Silver
3. Field House - applying for LEED Silver, occupied August 2014
4. Tinkham Veale University Center - applying for LEED GOLD, occupied August 2014
5. New Residential Hall - under construction for occupancy August 2015, designed to achieve LEED Silver

Two additional projects are in design or early construction:

6. Think Box, a major renovation
7. Health Education Campus building

Both 6 and 7 will achieve a minimum of LEED NC Silver

Total floor area of eligible building space (design and construction):

334,280 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	289,344 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	44,936 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area

Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

0 Square Feet

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

All new buildings since 2008 have been required to be built at a minimum LEED silver.

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

CWRU is held accountable for its green building policy (minimum LEED Silver) via the public ACUPCC reporting system. All related RFPs and contracts legally require LEED Silver certification for new construction and major renovations. Additionally, the University has created its own internal green building guidelines that offer architectural and engineering teams a customized road map of how each green building should operate.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

<http://case.edu/administration/cpfm/pdc/standards.html>

Responsible Party

Gene Matthews

Director

Facilities

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans 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.

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

3,870,487 Square Feet

Gross floor area of building space:

3,870,487 Square Feet

A brief description of the institution's indoor air quality program(s):

CWRU's indoor air quality practices are as follows: The majority of buildings on campus have air indoor quality standards in compliance with ASHRAE and/or OSHA, NIH and NSF guidelines. 10%-100% fresh air is inducted via air economizers and handlers, depending on space type. In scientific labs the air is 100% exhausted while office space is mostly recirculated air. A large percentage of lab space in the medical school's Wolstein Research Building uses AirCuity software, which regularly monitors the air quality and increases or decreases the # of air /hour dependent upon occupancy and chemical spills. All occupied and unoccupied building space can be monitored by Safety officers from Environmental Health and Safety department upon complaint submitted by staff or faculty.

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

Dining Services

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.

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Jim O'Brien
Resident District Manager
Bon Appetit - CWRU

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

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

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

38

A copy of an inventory, list or sample of sustainable food and beverage purchases:

An inventory, list or sample of sustainable food and beverage purchases:

Bon Appetit sources much of it's food locally and a full list can be found at this site:

<http://case.cafebonappetit.com/farm-to-fork/>

A sample of this list includes:

Green City Growers Cooperative supplies lettuces and herbs, 78 miles away.

CWRU's own farm provides produce in the summer, 83 miles away.

Crooked River Coffee Company sells the campus certified organic and free trade coffee - the company headquarters is 80 miles away.

Stone Oven Bakery sells baked goods and is 74 miles away.

Middlefield Original Cheese Co-Op is 100 miles away and supplies cheeses.

Moreland Fruit Farm sells CWRU a variety of fruits and produce at 77 miles away.

Pork is bought from Blackbird farms, 125 miles away.

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

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

A minimum of 20% of food and beverage purchases are through Bon Appetit's "Farm to Fork" program (grown and processed within 150 miles), as required by company policy, although this % is regularly exceeded at CWRU. The produce purchased via this program is either certified organic or farmed using practice organic farming practices, as confirmed by Bon Appetit via site visits.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Bon Appetit reports each vendor or farm they purchase from and how many miles the food was grown or has been processed from.

Total annual food and beverage expenditures:

5,000,000 US/Canadian \$

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
Franchises	Yes	No
Convenience stores	No	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No

Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

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

<http://case.cafebonappetit.com/wellness/>

Low Impact Dining

Responsible Party

Jim O'Brien
Resident District Manager
Bon Appetit - CWRU

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

- Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

Or

- Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

- Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

And

- Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

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

Percentage of total dining services food purchases comprised of conventionally produced animal products:

90

A brief description of the methodology used to track/inventory expenditures on animal products:

Bon Appetit sources a high percentage of locally and nationally humanely raised animal products. They track each purchase for these criteria and report on them annually. However, for this year's report we were not able to obtain this detailed report in time, therefore we made the report number of 90% conventionally produced animal products more conservative than what was actually purchased.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. “Meatless Mondays”):

Vegan and vegetarian options are made available at every meal, as required by Bon Appetit company policy.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

Vegan and vegetarian options are made available at every meal and often highlighted as a “better choice” via our well being (enhanced nutrition information) program. In addition, various marketing collateral is highlighted on a regular basis that provides information in regards to the connection between food and climate change as part of Bon Appétit’s Low Carbon Diet program.

The website URL where information about where information about the vegan dining program is available:

<http://case.cafebonappetit.com/>

Annual dining services expenditures on food:

5,000,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global 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
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Gene Matthews

Director

Facilities

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 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per 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.

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	64,148,242 <i>MMBtu</i>	82,015,975 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	---	---
District steam/hot water	---	---

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	6,733,199 <i>Gross Square Feet</i>	6,707,796 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	---
Healthcare space	---
Other energy intensive space	

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

	Degree Days
Heating degree days	---
Cooling degree days	---

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	---
District steam/hot water	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

Almost every building on campus uses Direct Digital Control to automatically keep HVAC systems within a seasonal-specific and occupancy-based temperature range.

A brief description of any light emitting diode (LED) lighting employed by the institution:

Common spaces - stairwells, hallways, elevators, classrooms - wherever LEDs can affordably be installed - are systematically converted with 75% of academic campus buildings completed while 95% of garages have been converted to LED through an Illumination Purchase Agreement (IPA). Additional LED lighting is used in external / outside lighting applications. Additionally, all vending machines on campus are fitted with LED lighting.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

The majority of buildings use some form of either ceiling motion sensors, light switch motion sensors or a building automation system that provides lighting based on occupancy hours.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

N/A

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

Three energy management systems, including BAS and Direct Digital Control, are currently used to monitor lighting and HVAC services and shut them off when they are not in use or not needed.

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

A brief description of other energy conservation and efficiency initiatives employed by the institution:

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

Responsible Party

Gene Matthews

Director

Facilities

Criteria

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

- Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
- Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
- Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
- Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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 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. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

Submission Note:

The university has the following additional renewable energy projects that are not being counted above because they were completed in partnership with our district non-profit utility that is currently keeping the renewable recs:

- A solar research field - an engineering school project - electricity generated feeds a parking garage
- 1 MW of urban solar - district utility owned - is within one mile of campus
- 100-kilowatts of rooftop solar - 60 kw on Adelbert Gym and 40 kw on Tinkham Veale University Center
- Off-campus 1 MW wind turbine and one 250kW wind turbine that are tied to school of engineering research

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	240 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: 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	0 MMBtu

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)

0 MMBtu

Total energy consumption, performance year:

6,733,199 MMBtu

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

One 156 foot, 100-kilowatt wind turbine

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

N/A

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

1 MW wind turbine and one 250kW wind turbine became operational at an off campus site. 1 MW of urban solar - district utility owned - is within one mile of campus

A brief description of the RECs and/or similar renewable energy products:

N/A

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

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Costanzo Daryl

Grounds Supervisor

Campus Planning and Facilities Management

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained 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 • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	<i>578 Acres</i>
Footprint of the institution's buildings	<i>50 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>380 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>0 Acres</i>

A copy of the IPM plan:

The IPM plan :

An IPM plan is currently in development, FY15

A brief summary of the institution's approach to sustainable landscape management:

The University Farm lands are managed without the use of pesticides or artificial pesticides in total.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Institute regularly uses native plant species: Grounds crews design beds that include native perennial plants and may use the Native Plant Society of NE Ohio reference list.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

All grounds waste is composted (gator blades mulch grass during mowing; tub-grinder used for large limbs); 1200 cubic yards waste = 350 yards of soil after 9 months; use soil on campus.

A brief description of the institution's organic soils management practices:

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

De-icers and shoveling methods are used in areas that do not have concrete snowmelt technology or pervious concrete. Increased square feet of pervious concrete, which is brushed only to remove snow, reduces amount of chemical de-icers needed. Currently CWRU uses Hydronic Concrete snowmelt (mixture of anti-freeze and hot water sent through flexible piping embedded in concrete to keep a surface temperature of 40 degrees F); this also eliminates the need for de-icers, improving quality of water run-off.

A brief description of any certified and/or protected areas:

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

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Responsible Party

Ana Locci

University Farm Director

Squire Valleevue and Valley Ridge Farms

Criteria

The 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.

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

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?:

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

A brief description of identified species, habitats and/or environmentally sensitive areas:

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

The university's farm is home to two wildlife habitat conservation projects: The BlueBird Trail and the Salamander Lagoon. The Bluebird Trail consists of 48 birdhouses along the cross-country trails and research ponds. The area offers an ideal environment for breeding, due to the low grass surrounding the area and plentiful water resources. Over the years, the trail has produced abundant wildlife. In 2002, a salamander lagoon was created in the north woodlots of the university's farm. The lagoon provides new habitat to increase the abundance and diversity of salamander.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://students.case.edu/farm/conservation/>

Purchasing

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

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Mandy Carte

Interim Director of Purchasing
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives 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.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:

No

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

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

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 <i>US/Canadian \$</i>
EPEAT Silver	50,605.01 <i>US/Canadian \$</i>
EPEAT Gold	1,463,579.43 <i>US/Canadian \$</i>

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

2,069,064 *US/Canadian \$*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Responsible Party

Fred Peck

Assistant Director of Custodial
Facilities Services

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

The green cleaning product purchasing policy, directive, or guidelines:

While there is not a formal green cleaning product purchasing policy, there is a stated policy for purchasing only green seal certified products.

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

Green seal certified product line-ups have been tested and instituted per contracts with cleaning vendors. Additionally, CWRU has purchased 3 Orbio Technology product dispensers, which electrically convert water and salt into a sustainable cleaning solution on-site, and has replaced almost all traditional cleaning products. We expect to have the Orbio products used in all buildings.

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

Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

3,770 US/Canadian \$

Total expenditures on cleaning and janitorial products:

40,000 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

Yes

A brief description of the institution's low-impact, ecological cleaning program:

As of 2012, contracts with cleaning vendors were required to adopt Green Seal certified products. As of fall 2014, CWRU has purchased 3 Orbio Technology product dispensers that electrically convert water and salt into a sustainable cleaning solution on-site. The products produced through this process are expected to replace almost all of the prior products as the program is rolled out.

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

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

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Mandy Carte

Interim Director of Purchasing
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

Submission Note:

Expenditures on recycled paper are Post Consumer content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

No

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

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

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	160 <i>US/Canadian \$</i>
30-49 percent	104,479 <i>US/Canadian \$</i>
50-69 percent	5,125 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	518 <i>US/Canadian \$</i>

Total expenditures on office paper :

318,309 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Responsible Party

Mandy Carte

Interim Director of Purchasing
Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

At Case Western Reserve University, we embrace diversity as a core value. That includes strategically doing business with a broad and diverse array of outside suppliers. Since forming the Supplier Diversity Initiative Council in 2002, the university has awarded more than \$87 million of business to minority- and women-owned businesses in a variety of industries.

The Procurement Office is the university community's central hub for promoting the strategic acquisition of goods and services that meet the university's requirements for value, quality and timeliness and charged with increasing the participation of vendor relationships with a widely diverse array of disadvantaged businesses, from minority- and female-owned enterprises to those owned and operated by military veterans and disabled vets.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

<http://campusservices.case.edu/PDSHome/Procurement/SupplierDiversity.aspx>

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and 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.

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

Guidelines for Business Partners

Responsible Party

Mandy Carte

Interim Director of Purchasing
Purchasing

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies 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.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

Some

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

Some

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

[Code_of_Conduct.pdf](#)

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

Case Western Reserve University uses the following strategies to ensure that vendors follow its sustainability-based policies:

1. RFPs state: "Case Western Reserve University has joined over 550 colleges and universities nationwide in signing the American College & University "Presidents Climate Commitment" (PCC) which commits the university to pursuing carbon neutrality in a very public and accountable manner. It is the expectation by CWRU of all vendors to proactively and creatively offer solutions and products which support this important initiative. In summary:

- a. CWRU endeavors to maintain an environmentally friendly campus, and expects active participation from our vendors to help us achieve this goal.
- b. CWRU seeks to purchase products and services that are made with recycled content, have reduced packaging, are energy efficient, reduce our carbon footprint and do not create hazardous waste.
- c. This objective coincides with the expectation that all goods and services acquired from any business enterprise will meet the University's requirements relating to value, quality, and timeliness.
- d. Bidders should recognize that this metric will be measured through the life of the successful bidder's contract as part of a Yearly Business Review.
- e. Bidders shall detail how they will partner with CWRU to meet this objective."

2. Standard Contracts state: "Suppliers engaged hereby for an amount in excess of \$100,000, shall comply with all applicable standards, orders and regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251 et seq.). Violations must be reported to Purchaser and/or federal agencies as required under OMB Circular A-110."

3. Compliance Code of Conduct states, under "Environmental Health, Safety and Waste Disposal":

The University must comply with government rules and regulations that protect the environment, the public and promote workplace safety. Dangerous materials must be properly controlled and monitored at all stages of use in accordance with laws and regulations. All persons with access must comply with various environmental laws in the disposal of "select agents", waste and other hazardous materials. Individuals should learn and follow their organization's waste disposal policies. Spills or releases must be reported promptly to Safety Services at (216)368-2907, Radiation Safety at (216)368-2906 or Campus Security at (216)368-3333. For further information on environmental health/safety and waste disposal, please see:

<http://www.cwru.edu/finadmin/does/web/Forms/Forms.htm>

The website URL where information about the institution's guidelines for its business partners is available:

<http://www.case.edu/compliance/code%20of%20conduct.pdf>

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Costanzo Daryl

Grounds Supervisor

Campus Planning and Facilities Management

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
- 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 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.

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

Total number of vehicles in the institution’s fleet :

128

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	2
Fueled with compressed natural gas (CNG)	1
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

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

CWRU's fleet purchasing is decentralized, however several businesses units have taken leadership to pilot alternatively fueled vehicles: the police (low-speed electric vehicle and Segways), ITS (low speed electric vehicle) and the University Farm (CNG shuttle bus).

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

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.

Submission Note:

A large majority of CWRU students live within walking distance of the campus and there is an increasing availability of local housing in or very near University Circle, where the university campus is located.

Additionally, President Barbara Snyder set an FY13 University goal to benchmark and improve transportation mode shift, to encourage more walking, biking, transit ridership, carpooling, and car sharing amongst the CWRU community.

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

Total percentage of students that use more sustainable commuting options:

96.11

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)	3.89
Walk, bicycle, or use other non-motorized means	83.46
Vanpool or carpool	---
Take a campus shuttle or public transportation	12.65
Use a motorcycle, scooter or moped	---

A brief description of the method(s) used to gather data about student commuting:

Data pertaining to student parking permits issued and RTA passes issued was obtained. Non-motorized commuters was calculated by subtracting permits and passes from student total and using anecdotal surveying.

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

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.

Submission Note:

President Barbara Snyder set an FY13 University goal to benchmark and improve transportation mode shift, to encourage more walking, biking, transit ridership, carpooling, and car sharing amongst the CWRU community.

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

Total percentage of the institution's employees that use more sustainable commuting options:

44.89

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)	55.10
Walk, bicycle, or use other non-motorized means	4.49
Vanpool or carpool	---
Take a campus shuttle or public transportation	40.40

Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

Data was collected pertaining to how many University staff have parking permits and how many have RTA passes. These numbers were subtracted from the total number of employees to calculate non-motorized commuters

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Erin Kollar
Recycling Manager
Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: 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) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

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:

- 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
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

"---" 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?:

Yes

A brief description of the facilities for bicycle commuters:

Veale Convocation, Athletic and Recreation Center has secure, covered bicycle parking, shower facilities and lockers (either year-long rentals or first come first serve) that are available for use by bicycle commuters. Several additional buildings on campus have shower and locker facilities.

Additionally, The City of Cleveland has an ordinance requiring all covered parking facilities offer bike racks for public use, and therefore all CWRU covered parking structures also have indoor bike racks.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Per statute, all covered parking facilities on campus offer indoor bike racks for public use; All of the residence halls provide an indoor, secure bike storage facility for student use. CWRU has 153 bike racks available on campus.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

CWRU is an urban campus that is fully integrated, with all buildings and transit locations being accessible by sidewalks and paths, most of which are accessible by bike.

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

No

A brief description of the bicycle sharing program:

As of February 2015 CWRU, in partnership with other local institutions, are negotiating with Zagster, a bike sharing provider, to install a number of stations on and around campus as part of a broader bike sharing pilot. We expect to have at least 2 stations on campus in the next few months.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

CWRU has free campus loop and evening shuttles; it also partners with Greater Cleveland RTA to offer discounted unlimited bus & train pass as follows: Undergrads \$25/semester, \$70/summer; Graduate students pay \$75/semester or summer. Undergrad passes are automatically provided and deducted for student's accounts. Faculty and staff may purchase RTA monthly passes as pre-tax benefits deducted from paychecks. (

<http://www.case.edu/access-services/other-transportation/public-transportation/>

)

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT 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:

A carpool matching service is offered to the University community through the Northeast Ohio Areawide Coordinating Agency free of charge, Ohio Ride Share. (

<http://ohiorideshare.com/Pages/case>

)

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:

Enterprise CarShare is a membership-based, automated car-share rental option that offers a sustainable, efficient, and cost-effective transportation alternative to the CWRU community. Vehicles can be rented by the hour, daily, and overnight. Program pricing includes gasoline, as well as a mileage allowance. CarShare is a program of university-preferred vendor Enterprise Rent-A-Car. There are currently vehicles located in 3 campus parking locations for easy access. (

<http://www.case.edu/access-services/other-transportation/enterprise-carshare/>

)

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:

There is 1 Level 2 EV recharging station located in a campus garage, accessible to student and employee commuters. CWRU has additional locations and is in negotiation to bring a third-party vendor to campus to operate the stations in the next year.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

CASEworks (telecommuting) - CASEworks can offer Case employees an alternative work arrangement option of structured flexibility in their work environment. Full-time or part-time staff employees may request participation in and receive approval to work-at-home and/or at an approved remote location for part or all of their scheduled work week. This alternate work arrangement offers a unique opportunity to cultivate a rewarding career and professional relationships while balancing modern work-related stresses such as daily commutes and family demands. Requests for utilizing the CASEworks telecommuting alternative work option will be reviewed and determined on an individual basis.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Compressed Work Week - The supervisor must approve the alternative work arrangement option; potential Compressed workweek schedules include: Exempt Four-day Workweek, Non-Exempt Four-day Workweek (37.5 Hours), Non-Exempt Four-day Workweek –

(40 Hours), Exempt 9/80, Non-Exempt 9/80 (75 Hours), Non-Exempt 9/80 (80 Hours).

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

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

The Greater Circle Living program offers a \$5,000 forgivable loan for down payment and/or closing costs for the purchase of an owner-occupied home by fulltime employees of any nonprofit institution—including Case Western Reserve University—in Greater University Circle, a district encompassing portions of seven Cleveland neighborhoods. Employees of Case Western Reserve University, Cleveland Clinic, Cleveland Museum of Art, Judson at University Circle and University Hospitals may be eligible for an additional \$10,000 forgivable loan for down payment or closing costs for the purchase of an owner-occupied home, or one month's rental reimbursement in Greater University Circle.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Erin Kollar

Recycling Manager
Sustainability

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 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

The number included for materials reused, donated or resold is not a complete number for either our baseline year or the performance year. While there have always been some programs on campus to handle surplus items, they have not always been tracked. The 7 tons for our performance year represents only the waste that was donated via our end-of-year move-out RECycle program because it is tracked. Items donated outside that program are not currently tracked effectively. We are seeking a more reliable way to track and donate surplus items. CWRU is also currently in the process of seeking a new waste and recycling vendor who will allow us to transition to a single-stream recycling process.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	451 <i>Tons</i>	308.80 <i>Tons</i>

Materials composted	20 Tons	5 Tons
Materials reused, donated or re-sold	7 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	1,809 Tons	1,795 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	3,200	2,881
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	10,771	9,636
Full-time equivalent of employees	6,368	6,026
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2011	June 30, 2012

A brief description of when and why the waste generation baseline was adopted:

We selected FY 11-12 as our baseline year because it is the first year that we have what we believe to be the most complete data available, comparable to the performance year.

A brief description of any (non-food) waste audits employed by the institution:

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Procurement and distribution services and residential housing maintain exchanges and/or surplus donation programs within CWRU and to other non-profits.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

CWRU defaults for the course catalog (called the General Bulletin), schedule of classes, university directory, and student handbooks are to have them available for free online.

A brief description of any limits on paper and ink consumption employed by the institution:

Registered, degree-seeking, undergraduate students can print up to 285 single-sided, black and white pages, 153 double-sided black and white pages, or 40 single-sided, color pages using a WEPA printing program (Spring 2015) through the Student Affairs Division; plans are in place to steadily reduce the amount of free printing available. The current numbers are about half of what they were in 2013. Each school also has limits to free printing in its computer labs.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

Called REScycle, electronics, clothes, non-perishable food, furnishings, etc. that otherwise would have gone into the waste stream are collected in gaylords located in every residence hall starting during reading days before final exams. The materials are then sorted and either donated to local non-profits for re-use/resale or to GoodWill for resale (TVs), or recycled. During move-in, all corrugated cardboard that is not stored for re-use is collected, baled and recycled.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

A brief description of any food waste audits employed by the institution:

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Our on-site food provider, Bon Appetit, has kitchen and sustainability standards in place that include preparing food in small batches and cooking from scratch, to include stocks from scraps, that reduce waste. Pre-consumer food waste from dining halls are composted at our University farm.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Bon Appetit has eliminated trays in all student dining halls; only retail food areas areas have trays available for use.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

The two main student dining halls are "dine in" and provide only reusable dinnerware for all meals.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Bon Appetit offers reusable mug discounts in many of its retail locations: Starbucks NRV (1.00 refill coffee), Tomlinson Marketplace (.99 refill coffee, fountain beverage and iced tea), BRB Cafe (.99 coffee), KSL Cafe (.99 coffee) and WRB Cafe (.99 coffee)

A brief description of other dining services waste minimization programs and initiatives:

The Student Sustainability Council is currently working with Bon Appetit and testing methods to reduce the use of plastic bags in the "GrabIt" take away food outlet by encouraging re-use or alternatives.

The website URL where information about the institution’s waste minimization initiatives is available:

<http://case.edu/climateactionplan/>

Waste Diversion

Responsible Party

Erin Kollar

Recycling Manager
Sustainability

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Tonnage for grounds composting program and scrap metal not reported at this time in total diverted waste.

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

Materials diverted from the solid waste landfill or incinerator:

481 Tons

Materials disposed in a solid waste landfill or incinerator :

1,809 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

CWRU uses several methods for diverting waste, in addition to its institutional recycling and grounds' composting programs. They included the following: RecycleMania; Mandatory 'Green Your Event' training workshops are given to all preferred caterers; 'Green Your Room', and 'Green Your Lab' certifications for students, staff and faculty are in progress; Signature Waste Education events include signage for waste vs. recyclables; Campus-wide installation of "Big Belly" solar compactors; REScycle - joint effort between Housing and Sustainability during students' move-out period where students dropped off unwanted but usable items to various residential houses for recycling and donation; eWaste recycling; Styrofoam collection & recycling program; scrap metal and lab equipment recycling.

A brief description of any food donation programs employed by the institution:

Bon Appetit regularly donates surplus food before closing cafeterias for breaks - unprocessed food, typically surplus produce, is donated to different local food pantry type non-profit organizations. A new student organization, Food Recovery Network, is working with Bon

Appetit to donate surplus prepared foods to a different local food pantry.

A brief description of any pre-consumer food waste composting program employed by the institution:

Bon Appetit composts the majority of its pre-consumer kitchen waste; this waste is primarily composted at the CWRU Farms for use in gardens that grow produce which is then used by dining services. The new Tinkham Veale University Center has a pulper installed to aid in composting pre-consumer kitchen scraps.

A brief description of any post-consumer food waste composting program employed by the institution:

The "Green Your Event" checklist directs event planners on how to prepare for a zero-waste event, to include post-consumer composting. Event composting is regularly done for our study-over events each semester, and at the annual SpringFest.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Erin Kollar

Recycling Manager
Sustainability

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.

Submission Note:

Date includes C & D materials from 2 major construction projects that had been in process since 2012 and were completed in the summer and fall of 2014: The Tinkham Veale University Center and the Wyant Field House. Both of these projects have been submitted for LEED.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

958.20 Tons

Construction and demolition materials landfilled or incinerated :

117.80 Tons

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

As part of our Climate Action Plan, all new construction or major renovations must be certified to a minimum LEED silver.

Hazardous Waste Management

Responsible Party

Erin Kollar

Recycling Manager
Sustainability

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 takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

"---" 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:

Universal and non-regulated chemical waste are handled first with training of all relevant employees on how to safely handles and store these materials until proper transport, recycling or disposal can occur. Safe handling containers are provided to all relevant locations such as facilities zone shops around campus. The materials are then transported to our centralized service center.

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

Materials are transported to our service center where they are picked-up by a third party vendor for safe recycling or disposal on a monthly basis.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

Approximately 6 weeks ago, a mercury manometer was broken, releasing approximately 100 mls of mercury into a lab. The room was evacuated, shut down, and a 3rd party specialist vendor was brought in to remove the affected material, and responsibly clean up the spill and dispose of the materials.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all 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?:

Yes

A brief description of the electronic waste recycling program(s):

CWRU works with a local nonprofit, RET3, to remove, refurbish and recycle e-waste (computers, monitors, keyboards, other peripheral devices, small printers, cell phones, TVs, microwaves, vacuums) from campus. Users request pick-up using an online google form. RET3 picks up e-waste directly from departments, holds 2 annual drop-off collections, and takes all electronic materials collected through the end-of-year ResCycle program.

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

RET3, a 501c3 organization, is a certified Microsoft Refurbisher, is pursuing r2 certification, and follows a strict zero-to-landfill policy. RET3 follows clear steps to refurbish computers for other local non-profits as described in a video on their website:

<http://ret3.org/index.php/about-us.html>

. RET3 is a long-time partner of the Cuyahoga County Solid Waste District to responsibly recycle regional e-waste.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<https://www.case.edu/ehs/LabSafety/equipment.html>

Water

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
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Gene Matthews
 Director
 Facilities

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.

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

Level of water risk for the institution’s main campus:

Low

Total water use::

	Performance Year	Baseline Year
Total water use	279,906 Gallons	348,554 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	---	---

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	---	---
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	---	---
Full-time equivalent of employees	---	---
Full-time equivalent of distance education students	---	---

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	---	---

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	---	---

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

	Start Date	End Date
Performance Year	---	---
Baseline Year	---	---

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Underground Cistern (Alpha Phi house) - collects harvested rainwater that is then used for irrigation; diverts 1,648 cubic ft of water, annually.

A brief description of any water metering and management systems employed by the institution:

For stand alone buildings standardized meters monitor building-level water consumption (25% of buildings) while older parts of campus have multiple buildings clustered onto one meter (75% of buildings).

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

A brief description of any weather-informed irrigation technologies employed by the institution:

The following technologies are used for weather informed irrigation: Low-flo nozzles, auto-timed irrigation, auto-rain sensors; remote satellite controlled irrigation management; Netafin drip irrigation system. Auto-sensors monitor immediate local weather occurrences to inform operation while other technologies are employed by the grounds department based on reported weather data.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

Responsible Party

Gene Matthews

Director

Facilities

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Of 13,395,000 cubic feet of stormwater currently discharged by the university campus, 17% is managed by a range of stormwater management installations (more details below). High impact projects that are currently under development include a 22.9K sq ft vegetated roof and a retention basin included in the new University Center building. The draft proposal 2012 Stormwater Master Plan recommends that the university adopt various best management practices going forward, with a primary focus on reducing the effective impervious

area of campus. These practices include the use of pervious pavement replacement, pervious parking lot replacement, vegetated roofs, bioswales, rain gardens and porous landscape detention areas.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

A brief description of any rainwater harvesting employed by the institution:

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

Vegetated Roofs - 900 sq ft garden, 2 intensive vegetative roofs, new University Center will have 29,888 sq ft vegetated roof.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Pervious Pavement initiative - old walkways are replaced with porous concrete, paving stone or brick walkways. Current paving includes 8.77 ERUs with another 2.33 under construction.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Retention Basin - under construction for new University Center; will treat stormwater from 132,500 sq ft area by removing sediments and contaminants, reducing impact of "first flush" effect and reducing peak discharge flow into regional sewer.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

Residential Housing Groundwater Recharge system - manages 2,222,000 cubic feet, annually; 70% of rainfall from a 22.6 acre residential lot is diverted by a series of gravity sewers into a perforated pipe system buried beneath the adjacent baseball and multi-purpose fields.

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

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
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover 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 just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

Submission Note:

An additional committee includes is the Sustainability Large Group Committee which includes all academic centers, volunteer green teams, student groups and departments that are active in research, policy or implementation projects, convenes several times a year to share activities, best practices and opportunities for collaboration.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The office for sustainability includes a director, assistant director and part-time coordinator position along with student interns. The office holds regular education events, programs and contests; coordinates faculty and staff green teams; advises student groups; collaborates with external community sustainability initiatives; and coordinates recycling and energy efficiency activities.

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 Advisory Committee to the Office for Sustainability reviews the goals and work plans of the sustainability office to align with overall University strategy.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

John Lawyer, Campus Planning and Facilities Management
John Ruhl, Physics Professor, Sustainability Alliance Director
Roger Saillant, Fowler Center for Sustainable Value
Gene Matthews, Facilities Services
Sheila Pedigo, Undergraduate Research Office

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

<http://www.case.edu/sustainability/about.html>

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 Sustainability Office, created in 2011, partners with the academically focused Sustainability Alliance, other university academic centers, faculty & staff green teams, and student groups to work towards creating a culture of sustainability at CWRU. This includes leading and increasing awareness of sustainability initiatives and opportunities, managing campus recycling and working closely with facilities services and campus planning to implement the university's Climate Action Plan and ACUPCC commitments.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2.50

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

<http://case.edu/administration/cpfm/sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Stephanie Corbett

A brief description of each sustainability officer position:

To implement the Climate Action Plan and coordinate sustainability related activities as well as the recycling program, work with student groups and advise on policy and initiatives.

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

Sustainability Planning

Responsible Party

Stephanie Corbett
Sustainability Director
Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted 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.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	Yes	No
Public Engagement	Yes	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	No
Purchasing	Yes	No
Transportation	Yes	No
Waste	Yes	No
Water	Yes	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	Yes	No
Investment	No	No

Other

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The Office for Sustainability hosts events and forums for the CWRU campus to learn, get involved or volunteer. One such event is the annual Fall Big Green Event a forum where any researcher or group working on sustainability is given time to share highlights. During Students can participate in waste sorts. Green bag lunches on topics such as building your own rain barrel are offered to the entire campus community.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The Office for Sustainability (OFS) and the CWRU as a whole engages with the the external community around sustainability in a number of ways including hundreds of volunteer hours with local NGOs, community development corporations and schools. OFS hosts many outside groups event's on campus and provides sustainability tours. OFS has also paid student stipends to work with the City of Cleveland's sustainability office.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

The University Climate Action Plan (CAP) offered a road map of the Universities goals and objectives to achieve climate neutrality by 2050.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The CAP outlines specific projects and initiatives and a timeline for carbon neutrality.

Accountable parties, offices or departments for the Air and Climate plan(s):

Office for Sustainability, Facilities Services, Academic units

A brief description of the plan(s) to advance sustainability in Buildings:

The University has a goal to achieve LEED Silver certification when building new or performing major renovations. Additionally a retro-commissioning team is implementing a strategy to achieve efficiencies in existing building stock.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Applying for LEED certification in a timely manner for each new building project.
The new retro-commissioning plan outlines annual goals for existing buildings.

Accountable parties, offices or departments for the Buildings plan(s):

Construction and Planning
Facilities Services

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Bon Appetit has corporate goals to purchase a minimum of 20% local food within 150 miles and to support individual small farmers with assistance to advance the availability of this local food.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Bon Appetit reports annually on their 20% goal and their support of local farmers.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Auxillary Services and Bon Appetit

A brief description of the plan(s) to advance sustainability in Energy:

A retro-commissioning team is implementing a strategy to achieve efficiencies in existing building stock. The Climate Action Plan (CAP) calls for outlines needed reductions in energy utilization to achieve the University's climate goals.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

The retro-commissioning team has annual goals to work through a certain number of buildings. The CAP calls for the University to reduce energy intensity as compared to baseline by 25% before 2050.

Accountable parties, offices or departments for the Energy plan(s):

Facilities services

A brief description of the plan(s) to advance sustainability in Grounds:

The University is working with institutional, neighboring patterns and Beyond Pesticides to craft a plan to migrate towards all organic lawn care. The plan is in development now in FY15.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

These are being developed

Accountable parties, offices or departments for the Grounds plan(s):

Grounds

A brief description of the plan(s) to advance sustainability in Purchasing:

Procurement and distribution services works to integrate sustainability into contract language.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The University is working to create a communications plan to increase mode shift in the campus community to move people out of single-occupancy vehicles and to transit, walking, biking and carpooling.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The plan is in development.

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

A recycling and waste minimization plan is being created now that outlines how the University will transition to single stream recycling in FY16 as well as strategies to increase composting and divert more waste from the landfill.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

Facilities Services
Office for Sustainability
Campus community

A brief description of the plan(s) to advance sustainability in Water:

The University has stated goals to reduce potable water consumption and improve stormwater quality and quantity that leave campus.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Water bottle filling stations are being installed on attrition all over campus.

When sidewalks and parking lots are replaced when possible pervious concrete or pavers are utilized to keep stormwater infiltrating on site. Additionally snow-melt systems are installed on attrition or in new building projects to reduce the amount of salt that has to be spread to improve the quality of the water the leaves campus.

Accountable parties, offices or departments for the Water plan(s):

Facilities Services

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The University has an enhanced, one-year old Wellness initiative that rewards employees for positive behavior. We are in the process of determining how to better articulate to employees how using transit, biking and walking for sustainability can also help achieve personnel health goals.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Wellness
Office for Sustainability

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The website URL where information about the institution's sustainability planning is available:

<http://www.bw.edu/academics/sustainability/business-practice/collegiate-consortium/>

Governance

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), 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.

Submission Note:

Student governance data received from Student Activities Director.

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students can participate in University governance through a number of avenues:

Residence hall association - elected by peers

Undergrad student government - elected by peers

University Committees - are not elected but appointed by faculty or staff

Additionally, students are active in sustainability decision making through the Student Sustainability Council where sustainability policies and programs are formed, as well as the Initiative Council where decisions are made about initiatives on campus.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

A student voting member sits on the Faculty Senate as well as University Board of Trustee Subcommittees which are both appointed roles. Both of these bodies report directly to the Board of Trustees. A student does not sit on the Board of Trustees itself.

Do students have a formal role in decision-making in regard to the following?:

Yes or No

Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Student participation in ad hoc, university committees and faculty senate committees where these decisions are being made provide formal roles in decisions made. Students are appointed to each of these groups.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No

Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution’s governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. 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
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Marilyn Sanders Mobley

Vice President

Office of Inclusion, Diversity and Equal Opportunity

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The President's Advisory Council on Minorities will serve the university by providing the President and Provost with ongoing insight and action plans as they relate to underrepresented minorities and other diverse constituencies in the university community.

The Council will assess the university's policies, practices, and attitudes concerning minority students, staff, and faculty; define priorities; recommend changes; and celebrate and replicate best practices that both create a racially inclusive environment and foster the full development, professional advancement, and recognition of all people on campus.

As a standing Council with rotating membership, the Council will not only complement the activities of academic and administrative offices, as well as several committees that address diversity; the Council also aims to provide leadership, innovative solutions, and forward-looking initiatives.

The Council is to report its findings and recommendations to the President and the Provost who will make them available to the university community and consider how to implement them. It is expected that the Council's work will highlight the importance of diversity as a core value and define achievable goals for Case -- both of which are critical for achieving the university's vision of producing a campus environment that promotes harmony, inclusiveness, and equality."

The full-time equivalent of people employed in the diversity and equity office:

4

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.case.edu/diversity/index.html>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Office of Inclusion, Diversity and Equal Opportunity (OIDEO) provides a number of diversity awareness workshops and consultation services for faculty, students and staff. In some cases, a program specific to goals, participants, and time frame is developed in order to accommodate the different classes, departments, offices, and student groups that request training.

In 2011 the OIDEO created Train the Champion program, designed to help faculty and staff learn how to be leaders in creating an inclusive environment on campus. It begins in January and concludes in November with a "graduation" ceremony. Program participants meet monthly during 90-minute lunchtime sessions in which they explore various aspects of diversity. Session topics include race, religion, generational differences, lesbian, gay, bisexual and transgender community and disability issues.

The website URL where information about the cultural competence trainings is available:

<http://www.case.edu/diversity/programs/training.html>

Assessing Diversity and Equity

Responsible Party

Marilyn Sanders Mobley

Vice President

Office of Inclusion, Diversity and Equal Opportunity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

Submission Note:

Diversity Strategic Action Plan - 2012:

<http://www.case.edu/diversity/downloads/DSAPMarch2012.pdf>

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

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

The CWRU Climate Survey was administered in the fall of 2010 to students, faculty, and staff as a way to assess the campus environment. The survey examines a number of issues related to climate, such as how comfortable the university is for participants, participants' experiences of discrimination, and participant interactions with their peers. Taken together, results of this survey can help the campus community better understand and address climate issues specific to the workplace and classroom.

A total of 3,045 undergraduate students, 3,787 graduate and professional students, 2,678 faculty members, and 3,220 staff members were surveyed. Responses were collected from 911 undergraduates (30%), 720 graduate students (19%), 631 faculty members (24%), and

1,387 staff members (43%).

Has the institution assessed student diversity and educational equity?:

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

A brief description of the employee diversity and employment equity assessment(s):

Has the institution assessed diversity and equity in terms of governance and public engagement?:

A brief description of the governance and public engagement assessment(s):

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

<http://www.case.edu/diversity/downloads/Climate.pdf>

Support for Underrepresented Groups

Responsible Party

Marilyn Sanders Mobley

Vice President

Office of Inclusion, Diversity and Equal Opportunity

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

<http://www.case.edu/lgbt/>

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

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

Yes

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

CWRU's Lesbian Gay Bisexual Transgender Center has won awards and gives scholarships to LGBT students and supporters as well as offers support to thees underrepresented students, staff and faculty. (

<http://www.case.edu/lgbt/>

) Additionally, CWRU's Office for Inclusion, Diversity and Equal Opportunity supports students, staff and faculty that are from other underrepresented groups on campus. A great number of programs, initiatives and events are conducted from these offices.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.case.edu/diversity/index.html>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

CWRU has sexual conduct and harassment procedures that can also be applied to discrimination.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.case.edu/diversity/sexualconduct/policies/harass.html>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Marilyn Sanders Mobley

Vice President

Office of Inclusion, Diversity and Equal Opportunity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

Submission Note:

Funding for graduate students

<http://gradstudies.case.edu/prospect/funding.html#diversity>

Academic Careers in Engineering and Science:

www.cwru.edu/admin/aces/

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

AUMF at CWRU - The Association of Underrepresented Fellows (AUMF) will partner with CWRU for the next three years to advance the university's efforts to bring more diversity to the biomedical sciences. The current president of the AUMF is Emmitt Jolly, assistant professor of biology at CWRU. As the first host institution of the AUMF, CWRU will sponsor speakers, pipeline programs and a major conference in the spring of 2014.

IDEAL - The goal of this innovative partnership grant is to seed institutional transformation at leading universities in the northern Ohio region by creating an institutional learning community that is empowered to develop and leverage knowledge, skills, resources and networks to transform academic cultures and enhance equity and inclusion at each university. IDEAL adapts and disseminates the successful academic leadership development and institutional transformation methods developed by CWRU during its five-year

ADVANCE IT initiative, Academic Careers in Engineering and Science (ACES

www.cwru.edu/admin/aces/

), which continues at CWRU as ACES+. Awarded to Dr. Lynn T. Singer, Deputy Provost and Vice President for Academic Affairs, Case Western Reserve University, the 3 year NSF Grant is a partnership with five regional public universities: Bowling Green State University, Cleveland State University, Kent State University, University of Akron and the University of Toledo.

Diversity Fellow Pilot Program: A CWRU professional or graduate student is selected to serve upon graduation as Diversity Fellow in OIDEO for one year.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Marilyn Sanders Mobley

Vice President

Office of Inclusion, Diversity and Equal Opportunity

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 prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- 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 is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

TRIO:

<http://students.case.edu/trio/>

SEO:

http://casemed.case.edu/cshs/community_progs.cfm

ACES+

<http://www.case.edu/admin/aces/summerresearch.html>

Louis Stokes:

<http://admission.case.edu/financialaid/scholarships.aspx>

PREP:

<http://gradresed.case.edu/prep/program.html>

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The Summer Enrichment & Opportunity Program and the ACES+ program help prepare low-income / underrepresented minority students for further education in science and engineering.

SEO: The Center for Science, Health & Society at the School of Medicine (SOM) has partnered with the Cleveland Municipal School District (CMSD) , and Hathaway Brown (HB) School , a private, suburban preparatory school for girls to establish the Scientific Enrichment and Opportunity (SEO) Program. This initiative brings the considerable faculty talent and resources of the SOM to bear on the CMSD. This research experience is intended to enhance student interests in the biomedical sciences, provide them with unparalleled professional experience in the sciences, and bring them into contact with the SOM's faculty for both academic and career mentoring.

In addition, since the CMSD contains a large percentage of minority students, with nearly 80% being either African-American or Hispanic, the SEO program affords underrepresented minorities an opportunity that they might not otherwise get to experience hands-on science. Through the program, these students also receive the stimulus and reinforcement from a unique supportive network comprised of CMSD science teachers and guidance counselors, SOM faculty, and parents to continue on to post-secondary education - and subsequently careers - in science.

The ACES+ summer research program for Science and Engineering (S&E) minority undergraduate students is an intensive, hands-on, 10 week session and seeks to attract students to pursue research in science or engineering as a career. The student will participate in ongoing projects with a faculty mentor's research program. In addition, students will attend lectures by S&E faculty and give one poster presentation at the end of the program. ACES students are welcome to attend one of the pre-med courses, which include biology, chemistry, organic chemistry, and physics, and to take part in all social events and outings for the HHMI and NIH-funded summer research students.

A brief description of the institution's scholarships for low-income students:

The Louis Stokes Congressional Black Caucus Foundation Scholarship is intended to help economically and educationally disadvantaged students attain an education at Case Western Reserve University, offering a full-tuition award, renewable for up to five years; a grant of up to \$2,500 to cover the purchase of a computer and books; and assistance securing a paid summer internship.

Additionally, the CWRU African American Alumni Association (AAAA) will launch a five-year campaign in mid-November to collect funds to increase the endowment of scholarships for African American students.

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The School of Medicine's Postbaccalaureate Research Education Program (PREP) is an NIH-funded program that recruits recent undergraduates, including low-income students, to become researchers for one year in preparation to enter a graduate degree program and embark on a career in the biomedical sciences; PREP Scholars are encouraged to apply to CWRU and other top-ranked biomedical science PhD programs.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

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 making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Carolyn Gerich Washick

Interim Director of Employee Relations

Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Carolyn Gerich Washick

Interim Director of Employee Relations

Human Resources

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.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Elizabeth Click
Medical Director
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

Wellness activities for benefits-eligible faculty and staff were available during fall 2014: Health Risk Appraisal, Biometric Screening and Tobacco Attestation Program. Completion of these three activities enabled faculty and staff covered by the Benelect medical plan to receive a \$25 per month premium incentive during 2015. That same program and format were present throughout 2014. We are focusing our program on the behaviors that most significantly impact health expense. By incenting people to engage in more healthy behaviors, health and well-being should increase and we expect that cost containment and savings will occur over time for the university and individuals. During 2014 (and now in 2015), people receiving the monthly premium incentive were also eligible for an additional program incentive (one or two) if they met participation guidelines in one or two of four categories: physical activity, weight management/nutrition, stress management, tobacco cessation. Programs were offered in all four categories to help people make lifestyle changes. The Employee Relations area of HR offers an EAP program to meet the mental health needs of faculty and staff. Additionally, CWRU's 1-2-1 Fitness Center produces a monthly wellness newsletter, free monthly activity classes, cooking demonstrations, health seminars and walk-in club, as well as special events such as flu shots, chair massages, etc.

Students' well-being needs are addressed by the University Health Service, University Counseling Center, Student Affairs and related programming.

The website URL where information about the institution's wellness program(s) is available:

<http://www.case.edu/finadmin/humres/benefits/wellness/>

Workplace Health and Safety

Responsible Party

Marc Rubin

Director

Environmental Affairs

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable 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-reportable 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 *Sampling and Data Standards*, 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 reportable workplace injuries and occupational disease cases	---	---
Full-time equivalent of employees	---	---

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

	Start Date	End Date
--	------------	----------

Performance Year	---	---
Baseline Year	---	---

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Sustainable Investment

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

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

Investment Disclosure

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.

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

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Ana Locci

University Farm Director

Squire Valleevue and Valley Ridge Farms

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

The program was partially funded through a kickstarter campaign: information regarding the kickstarter campaign available here: <https://www.kickstarter.com/projects/cwrufarm/farm-to-food-desert>

Letter of Affirmation not available as of 3/20/14 - will be added when available.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

The Farm to Food Desert Program

A brief description of the innovative policy, practice, program, or outcome :

The CWRU Farm piloted a 20-week program to employ 8 individuals who live in neighborhoods surrounding the University that qualify as food deserts for 30 hrs per week to assist the farm during the growing season, learn to grow their own food through their employment and provide them with fresh produce (approx. \$40/week) for their family as part of their compensation. Free transportation was provided between campus and the farm, and the farm partnered with local chefs to hold monthly instructional cooking demos.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

8 local residents were employed almost full-time for 20 weeks; Additionally, the farm was able to produce 1000 lbs more food than the 2013 growing season.

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
Air & Climate	---
Buildings	---

Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	Yes
Health, Wellbeing & Work	Yes
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

<https://students.case.edu/farm/about/doc/14farmreport.pdf>

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---

Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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