# Chatham 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.*

# Education & Research

## Co-Curricular Education

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

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

# Student Sustainability Educators Program

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**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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**Criteria**

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

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

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

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

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

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

2,691

**Program name (1st program):**

Eco-reps program

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

2,691

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

An important aspect of being an Eco-rep is participating in the annual energy competition. The Eco-reps answer any questions on how to reduce energy consumption as well as guide activities throughout the six-week long competition. The Eco-reps are responsible for bulletin boards in the residence halls and post information for various sustainability-related/focused events throughout the year. The Eco-reps are also responsible for making sure students living in residence halls participate and are knowledgeable on Chatham's annual recycling competition, RecycleMania. In general, the Eco-reps are there to answer any general sustainability questions that students may have.

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

They are elected by the student body.


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

They receive ongoing workshops and trainings through the Office of Sustainability and Student Affairs.


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

The sustainability office provides training, support and materials for the Eco-reps in order for them to lead the sustainability events and activities.


**The website URL for 1st Program:**

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**Program name (2nd program):**

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

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

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

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

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

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**The website URL for 2nd program:**

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**Program name (3rd program):**

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

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

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

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

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

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**The website URL for 3rd program:**

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**Program name (All other programs):**

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

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

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

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

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

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**The website URL for all other programs:**

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# Student Sustainability Outreach Campaign

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

**Criteria**

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

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

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

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

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

The following impacts are not sufficient for this credit:

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

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

**Does the institution hold a campaign that meets the criteria for this credit?:**
Yes

**The name of the campaign(s):**
RecycleMania, Energy Competition, and Pathways to Sustainable Careers

**A brief description of the campaign(s):**

RecycleMania:
RecycleMania is a friendly competition and benchmarking tool for college and university recycling programs to promote waste reduction activities to their campus communities. Over an 8-week period each spring, colleges across the United States and Canada report the amount of recycling and trash collected each week and are in turn ranked in various categories based on who recycles the most on a per capita basis, as well as which schools have the best recycling rate as a percentage of total waste and which schools generate the least

amount of combined trash and recycling. With each week's updated ranking, participating schools follow their performance against other colleges and use the results to rally their campus to reduce and recycle more.

Chatham University has been participating in this competition since 2007.

Energy Competition:

This year was a pilot competition designed to measure Chatham University's energy consumption and help to reduce it in the six weeks of the competition. We plan to do this every year.

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

We were able to see how much energy was consumed in each of the halls that were a part of the competition and use this to further reduce our energy consumption. We also had weekly challenges for the students to reduce their energy consumption such as changing their incandescent light bulb for a compact fluorescent light bulb.

Pathways to Sustainable Careers:

This campaign invites members from the community that are part of sustainable careers to speak to the students at Chatham University.

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

RecycleMania:

1. Motivate students and staff to increase recycling efforts and reduce waste generation.

2. Generate attention and support for campus recycling programs.

3. Encourage colleges to measure and benchmark recycling activity in their effort to improve their programs over time.

Energy Competition:

-We saw a 20% decrease in energy over the competition this Spring and plan to do another competition in the Fall.

-Educated students on their own personal energy consumption.

Pathways to Sustainable Careers:

To show the growing field of sustainable careers and encourage students to go into the field.

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

http://recyclemaniacs.org/about/

# Sustainability in New Student Orientation

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**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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**Criteria**

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

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

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

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

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

Yes

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

Each year at the new student orientation, the Admissions Office and Student Affairs incorporate sustainability into the programming. Each new student receives a reusable water bottle that can be filled at any of the water fill stations placed around campus, and a sustainable laundry bag. The orientation program also has a sustainable living activity that is lead and organized by our Sustainability Coordinator to teach the new students about sustainability, sustainable living and sustainable practices here at Chatham University.

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

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# Sustainability Outreach and Publications

**Responsible Party**

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

**Submission Note:**

A copy of our rain water harvesting map, arboretum walking map, a Rachel Carson's life tour map, an historical restorations tour map and a green features tour map are available on Chatham University's intranet website which is available to any student, faculty or staff member.

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

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

Yes

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

Chatham University's Office of Sustainability is the administrative home of all campus sustainability projects. The office works to initiate change on campus with the hope of moving Chatham to carbon neutrality. We coordinate with University departments, faculty, and

student groups to take steps to a more sustainable living, learning, and working environment for the campus community.

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

http://www.chatham.edu/outreach/sustainability/

**Does the institution have a sustainability newsletter?:**

Yes

**A brief description of the sustainability newsletter:**

Our sustainability newsletter is called Small Change and has been sent out into the community once a week since 2007. Small Change highlights current and future ways to get involved in the sustainable movement and what locals can do to help make positive small changes in the environment.

**The website URL for the sustainability newsletter:**

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

No

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

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

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

Yes

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

Chatham University posts various signs around campus that highlight green building features. Some describe how our solar water system works next to the residence halls that use the water. Signs outside of Rea House explain the environmental features of the building, including energy and water saving. Other signs across campus highlight our campus-wide ban on the sale of bottled water.

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

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

Yes

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

In our dining hall and in our Weathervane snack bar we have several signs posted that highlight local food, non-GMO milk and how to compost.

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

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

Yes

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

At Chatham University we have a sign posted next to our rain garden that highlights our non-potable water usage and storm water management.

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

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

Yes

**A brief description of the sustainability walking map or tour:**

Chatham University has several different walking maps and tour maps. We have an arboretum walking map, a Rachel Carson's life tour map, an historical restorations tour map and a green features tour map.

**The website URL of the sustainability walking map or tour:**

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

Yes

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

Chatham University has a guide to car transportation through Commute Info on the university website. We also have a guide to bike commuting that details how to safely bike in Pittsburgh. This guide is located conveniently for the students in the bike shop. Bike routes are also marked on the campus maps.

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

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

No

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

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

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

Yes

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

The sustainability department has a regular column in the student newspaper called Small Changes that is written by students detailing sustainability events and news.

**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:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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

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**A brief description of this material:**

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**The website URL for this material:**

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# Student Group

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

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

Yes

**The name and a brief description of each student group:**

Green Horizons

Green Horizons is Chatham University's environmental collective, promoting sustainable living and awareness. Past activities include recycled plastic bag "slip and slide" night, a bike-in movie, and the annual "Green Week," which involves the "veg pledge," environmentally-themed teach-ins, etc.

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

1. Fracking Awareness Art Campaign
2. Trial markers for Eden Hall
3. Mountain top removal protest
4. Attended power shift conference in Washington D.C.

**List other student groups that address sustainability:**

Naturality & Bike Collective

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

http://www.chatham.edu/outreach/sustainability/culture.cfm

# Organic Garden

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

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

Yes

**A brief description of the garden:**

The garden at our Eden Hall campus is an organic student-run teaching garden. We also compost, and practice permaculture and vermiculture at our Eden Hall campus. In addition we have bee hives that act as the primary pollinators of our organic garden and for our small heritage fruit tree orchard.

**The website URL where information about the garden is available:**

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Organic Garden

# Model Room in a Residence Hall

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

Model Room in a Residence Hall

# Themed Housing

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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

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

Yes

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

Rea House: Sustainability- themed house

Rea House is Chatham's environmentally-themed student dorm, housing 28 students. Residents of Rea House must submit an application and participate in events that display a commitment to the environment and sustainability.

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

http://www.chatham.edu/campuslife/resident/residenthalls.cfm

**The total number of residents in themed housing. :**

28

# Sustainable Enterprise

**Responsible Party**

**Jessica Mooney**
Assistant to the Dean, SSE
Academic Affairs Department

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

Yes

**A brief description of the enterprise:**

This Fair Trade, certified organic blend coffee was created for us in partnership with local coffee roasters, La Prima Espresso. This is a student-run enterprise, and all of the proceeds from our coffee sales go to the Food Studies Scholarship Fund.

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

https://www.chatham.edu/academics/colleges/sse/edencoffee/

# Sustainability Events

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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

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

Yes

**A brief description of the event(s):**

Sustainable Careers Lecture Series:
Each month, a guest lecturer is invited to speak on their journey that led to a career in the sustainability field. The speaker provides inspiration and insight to students to encourage them in considering careers in sustainability. Even if a student is not in an environmental/sustainability program, this lecture can still show how skills from their specific program can be applicable in the sustainability field.

http://www.chatham.edu/newsevents/events/details.cfm?eventID=7221

Rachel Carson Legacy Conference:
We offer empowerment and leadership for women in the synthesis of science and writing as career opportunities following in Rachel Carson's footsteps. We will sustain Rachel Carson's legacy through our actions illustrating her principles as an institution and as individuals. Every year we host the Rachel Carson Legacy Conference in which we highlight one of her many accomplishments for the world and sustainability.

http://www.chatham.edu/sse/events/rachelcarsonlegacy/

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

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# Outdoors Program

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Submission Note:**

See page 8 of the activities calendar website.

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

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

Yes

**A brief description of the program:**

Chatham University partners with Venture Outdoors, a non-profit organization that is dedicated to outdoor activities. Through this program students participate in various outdoor activities such as biking, hiking and skiing.

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

http://www.chatham.edu/campuslife/activities/docs/2012SpringCalendar.pdf

# Themed Semester or Year

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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

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

Yes

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

The Global Focus program at Chatham University engages our students in the purposeful study of peoples and civilizations. Our community of scholars promotes the acquisition of sustainable global competencies through the critical and holistic exploration of one specific country or region of the globe every year. The program concurrently reinforces cross-cultural ties and internationalization initiatives in the greater Pittsburgh area and beyond. This year we are focusing on Scandinavia , including renewable energy and sustainability issues.

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

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**The website URL where information about the theme is available:**

http://www.chatham.edu/globalfocus/

# Curriculum

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

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

# Sustainability Course Identification

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**Responsible Party**

**Wenying Xu**
Vice President for Academic Affairs
Academic Affairs Department

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**Criteria**

**Part 1**

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

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

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

**Part 2**

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

**Part 3**

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

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

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

Yes

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

With Chatham's historic liberal arts focus and the requirements of our mission initiatives of sustainability, women's issues, and global affairs, much of our research is by necessity interdisciplinary in nature. The different disciplines recognized as relating to sustainability include:

• Political ecology, economic geography, critical theory, sustainability, energy, environmental governance, and spatial analysis.
• Sustainability science, global water resources, community ecology, and women's and children's environmental health.
• Protected areas, social and economic justice, and the intersection of race and class with conservation and environmentalism
• Sustainability and risk analysis, climate change, energy, toxic chemicals, and public health.

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

Yes

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

Each discipline compiled a list of their sustainability research activities and initiatives, then complied them into one sustainability research activities and initiatives inventory.

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

Yes

**The website URL where the sustainability course inventory is posted:**

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=19&DisplayName=University%20Sustainability

# Sustainability-Focused Courses

**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

**Criteria**

Institution offers sustainability-focused academic courses.

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

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

**The number of sustainability-focused courses offered :**

105

**The total number of courses offered :**

2,965

**Number of years covered by the data:**

Two

**A list of sustainability-focused courses offered:**

Sustainability Focused courses

1. FST 514 - Fair Trade (3)
Exploring the role of global trade agreements, government policies, international labor standards, and social movements in determining global food production and distribution. Examines historical food exchanges, debates over genetic modification, and strategies of multinational corporations, environmental concerns, and development scenarios. Case studies include coffee, chocolate, green beans, and aquaculture.

2. FST 517 - Sustainable Systems (3)
Students work collectively to collaborate with one client on a real world problem to provide an analysis of a complex food-related public policy issue. Projects include business plan for food-based social enterprise; production/distribution models for urban farm operations; researching solutions for bringing fresh food into low-income, historically disadvantaged communities.

3. FST 520 - Growing Sustainably (3)
Using Chatham's Eden Hall Campus gardens as well as neighboring farms as a case study, students will integrate best practices for sustainable agriculture with theory and research analysis in the classroom. Topics will include basic principles of soil fertility,

biodiversity, agriculture history, effects of both conventional and organic agriculture, and the politics surrounding the issues.

4. FST 520L - Growing Sustainably Lab (1)
Through working on Chatham's Eden Hall Farm as well as neighboring farms, students will integrate best practices for sustainable agriculture in ongoing projects. Lab component will include work with the western regional office of Pennsylvania Association for Sustainable Agriculture, farm-to-table initiatives, ongoing regional vermiculture and composting, and garden market development and maintenance for a variety of community partners.

5. FST 530 - Sustainable Culinary Basics (3)
Covers the fundamental concepts and skills of classical cookery focusing on local and sustainable practices. Topics include sourcing local ingredients, flavor profiles, cooking theories. Includes basics and terminology in stocks, soups, sauces, vegetables, starches, meat, and poultry from Eden Hall and field trips to local farms. Techniques include sautéing, roasting, poaching, braising and frying. Class runs 7 weeks and is offered twice.

6. FST 532 - Sustainable Meat Production (3)
As part of sustainable agriculture and culinary knowledge, understanding meat production outside the conventional large scale processing facilities is a critical skill for students who will work with restaurants, farm markets, and other distribution venues. Students will learn butchering, packaging, and cooking techniques at a grass-fed livestock farm and production facility.

7. FST 605 - Food and Climate Change (3)
This course covers the basics of the relationship between climate change and food systems. Using case studies and research projects coursework covers a comprehensive understanding of agriculture, food production and consumption in relation to environmental change, with close attention to the different ways that communities experience such change.

8. SUS 502 Sustainability and Systems (3 cr)
Students develop skills necessary to understand, describe, and communicate complex systems. Working from examples and cases, students will learn how to identify key system drivers and communicate
findings to diverse audiences. In the process, students will learn to solicit useful information
and model systems using formal and informal methods.

9. SUS 503 Understanding Knowledge Across Disciplines (3 cr)
Students explore how individuals and disciplines approach knowledge and how different
types and sources of knowledge can help inform sustainability. They examine different
assumptions about the individual as a decision maker, including the perspectives of
traditional economics, behavioral economics, and anthropology. They explore the differences
and similarities among different academic disciplines including law, physics, literature,
philosophy, and religion. Finally, they explore the role of experts and expertise in planning and
managing sustainability.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=19&DisplayName=University%20Sustainability

**A copy of the sustainability course inventory:**

All courses.xlsx

# Sustainability-Related Courses

**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

**Criteria**

Institution offers sustainability-related academic courses.

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

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

**The number of sustainability-related courses offered :**

227

**The total number of courses offered :**

2,965

**Number of years covered by the data:**

Two

**A list of sustainability-related courses offered:**

Sustainability Related Courses

1. FST 505 - Food and Representations (3)
Focus on representations of food and eating in public contexts, from literature to policy, popular culture, marketing, and political rhetoric, but also including scientific, agricultural, and culinary discourses. Texts include advertising, research reports. This class examines the varying meanings assigned to agriculture, food, and eating.

2. FST 508 - Food Systems (3)
Examines philosophical, sociological, economic, and cultural issues related to the production and consumption of food. From Agrarianism to the Green Revolution, explores the transformations of industrialization, technology, and migration. Provides a foundation in food systems and commodity chains as concepts and methodological tools for uncovering the relationship between communities, agriculture, markets, and consumers.

3. FST 509 - Food Access (3)
If food is a basic human right, how do societies create universal access to food? In this course, we explore the moral and ethical basis for making citizens food secure despite global inequality. Major topics include the relationship between food access, culturally

appropriateness, nutrition, sustainability, and justice.

4. FST 510 - Food, Culture and History (3)
Provides an overview of food and diet in transnational history emphasizing cultural impact of modernity on food gathering, farming, plant biology, the body and consumption, health, taste, and cuisine. Topics include the development of agriculture, the causes of famine, the disruptions of colonialism, global exchange, industrialization, migration, and commercial economic dominance of the food system.

5. FST 511 - Research Methods: Food (3)
Introduction to social science research methods applicable to the study of food and culture. Practicum includes ethnography, interviews, focus groups, survey research, oral history, textual analysis, cultural mapping, and visual methods. Applied approach to research: students will produce data for practical use in existing community projects or thesis preparation.

6. FST 512 - Practical Nutrition (3)
Course provides an overview of nutrition as an evidence-based research field, focusing on groups and communities where research is conducted and then applied. Topics include science and politics of food categories; supplements and functional foods; weight and disordered eating, commercial, local, organic, and conventional foods; cuisine, culture, and diet.

7. FST 513 - Food, Labor, and Inequality (3)
Course examines how food labors shape historical, political, and social contexts. From nomadic egalitarianism, agrarian politics, industrial stratification to global technological disparities, we explore the uneven compensation and status created in domestic settings, restaurants, factories, and farms. Research on contemporary food labor practices and relevant policies is emphasized.

8. FST 515 - Writing about Food (3)
Students will develop techniques and skills for writing about food and culture by studying ethics; journalism, advertising, multimodal and new technology venues; recipe writing; food criticism; writing about food in a variety of genres from history to fiction, magazines and websites. Course emphasizes both print and online media. Cross-listed with ENG 513.

9. FST 516 - Comparative Cuisines (3)
This course focuses on cuisine as a conceptual tool for understanding culture, geography, and environment. Explorations include: the development of cuisine, the relationship between nation-building and culinary doctrine, literacy and cultural preservation, colonialism, empire, and appropriation. Narratives explore migration, ethnic and racial identity, gender and traditionalism, peasant and elite foodways.

10. FST 518 - Business of Food and Agriculture (3)
Course covers both history and current practices related to food and agriculture as economic enterprises in the United States and the world. Skills include ability to understand strategic management principles including identifying target markets, niche marketing. Students will be able to develop an agricultural project or food business plan including understanding barriers of entry, compiling demographic data, developing feasibility studies, long and short term business goals, define and calculate a breakeven point, and budget formulation.

11. FST 522 - GIS: Food and Agriculture (3)
This course will provide students with a solid foundation of the principles and applications of GIS, an introduction to the desktop software ArcGIS, and will demonstrate its use in the public sectors. Skills learned in other courses can be brought to this course and built upon. Students will focus on their particular interests and projects.

12. FST 531 - Fermentation (3)
Through hands on production, tastings and lectures this course is designed to provide students with an understanding of winemaking principles and practices including a history of viticulture, wine production regions, wine types/styles, methods of winemaking, basics of fermentation, wine chemistry and winery operations. Active experience in the principles of sensory evaluation will be gained through weekly tastings. Students will produce root beer, beer, sake, local mead and vinegar to gain an understanding of various fermentation methods. An emphasis will be placed on sustainable viniculture practices and the globalization of wines.

13. FST 602 - Global Agriculture (2)

Examines how contemporary agricultural era is characterized by the simultaneous existence of radically different farming systems within the same region. Course explores prior examples historically and regionally. Focus is then on what makes the contemporary agricultural age different, including respect for 'traditional' approaches as viable 'alternatives'; social and scientific research supporting alternatives; farmers/practitioner awareness of options; and consumer-citizens driven awareness and advocacy.

14. FST 603 - Food Journeys (3)

From the Columbian Exchange to Eco-tourism, food travels the world and the traveler journeys through food. This course examines historical and contemporary writing on food and geographic movement. Topics include culinary adventuring, anti-colonialist eating, and the migrant food voice. Analysis of memoirs, cookbooks, and travelogues culminates in publishable food journeys.

15. FST 604 - Food, Social Change and Health (3)

Food and health are inextricably intertwined in modern cultures. Course explores the historical relationship between physical well-being and consumption, from body weight to food fads. The course examines the history of food-related social movements, policy mandates and collective action. Global environmental concerns, gender politics and public health policies are key topics.

16. FST 610 - Culture and Politics of Meat (3)

Meat is one of the most prized and problematic aspects of our food system. It is one of the key issues in environmental degradation through agriculture, but it is also the most celebrated component of new sustainable food initiatives. Large scale meat consumption can signal either a rise or decline in overall global health. This course will examine the culture, politics, history, and contemporary debates about the production and consumption of animals by humans.

17. FST 683 - Special Topics: Pittsburgh Food Landscape (3)

Using theories of collective memory, methods of culinary and oral history, and techniques from cultural geography, this course examines components of the food universe of Allegheny County and Pittsburgh, focusing on the way its distinctive ethnic and class history resulting in specific traditions, culinary creations, and entrepreneurial endeavors related to selling and consuming food.

18. FST 691, 692 - Internship (1) (2)

Internship placement will focus on local nonprofits, advocacy groups, community projects, food companies, farms, co-ops, food producers, and policy agencies. Directed experience can include developing products, community knowledge, food system data, or promotional materials (course requires instructor signature).

19. FST 693 - Field Work Practicum (3)

Students in 3 credit internships will have regular meetings as a group and individually with the supervising academic professor in order to address ethical, logistical, and intellectual issues related to community-based work in Food Studies (course requires instructor signature).

20. FST 698 - Thesis/Project (1)

Course provides supervision and research guidance for Master's thesis or projects in Food Studies. Students will have instruction in data analysis, writing for public presentation and publication, professional development workshops, and community development issues.

21. FST 699 - Pro-Seminar (3)

Professional development seminar including workshops on negotiation, networking, public presentation, publication, and communication. Includes guest speakers and event management opportunities.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=19&DisplayName=University%20Sustainability

**A copy of the sustainability course inventory:**

All courses.xlsx

# Sustainability Courses by Department

**Responsible Party**

**Wenying Xu**
Vice President for Academic Affairs
Academic Affairs Department

**Criteria**

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

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

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

13

**The total number of departments that offer courses:**

30

**A list of departments that offer sustainability courses:**

1. School of Sustainability and Environment
2. Food Science
3. Science
4. History
5. Psychology
6. Education
7. English
8. Business
9. Interior Architecture
10. Landscape Architecture
11. Social Work
12. Environmental Studies
13. Applied Sciences

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=19&DisplayName=University%20Sustainability

**A copy of the sustainability course inventory :**

All courses.xlsx

# Sustainability Learning Outcomes

**Responsible Party**

**Wenying Xu**
Vice President for Academic Affairs
Academic Affairs Department

**Criteria**

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

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

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

**The number of graduates covered by the sustainability learning outcomes:**

241

**Total number of graduates :**

754

**A list of degree programs that have sustainability learning outcomes:**

All undergraduate students have a sustainability learning outcome in the degree programs.
All graduates from Chatham College for Women
All graduates from the School of Sustainability and Environment
All graduates in Master of Interior Architecture and Master of Science in Interior Architecture
All graduates of Master of Landscape Architecture and Landscape Development
All graduates of Master of Business and Entrepreneurship

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

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**A copy of the sustainability course inventory :**

All courses.xlsx

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

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# Undergraduate Program in Sustainability

**Responsible Party**

**Wenying Xu**
Vice President for Academic Affairs
Academic Affairs Department

**Criteria**

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

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

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

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

**Does the institution offer an undergraduate degree program that meets the criteria for this credit?:**
Yes

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

**The website URL for the program (1st program):**
http://www.chatham.edu/academics/programs/undergraduate/environmental/

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

**The website URL for the program (2nd program):**
http://www.chatham.edu/academics/programs/undergraduate/environmental/

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

**The website URL for the program (3rd program):**
http://www.chatham.edu/academics/programs/undergraduate/environmental/

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

Environmental Policy

http://www.chatham.edu/academics/programs/undergraduate/environmental/

Environmental Biology

http://www.chatham.edu/academics/programs/undergraduate/environmental/

Environmental Chemistry

http://www.chatham.edu/academics/programs/undergraduate/environmental/

# Graduate Program in Sustainability

**Responsible Party**

**Wenying Xu**
Vice President for Academic Affairs
Academic Affairs Department

**Criteria**

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

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

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

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

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

Yes

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

Master of Arts in Food Studies

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

http://www.chatham.edu/academics/programs/graduate/mafs/requirements.cfm

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

Master of Sustainability

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

http://www.chatham.edu/academics/programs/graduate/mld/requirements.cfm

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

Master of Landscape Design and Development

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

http://www.chatham.edu/academics/programs/graduate/mld/requirements.cfm

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

Master of Interior Architecture

http://www.chatham.edu/academics/programs/graduate/mia/

Master of Science in Interior Architecture

http://www.chatham.edu/ccps/msia/

Master of Landscape Architecture

http://www.chatham.edu/mla/

Certificate in Sustainable Management

http://www.chatham.edu/sse/documents/Certificate-Sustainable-Management.pdf

# Sustainability Immersive Experience

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**Responsible Party**

**Karin Chipman**
Study Abroad Coordinator
International Programs Department

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**Criteria**

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

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

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

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

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

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

Yes

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

In the sense that sustainability is one of the three mission initiatives of the university, and as such is a constant conversation and more and more a part of daily life. There is no formal program in the sense of an isolated "experience." Being at Chatham University itself is a sustainable experience because sustainability is infused into every part of the institution.
Our general education program has study abroad programs in Costa Rica, Belize and New Zealand.

Below are some course descriptions.
Costa Rica: Sustainable Costa Rica, 2011
Duration: May 2 – 10, 2011 (Required classes at Chatham Eastside April 28, May 16 and 17)
The Course: Sustainable Costa Rica offers real world exposure to one of the last remaining pristine eco-systems on earth. Students will tour sustainably built and/or LEED rated residential and commercial structures. Additionally, the group shall see buildings and interiors built in the Costa Rican vernacular style. Readings, lectures, and activities will advance the understanding of how the built and natural environment can co-exist so that neither is compromised. A deeper understanding of how this relationship works shall be done by studying biomimicry, which is the science of how nature would solve a problem. By visiting wildlife reserves, biological reserves, volcanoes, sustainable plantations, and rainforests, students shall experience natural systems, thus affording models that could provide solutions for human needs. A camera and/or video camera will be required for this course.

Belize A Voyage of Discovery thru Service, 2011

Students will travel to San Ignacio, Belize, for a three-part program– volunteer activities, cultural interactions and the study of sustainable development in situ. Students will learn about the local sustainable development issues at several villages with distinctly different ethnic compositions (Mennonites, Hispanics, Maya and Garifuna). The students will do preliminary site visits upon arrival followed by case studies of ongoing sustainability projects in which the students will analyze, offer recommendations, and help with local projects. The program will also include cultural activities and events. Free time/weekend activities may include trips to the open-air market, the local pyramids and a visit to the Mayan ruins.

Guatemala/Belize 2010, 2009 and several years prior…

-Belize and Guatemala offer unique opportunities to study the partnerships between environmentally conscious humans and a wide variety of natural and cultural environments. Students will study the rain forest, mountain, and marine habitats of howler monkeys, jaguars, and reef fish, learning firsthand about grassroots environmental organization, and participate in an on-site service-learning project (e.g., at the Belize Botanical Garden). In addition, they will deepen their understanding of Mayan culture and history by first studying and then visiting classic Mayan archeological sites such as Xunantunich, Cahal Pech, and Tikal, and by visiting contemporary Mayan communities. This course will focus on rainforest and reef ecology, Mayan history and culture, and cultural diversity. Finally, students will apply their new knowledge by sharing their insights through follow-up presentations at Chatham upon their return to develop leadership and demonstrate global citizenship.

Ecuador – The Galapagos Islands: A Conservation Experience 2011 and 2012

The Course: Participants in this program will spend their first week on Santa Cruz Island doing conservation work and visiting local attractions. During their second week, participants will be on San Cristobal Island volunteering on key community, conservation and social projects. You will end your program with a fascinating and relaxing week at Isabella Island where you can relax and visit the Giant Tortoise Breeding Center as well as Las Tintorera Islet to see white tip sharks, and more. Keep in mind that due to a combination of the rigorous nature of the conservation work and the intense tropical climate, this is a very physically demanding experience.

New Zealand

http://www.ecoquest.unh.edu/summer

Weeks, 3 Islands, 8 Credits: an unforgettable Summer Program in Aotearoa New Zealand

Our five-week summer program provides an unequalled opportunity to gain academic credits while working toward sustainable solutions for the management of natural resources. All learning opportunities offered by EcoQuest are packaged into a curriculum framework which addresses ecology and environmental policy pertaining to the real-life case studies which span the full spectrum of restoration opportunities on offshore islands in the Hauraki Gulf, New Zealand's largest marine embayment. Since 1999, Tiritiri Matangi Island and Ponui Island have been core destinations for the Summer Program. Motuihe and Motutapu islands are relatively recent additions to ecological restoration of offshore islands in New Zealand, and their potential conservation value is extremely high. In 2006 EcoQuest was invited to contribute to ecological restoration efforts on Motuihe, and since 2010 we have extended out efforts to include Motutapu.

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

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# Sustainability Literacy Assessment

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

*Part 1*

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

*Part 2*

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

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

**Has the institution conducted a sustainability literacy assessment?:**

Yes

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

Yes

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

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

What does it mean to be a sustainable university?
What can you do individually to further sustainable practices at Chatham University?
How might current sustainable practices at Chatham University be used more, or even more effectively?
How should we organize ourselves to further sustainable practices at Chatham University?
What would it take to make Chatham University exemplify best sustainability practices? How would we assess and communicate this?

**A brief description of how the assessment was developed:**

The assessment was compiled by the sustainability department from a series of campus-wide conversations about what it means to be sustainable.

**A brief description of how the assessment was administered:**

The assessment was administered in the form of discussion sessions and surveys to students, faculty and staff at Chatham University.

**A brief summary of results from the assessment:**

The questions were not designed to find out what facts people know, but what they think about sustainability in their lives as part of Chatham's community. Student responses were reflective of a range of understandings, and generally seemed to have a good grasp of the basics, as far as the ecological aspects are considered. There is still much attention paid to recycling as the signature indicator of what being sustainable means, but students responded with an awareness of energy impacts, and one even noted that "Sustainability isn't just about being green. Focusing on equity, community service, and the environment is better than just recycling."

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

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# Incentives for Developing Sustainability Courses

**Responsible Party**

**Jessica Mooney**
Assistant to the Dean, SSE
Academic Affairs Department

**Criteria**

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

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

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

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

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

**A brief description of the program(s):**

USDA-NNF Program:

Food and Agricultural Sciences National Needs Graduate and Postgraduate Fellowship (NNF) Grants Program
This grant program supports: (1) training students for Master's and doctoral degrees in food, agricultural and natural resource sciences, and; (2) Special International Study or Thesis/Dissertation Research Travel Allowances (IRTA) for eligible USDA NNF beneficiaries. Awards are specifically intended to support traineeship programs that engage outstanding students to pursue and complete their degrees in USDA mission areas. Applicants provide clarity about the philosophy of their graduate training, and relevance to USDA mission sciences, NIFA priorities and national science education policies and statistics. Applications are being solicited from institutions that confer a graduate degree in at least one of the following Targeted Expertise Shortage Areas: 1) animal and plant production; 2) forest resources; 3) agricultural educators and communicators; 4) agricultural management and economics; 5) food science and human nutrition; 6) sciences for agricultural biosecurity; and 7) training in integrative biosciences for sustainable food and agricultural systems.

Dominion Higher Education Partnership:
Educating our citizens and meeting the varied work force needs of business and industry are challenges that require diverse solutions. Grants from the Dominion Higher Educational Partnership program better align Dominion's work force needs with the company's support of higher education.

In the area of post-secondary education, Dominion accepts grant applications, up to $50,000, to encourage the development of programs for post-secondary students, aimed at developing a skilled work force in areas critical to Dominion (see award categories for more details).

USDA-SARE:
Every day, farmers and ranchers around the world develop new, innovative strategies to produce and distribute food, fuel and fiber sustainably. While these strategies vary greatly they all embrace three broad goals, or what SARE calls the 3 Pillars of Sustainability:

• Profit over the long term
• Stewardship of our nation's land, air and water
• Quality of life for farmers, ranchers and their communities

There are almost as many ways to reach these goals as there are farms and ranches in America. This program works on research that leads to sustainable agriculture.

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

School of Sustainability faculty receives startup funds to development their research agenda. In the last year we received over $40,000 from three different foundations to support for sustainability courses and faculty research. The faculty receive funding to help develop sustainable courses.

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

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# Research

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

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

# Sustainability Research Identification

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**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

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**Criteria**

**Part 1**
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research.  The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

**Part 2**
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

**Part 3**
Institution makes its sustainability research inventory publicly available online.

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

**Has the institution developed a definition of sustainability research?:**

Yes

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

With Chatham's historic liberal arts focus and the requirements of our mission initiatives of sustainability, women's issues, and global affairs, much of our research is by necessity interdisciplinary in nature. The Academic Affairs Office considers these different disciplines to be applicable to interdisciplinary sustainability research:
• Political ecology, economic geography, critical theory, sustainability, energy, environmental governance, and spatial analysis.
• Sustainability science, global water resources, community ecology, and women's and children's environmental health.
• Protected areas, social and economic justice, and the intersection of race and class with conservation and environmentalism
• Sustainability and risk analysis, climate change, energy, toxic chemicals, and public health.

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

Yes

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

Each discipline compiled a list of their sustainability research activities and initiatives and compiled them into one sustainability research activities and initiatives inventory, with input from the Vice President of Academic Affairs.

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

Yes

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

http://rs.acupcc.org/ip/187/

# Faculty Engaged in Sustainability Research

**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

**Criteria**

Institution's faculty members conduct research on sustainability topics.

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

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

**The number of faculty members engaged in sustainability research:**

21

**The total number of faculty members engaged in research:**

100

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

School of Sustainability and Environment:
1. Dr. Hassenzahl
2. Dr. Finewood
3. Dr. Fortwangler
4. Dr. Mehling
Food Science:
5. Dr. Julier
6. Dr. Matthews
7. Dr. Seidel

Natural and Physical Sciences:
Science:
8. Dr. Edenborn
9. Dr. O'Neill

Global and Public Policy:
History:
10. Dr. Martin

Human Development:

PSYD:

11. Dr. Mannarino

12. Dr. Hamilton

13. Dr. Zanardelli

Education:

14. Dr. Biglan

Writing, Literary and Cultural Studies:

English:

15. Dr. Bruckner

16. Dr. Wardi

Business and Entrepreneurship:

Business:

17. Dr. DeLong

Art and Design:

Interior Architecture:

18. Dr. Sullivan

19. Dr. Anthony

20. Dr. Galford

Landscape Architecture:

21. Dr. Beidler

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

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

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

Dr. Crystal Fortwangler, Food Studies, School of Sustainability and the Environment: Working with Larimer neighborhood to understand why is it complicated to pursue a community garden and how can it prosper and thrive when facing certain social, cultural and institutional barriers? Working with graduate students, she examined how the young adult population in Larimer and a portion of East Liberty, ages 18-35, presently makes food choices, consider ways to improve access to fruits and vegetables and discuss ideas this population might like to see implemented that would assist them in making healthy food choices.

Mim Seidel, Food Studies, School of Sustainability and the Environment: research to implement the Diabetes Prevention Program Group Lifestyle Balance study. The purpose of the study was to translate the successful National Diabetes Prevention Program (NDPP) [2] into a medically underserved community.

**The website URL where information about sustainability research is available:**

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# Departments Engaged in Sustainability Research

**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

**Criteria**

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

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

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

**The total number of academic departments that conduct research:**

30

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

10

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

-School of Sustainability and the Environment
-Food Science
-Natural and Physical Sciences
-History
-Psychology
-Education
-English
-Business
-Art and Design
-Landscape Architecture

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

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

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# Sustainability Research Incentives

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**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

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**Criteria**

**Part 1**

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

**Part 2**

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

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**Submission Note:**

Examples of student sustainability research include:
starting a seed library in Pittsburgh, a study of Consumer perceptions of ecolabels and eco labeling terms, develop an online, open source map resource of the local food system infrastructure in southwestern PA and the surrounding region, and more.

"---" *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:**

Students can participate in sustainable research as part of an independent study which counts as college credits and allows the student to work with the faculty and the research project. Graduate students are encouraged to do an independent study with the sustainability office and undergraduate students are encouraged to do their senior independent research project called tutorial on sustainability. The sustainability office actively seeks students to do their tutorial projects on sustainability and the Sustainability Coordinator sits on undergraduate and graduate thesis boards. The students receive college credit for their projects. We also have internships and assistantships in both the undergraduate and graduate programs for the sustainability office and the sustainability and environment program. These are paid internships and assistantships.

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

---

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

Yes

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

The School of Sustainability faculty receive startup funds for developing their research agendas. In the last year they received over $40,000 from 3 different foundations to support sustainability courses and faculty research. Faculty receive money to help develop sustainable courses.

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

---

# Interdisciplinary Research in Tenure and Promotion

**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

**Criteria**

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

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

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

Yes

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

With Chatham's historic liberal arts focus and the requirements of our mission initiatives of sustainability, women's issues, and global affairs, much of our research is by necessity interdisciplinary in nature. A recent statement released by our Vice President for Academic Affairs stated, "Interdisciplinary research has been greatly valued at Chatham University, and it is given equal weight as research from a single academic discipline."

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

---

# Operations

## Buildings

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

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

# Building Operations and Maintenance

**Criteria**

Institution owns and operates buildings that are:

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

and/or

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

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

---

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

# Building Design and Construction

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

and/or

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

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

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

**New building space that meets "Eligible Buildings Criteria":**

250,000 *Square Feet*

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

0 *Square Feet*

**New building space that is LEED Certified :**

0 *Square Feet*

**New building space that is LEED Silver certified:**

43,000 *Square Feet*

**New building space that is LEED Gold certified :**

0 *Square Feet*

**New building space that is LEED Platinum certified:**

0 *Square Feet*

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

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**An electronic copy of the guidelines or policies :**

---

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

---

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

   ---

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

Eastside

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

   ---

# Indoor Air Quality

**Responsible Party**

**Dawn Roerink**
Manager of Housekeeping
Facilities Management

**Criteria**

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

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

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

1,050,000 *Square Feet*

**Total occupied building space :**

1,050,000 *Square Feet*

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

Chatham University has had a ban on VOC paints and finishes since 2000.
Requests for remediation or complaints can be directed to facilities using an online work order system, usable by anyone with a Chatham email address.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=29&DisplayName=Facilities%20Management

# Climate

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

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

# Greenhouse Gas Emissions Inventory

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

**Part 1**

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

**Part 2**

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

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

**The website URL where the GHG emissions inventory is posted:**

http://rs.acupcc.org/ghg/2058/

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

**Does the inventory include emissions from air travel?:**
Yes

**Does the inventory include emissions from commuting?:**
Yes

**Does the inventory include embodied emissions from food purchases?:**
No

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

**Does the inventory include emissions from solid waste disposal?:**

Yes

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

No

**If yes, please specify:**

---

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

No

**If yes, please specify :**

---

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

No

**If yes, please specify :**

---

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

---

**If yes, please specify :**

---

# Greenhouse Gas Emissions Reduction

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

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

**Submission Note:**

We count the employees of our Eastside tenant companies in our weighted campus user calculations. Though they are not a part of Chatham University staff or faculty and therefore do not appear in our IPEDS data, they are significant users of our electricity for their data center.

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

**Scope 1 and 2 gross GHG emissions, 2005 :**

6,460 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

**Third-party verified carbon offsets purchased, 2005:**

0 *Metric Tons of CO2 Equivalent*

**On-campus residents, 2005:**

400

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

689

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

608

**Scope 1 and 2 gross GHG emissions, performance year :**

9,141.50 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

**Carbon offsets purchased, performance year:**

0 *Metric Tons of CO2 Equivalent*

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

1-1-2010, 12-31-2010

**On-campus residents, performance year:**

471

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

2,881

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

975

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

1-1-2010, 12-31-2010

# Air Travel Emissions

**Responsible Party**

**Jennifer Lundy**
Assistant Vice President of Finance and Administration
Finance and Administration

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

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

Yes

**A brief description of the policies and/or programs:**

Chatham University, upon signing the American College and University President's Climate Committee in 2007, adopted a policy that all unnecessary airfare should be eliminated. This is enforced through both the Academic Affairs Office and the Business Office. Employees must prove that the travel is necessary, and all air travel must be arranged through the university travel agent. The agency selects for the lowest emission flight and reports on flight emissions to the Sustainability Office annually.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=2&DisplayName=Business%20Office

# Local Offsets Program

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

Local Offsets Program

# Dining Services

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

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

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

# Food and Beverage Purchasing

<div align="center">

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

</div>

**Criteria**

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

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

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

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

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

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

50

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

Chatham University's food is provided by Parkhurst, a member of the Eat N' Park Hospitality Group. Working with Parkhurst is a good fit for Chatham because both have similar missions pertaining to locally sourced food. In 2002 Parkhurst launched FarmSource as a part of their Ecosteps program.

The aim of the FarmSource program is to source more than 20% of all food locally. Parkhurst defines locally in the following ways:

- Produce sourced 125 miles from the point of distribution
- Dairy sourced within 150 miles and produced by independent farmers that do not use recombinant bovine somatotropin hormone (rBST)
- Eggs that are cage free, from Ohio (over 150 miles away)
- Meat and Poultry that is regionally sourced through companies like Hatfield. Artisanal products such as fresh baked bread and homemade sausages are purchased from small local businesses

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

**available:**

---

# Trayless Dining

---

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

Yes

**A brief description of the trayless dining program:**

Chatham ran a pilot program called "Trayless Tuesdays" in 2008 and it was so successful that they fully implemented a completely trayless system in 2009. Currently 99% of all meals served on campus are trayless. This includes meal plan meals, retail facility meals, and conference meals. The new system appears to have no disadvantages. In addition to using less water, soap, and labor to clean the trays Chatham has seen enormous reductions in post-consumer food waste. Before the trayless system was used, dining hall patrons filled four to five 55-gallon containers with food waste per meal period. After going trayless only half of one 55-gallon container is filled per meal.

**List the year the program was started:**

Sept. 4, 2009

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

99

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

100

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

99

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

100

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

http://www.chatham.edu/outreach/sustainability/culture.cfm

# Vegan Dining

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the vegan dining program:**

Chatham has a large vegetarian population, with about 20% of the students being vegetarian or vegan and upwards of 50% identify as flexetarian. Chatham University offers complete-protein vegan dining options at every meal. The main dining hall has a large salad bar as well as hot vegan food during each meal period. There is always a vegetarian soup (not necessarily vegan) everyday.

We also have a vegan/vegetarian focus group that meets with Dining Services to provide feedback for the selections.

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

http://my.chatham.edu/departments/getpage.cfm?PageID=209&DeptID=69

# Trans-Fats

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Most of the food served is from recipes developed by the chefs from scratch. Chatham only uses non-trans-fat butter and other fats in these recipes.

Chatham University has no specific process in place to communicate trans-fats amounts in the various foods available, but information is available to students upon request.

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

---

# Guidelines for Franchisees

This credit was marked as **Not Applicable** for the following reason:

*Institution does not have food service franchisees operating on campus.*

Guidelines for Franchisees

# Pre-Consumer Food Waste Composting

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Chatham composts all animal, vegetable, and cardboard waste from Anderson and the Weathervane but not at the Eastside campus. (The Eastside campus does not compost pre or post consumer waste at this time because there is no space at that facility.)

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

80

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

100

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

50

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

100

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

---

# PostConsumer Food Waste Composting

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the postconsumer food waste composting program:**

In order to compost post-consumer food waste, students must separate food trash and compostable items, recyclable items, and those that must go to the landfill. Waste receptacles at Anderson Dining Hall and at the Weathervane Snack Bar are clearly marked, with pictures and directions explaining how to separate. (There are no receptacles for sorting waste at the Eastside Campus due to space and access limitations.)

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

75

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

100

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

50

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

0

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

http://www.chatham.edu/outreach/sustainability/environment.cfm

# Food Donation

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

**Does the institution donate leftover or surplus food?:**

Yes

**A brief description of the food donation program:**

Leslie Ekstrand (General Manager of Dining Services at Chatham University) said, "We try not to have left over food ever…It's a goal."

Chatham's Dining Services does have a relationship with the regional Food Bank and donates to them after large dinners, (such as Thanksgiving or other large events), when there is an atypical amount of leftovers. We do not, however, send food to the Food Bank every day because the quantity of food left over is too small.

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

---

# Recycled Content Napkins

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the purchasing behavior:**

Chatham purchases recycled content napkins from a local paper goods distributor. All of the napkins are made from 100% recycled content. Chatham also purchases coffee cups and coffee sleeves made from recycled materials.

**The website URL where information about the purchasing is available:**

---

# Reusable Container Discounts

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the reusable mug program:**

Cafe Rachel sells reusable beverage containers. If you buy their mug or bring your own from home you are only charged for a small tea or coffee, even if your travel mug is a large size.

**Amount of the discount offered for using reusable mugs:**

0.25

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

---

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

---

# Reusable To-Go Containers

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Chatham gives all students who purchase a meal plan, faculty and staff green plastic reusable to-go containers free of charge at the beginning of each school year. Students without meal plans may buy these containers for $5. The sustainability office underwrites the program for faculty and staff who do not have meal plans.

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

---

# Energy

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

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

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

# Building Energy Consumption

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

**Total building energy consumption, 2005:**

2,653,808.29 *MMBtu*

**Building space, 2005 :**

723,000 *Gross Square Feet*

**Total building energy consumption, performance year:**

106,686.92 *MMBtu*

**Building space, performance year:**

1,050,000 *Gross Square Feet*

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

1-1-2010- 12-31-2010

# Clean and Renewable Energy

<div align="center">

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

</div>

**Criteria**

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

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

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

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

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

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

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

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

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

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

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

---

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

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

0 *MMBtu*

**Option 2: Non-electric renewable energy generated:**

128.23 *MMBtu*

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

0 *MMBtu*

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

11,532.56 *MMBtu*

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

0 *MMBtu*

**Total energy consumed during the performance year :**

106,686.92 *MMBtu*

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

---

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

Micro-channel solar thermal hot water systems on 2 largest residence halls. Sixty-four collectors, covering 1270 square feet, producing 90kw at peak power. Total thermal storage of 2260 gallons.

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

---

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

Green-e certified mix, mostly American wind power (Horsehead Flats, NE). Current contract is for three years.


**A brief description of cogeneration technologies deployed:**

---


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

http://www.chatham.edu/outreach/sustainability/environment.cfm

# Timers for Temperature Control

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

Timers for Temperature Control

# Lighting Sensors

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the technology used:**

Chatham University has lighting sensors in all of our classrooms and hallways at our Eastside campus and in most major classrooms at the Shadyside campus, to reduce energy when rooms are unoccupied.

**The percentage of building space with lighting sensors:**

---

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

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# LED Lighting

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the technology used:**

We use over 100 LED lights at Chatham University, with a variety of indoor usages for common areas and elevators, and some offices. We also use 46 watt LEDs in outdoor lighting to replace the 250 watt metal halide units.

**The percentage of building space with LED lighting:**

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**The percentage of parking deck space with LED lighting:**

---

**The percentage of outdoor space that uses LED lighting:**

50

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

80

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

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# Vending Machine Sensors

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the technology used:**

Rather than have on-off motion sensors, we have turned off the lighting in the machines permanently.

**The percentage of vending machines with sensors:**

90

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

---

# Energy Management System

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

# Energy Metering

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

# Grounds

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

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

# Integrated Pest Management

**Responsible Party**

**Steven Horhut**
Master Gardener and Arborist
Facilities Management

**Criteria**

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

1) Set action thresholds

2) Monitor and identify pests

3) Prevention

4) Control

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

**The size of the campus grounds :**

415 *Acres*

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

415 *Acres*

**A brief description of the IPM plan(s) :**

Since 2000, Chatham University has practiced a pest management plan that bans inorganic pesticides on all campus grounds. In the case of an active termite infestation an exception may be made, but we make no preemptive application.

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

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# Native Plants

**Responsible Party**

**Steven Horhut**
Master Gardener and Arborist
Facilities Management

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

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

Yes

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

As part of our arboretum program, Chatham University has a practice that prioritizes native species in landscaping appropriate to our region. A partial list of current native species includes: Asclepias tuberosa (butterfly weed), Tussilago farfara (colts foot), Veronicastrum virginicum (Culver's root), Veronica spicata, Andropogon, gentian, Kalmia latifolia, Magnolia virginiana, Ilex verticillata, Solidago sp. (goldenrod), Echinacea, etc.

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

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# Wildlife Habitat

**Responsible Party**

**Steven Horhut**
Master Gardener and Arborist
Facilities Management

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

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

Yes

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

Chatham University is currently concentrating on preserving wildlife habitat at the Eden Hall campus. We are improving our bee and songbird population with bee forage planting at the Shadyside campus and Eden Hall campus.

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

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Wildlife Habitat

# Tree Campus USA

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Chatham is an APGA member arboretum, and has submitted our tree plan and application to Tree Campus USA, and received notice that our application is under review.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=19&DisplayName=University%20Sustainability

# Snow and Ice Removal

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

# Landscape Waste Composting

**Responsible Party**

**Steven Horhut**
Master Gardener and Arborist
Facilities Management

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

Yes

**A brief description of the composting or mulching program:**

We have done landscape composting since 2000. One-hundred-percent of yard waste is composted off-site and is included in our waste totals.

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

0

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

100

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

---

# Purchasing

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

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

# Computer Purchasing

**Criteria**

*Part 1*

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

*Part 2*

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

**Submission Note:**

Chatham provides Apple computers, and Apple has withdrawn from EPEAT.

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

# Cleaning Products Purchasing

**Responsible Party**

**Dawn Roerink**
Manager of Housekeeping
Facilities Management

**Criteria**

*Part 1*

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

*Part 2*

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

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

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

Yes

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=29&DisplayName=Facilities%20Management

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

Chatham preferences Green Seal and Eco Logo products when available. Supplies are purchased by the Housekeeping Manager only.

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

Yes

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

5,106.13 *US/Canadian $*

**Total expenditures on cleaning products :**

14,441 *US/Canadian $*

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

FACILITIES CLEANING PRODUCTS POLICY 9-2012.docx

# Office Paper Purchasing

**Responsible Party**

**Jennifer Lundy**
Assistant Vice President of Finance and Administration
Finance and Administration

**Criteria**

*Part 1*

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

*Part 2*

Institution purchases recycled content office paper.

**Submission Note:**

$7,816 or 38% of our paper purchases are not recycled content, but are sustainably sourced and either FSC or RFA approved.

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

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

**The URL where the recycled paper policy, directive, or guidelines are posted:**
http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=2&DisplayName=Business%20Office

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

Paper:
On the Shadyside and Eden Hall campuses, paper may be purchased directly from Office Depot online, where the University has negotiated a preferred price on 30 percent recycled paper. Paper purchases should be charged to each department's paper budget line (7120). The Copy Center can also assist in ordering paper, particularly cardstock and colored paper as they have negotiated rates and identified the best vendors for these commodities.
For printing at the Eastside campus, paper is purchased and stocked by Ikon and passed on to departments in the per print copier charges, and also provides 30 percent recycled paper.

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

Yes

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

0 *US/Canadian $*

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

10,516 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

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

0 *US/Canadian $*

**Total expenditures on office paper :**

20,849 *US/Canadian $*

# Vendor Code of Conduct

**Criteria**

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

---

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

Vendor Code of Conduct

# Historically Underutilized Businesses

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of how the institution meets the criteria:**

Chatham University has a preference in using women-owned businesses, and recently used such businesses for a combined federal and state grant program. Chatham University also uses a women-owned marketing firm and a women-owned energy service company for our Eastside campus.

In addition, the Center for Women's Entrepreneurship at Chatham University (CWE) has developed new and innovative programs that assist women in Southwestern Pennsylvania to develop and expand new businesses.

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

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# Local Businesses

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the program:**

Chatham University has a strong history in supporting local businesses. We use local businesses by choice, such as our general contractor for the Eden Hall Campus project, our electrical and lighting supplies, our filtered water stations and more. Our dining services provider is local, and we support Parkhurst's initiative to buy from local farmers.

We also make local purchases at smaller scale, including signage, the Bike Shop purchases from a local bike shop; and our Eden Hall coffee blend is a partnership with a local roaster.

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

---

# Transportation

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

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

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

# Campus Fleet

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Criteria**

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

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

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

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

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

5

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

0

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

0

**100 percent electric vehicles in the institution's fleet :**

8

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

0

**Hydrogen fueled vehicles in the institution's fleet :**

0

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

0

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

0

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

43

# Student Commute Modal Split

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

47

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

53

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

21

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

0

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

26

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

0

**The website URL where information about alternative transportation is available:**

http://www.chatham.edu/outreach/sustainability/

# Employee Commute Modal Split

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

8

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

92

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

3

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

0

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

5

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

0

**The website URL where information about alternative transportation is available:**

---

# Bicycle Sharing

**Submission Note:**

The city of Pittsburgh is developing a bike share program and we plan to join that program when it is underway (expected late 2012).

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

# Facilities for Bicyclists

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the facilities:**

Chatham Bike Works is located on the lower level of Woodland Hall. It combines indoor bike parking with a bike workshop and classroom, and a bike commuter lounge area. There are reserved lockers available. Showers are located at the AFC.

Eastside has only outdoor bike parking, but does have lockers and showers.

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

http://www.chatham.edu/outreach/sustainability/

# Bicycle and Pedestrian Plan

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

**Has the institution developed a bicycle plan?:**

Yes

**A brief description of the plan:**

Chatham University was recognized by the League of American Bicyclists as a Bike Friendly University (BFU). Bicycle commuting is a significant part of the University's sustainability and employee wellness initiatives, and the adoption of the Bicycle Commuting Tax Credit for employees and the Chatham Bike Works educational bike shop were established to support these efforts.

Chatham's bicycle plan includes several initiatives aimed at making biking a safe and convenient option for students and faculty. The University is currently working to increase bike parking availability as well as increasing indoor bike parking and storage.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=19&DisplayName=University%20Sustainability

# Mass Transit Programs

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

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

Chatham University offers a free campus shuttle for students, faculty and staff. Three shuttles operate daily. Chatham Eastside Shuttle loops every 20 minutes between 7am to 11pm, Monday-Friday. Oakland Shuttle loops every 30 minutes Mondays-Thursdays between 7 a.m. to 11 p.m., Fridays between 7am to 3:30 a.m., Saturdays between 9 a.m. to 3:30 p.m. and Sundays between 10 a.m. to 6 p.m. Approximately 1,000 riders per week participate in the Chatham Shuttle program while classes are in session. These "Green Machines" run on a 5 percent biodiesel blended fuel.
Additionally, students, staff and faculty are eligible to ride the University of Pittsburgh shuttles at no cost throughout the SouthSide and Oakland and University of Pittsburgh students are eligible to ride our shuttles at no cost as well. Riders must present their valid Chatham Photo ID. There are nine Pitt Shuttles which operate under regular schedules, seven days per week, throughout the year.

Free Public Transportation
Pittsburgh Port Authority Transit (PAT) offers free transportation for students, staff and faculty aboard its buses, Monongahela Incline and light rail system within any PAT zone via its Port Authority U-Pass program. Riders must present a valid, unexpired Chatham University photo ID and are free to ride at any time on any day.

Free Safe Rider Van:
Chatham participates in the University of Pittsburgh's Safe Rider Van Service which provides free evening and early morning transportation to students, faculty and staff where and when buses and shuttles are not available. Transportation service is limited to two categories: intercampus, between local residences and campus buildings. Riders are limited to 20 trips per semester. Trips are scheduled with a dispatcher during evening and early morning hours.

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

http://www.chatham.edu/campuslife/services/shuttle.cfm

# Condensed Work Week

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

Condensed Work Week

# Telecommuting

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

# Carpool/Vanpool Matching

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

Yes

**A brief description of the program:**

Chatham participates in the Southwest PA Commission CommuteInfo program, which coordinates vanpool, carpool and now bikepool riders.

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

http://www.commuteinfo.org/

# Carpool/Vanpool Matching

# Cash-out of Parking

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

Cash-out of Parking

# Carpool Discount

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the program:**

Carpoolers pay only one parking fee, split amongst themselves.

We also offer free vans for students who carpool to events, with pre-registration.

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

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# Local Housing

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the incentives or programs:**

Chatham owns and rents at reasonable rates many houses and apartments on and near campus, with preference given to faculty and staff. The university provides housing for many Student Affairs staff, as well as Academic Affairs staff, whose jobs require them to be on campus throughout the day and evening.

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

---

# Prohibiting Idling

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

**Has the institution adopted a policy prohibiting idling?:**

Yes

**A brief description of the policy:**

In accordance with county regulations, Chatham University prohibits idling at loading docks and other boarding locations. There are signs posted that note this regulation. Furthermore, Chatham University shuttle buses and other newer vehicles on campus automatically shut down after they have been idling for a set amount of time (when in park with the emergency brake on).

**The website URL where information about the policy is available:**

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# Car Sharing

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the program:**

Chatham has hosted Zipcar since 2009. Two cars, including a Honda Insight hybrid, are located on campus. The cars are available for any Chatham community member 18 or older with a drivers license. Chatham ZipCar members may also use other university ZipCars in the city, including those at Carnegie Mellon, University of Pittsburgh, and Duquesne University.

We also have a fleet of minivans that are reservable by students for activities. (21 and over)

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

http://www.chatham.edu/outreach/sustainability/

# Waste

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

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

# Waste Reduction

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Criteria**

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

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

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

**Weight of materials recycled, 2005 baseline year :**

10.94 *Tons*

**Weight of materials composted, 2005 baseline year :**

23.06 *Tons*

**Weight of materials disposed as garbage, 2005 baseline year :**

244.57 *Tons*

**Weight of materials recycled, performance year :**

17.52 *Tons*

**Weight of materials composted, performance year :**

44.47 *Tons*

**Weight of materials disposed as garbage, performance year :**

298.09 *Tons*

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

1-1-2010, 12-31-2010

**On-campus residents, 2005:**

400

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

689

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

608

**On-campus residents, performance year:**

471

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

2,881

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

975

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

1-1-2010 - 12-31-2010

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

Yes

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

Chatham works to reduce waste primarily through reduction at the source, including packaging reduction choices for products, returnable food containers, reusable bags, the elimination of bottled water, and more.

We also work to see improved recycling annually, and increased composting opportunities.

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

http://www.chatham.edu/outreach/sustainability/environment.cfm

# Waste Diversion

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Criteria**

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

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

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

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

116.03 *Tons*

**Materials disposed in a solid waste landfill or incinerator :**

199.50 *Tons*

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

Chatham boasts a composting program in its dining facilities that gathers pre–and post-consumer materials, including takeout containers. Waste fat is sent to a regional biodiesel plant. The school–wide single–stream recycling program is successful and includes students and administration. The Waste Working Group of Chatham's Climate Committee promotes and advertises the reduction efforts at Chatham.

# Construction and Demolition Waste Diversion

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of 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.

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

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

109.86 *Tons*

**Amount of construction and demolition materials landfilled or incinerated :**

0.07 *Tons*

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

This project was completed as a LEED Silver for commercial interiors.

# Electronic Waste Recycling Program

**Criteria**

*Part 1*

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

*Part 2*

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

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

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

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

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

Chatham requires the e-waste be handled by a vendor that can provide proof that they are a Basel Action Network signatory, and are permitted & bonded through the PADEP permit 081 for electronic de-manufacturing.

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

Chatham University recycles all institution-generated materials with two different organizations that refurbish the electronic materials and donate them to schools and other non-profit organizations.
Any non-reusable materials go to an electronics recycler that is a signatory of the Basel Action Network protocol, and is permitted & bonded through the PADEP permit 081 for electronic de-manufacturing. In addition, our vendor, ECS&R, is Pennsylvania's 1st U.S. Environmental Protection Agency R2 Certified company for electronics recycling.

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

The program is the same for students, but we request that cellphones be donated to the Hope Line program that refurbishes the phones for a women's shelter.

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

http://www.ecsr.net/ei-recycling.php

# Hazardous Waste Management

**Responsible Party**

**Wendy Hallows**
Safety Manager
Natural and Physical Sciences

**Criteria**

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

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

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

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

Chatham University has recently chosen to run laboratory instruction on the micro-scale to aid in reducing chemical waste. The university has invested in smaller glassware and more appropriate tools for chemistry classes in order to help reduce the amount of chemicals being wasted. We have an online purchasing database that is used to eliminate duplications of orders.

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

Chatham University designates that hazardous chemicals be picked up once a semester by a certified company. The university follows OSHA's regulations and guidelines of how to properly dispose of hazardous, universal and non-regulated chemical waste. One member of the science department sits on a university wide safety committee to ensure that Chatham University is handling the hazardous materials as safely as possible.

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

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# Materials Exchange

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

Yes

**A brief description of the program:**

The Paper Exchange is a joint project of the Ikon Copy Center and the Office of Sustainability. A supplies cupboard is located in an alcove next to the Copy Center, and stocked with surplus paper, labels, folders etc. Materials are free to all.

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

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# Limiting Printing

**Responsible Party**

**Jennifer Lundy**
Assistant Vice President of Finance and Administration
Finance and Administration

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

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

Yes

**A brief description of how printing is limited:**

Each student is able to print 2,000 pages a year. The number of pages a student has printed is tracked through their student username when they log onto the network. Any additional pages that a student needs may be printed for a small fee per page.

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

http://my.chatham.edu/documents/getdeptdocs.cfm?DeptID=2&DisplayName=Business%20Office

# Materials Online

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

**A brief description of the practice:**

Chatham University uses a web-based Learning Management System (Moodle). Professors upload materials for their courses on Moodle for students to view, download, submit, or discuss information. Professors are to use Moodle for all papers distributed to the students including syllabi.

Chatham University posts all documents and forms online on the intranet for the various departments on campus including the business office, registrar, and academic affairs. If a student needs a form they can fill it out on the computer and send it via email to the necessary department without any paper being used. All documents and forms are for Chatham University student, faculty and staff can be found on the myChatham network.

**The website URL where information about the practice is available:**

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# Chemical Reuse Inventory

**Responsible Party**

**Wendy Hallows**
Safety Manager
Natural and Physical Sciences

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

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

Yes

**A brief description of the program:**

Chatham University has a chemical inventory system that does not allow anyone to reorder chemicals until all the chemicals are used on campus. Once they are used up then we can order in a new supply. The purpose of this is to not order more chemicals when there are already chemicals on campus.

**The website URL where information about the practice is available:**

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# Move-In Waste Reduction

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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

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

Yes

**A brief description of the program:**

Recycling opportunities are available for students in areas with designated bins for food, clothing and school supplies. The housekeeping department makes special pick-ups of cardboard for recycling at this time.

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

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# Move-Out Waste Reduction

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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

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

Yes

**A brief description of the program:**

Recycling opportunities are available for students in areas with designated bins for food, clothing and school supplies. The housekeeping department makes special pick-ups of cardboard recycling during this time.

Through the Office of Residence Life (ORL), the university encourages a socially responsible clean up during move-out. E-mailed newsletters and announcements at residence hall meetings are utilized to educate the student population about the donation bins provided for food, clothing and school supplies. The ORL staff reviews the contents of the bins as well as any items left behind in the rooms. Move-out in 2011 generated 4 medium boxes of food donations for the food bank, 78 bags of clothing for Goodwill, and one box of school supplies for the Salvation Army. Furniture is an additional category that the ORL plans to offer next year. Any abandoned items that are not re-usable are thrown away.

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

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# Water

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

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

# Water Consumption

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Criteria**

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

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

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

**Water consumption, 2005 baseline year:**

29,364,000 *Gallons*

**Water consumption, performance year :**

2,574,000 *Gallons*

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

1-1-2010, 12-31-2010

**On-campus residents, 2005:**

400

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

689

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

508

**On-campus residents, performance year:**

471

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

2,881

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

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

1-1-2010, 12-31-2010

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

Yes

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

Chatham works to reduce water consumption and wastewater throughout our campuses, in recognition of the importance of our region's stormwater problems.

We practice water conservation in as many places as possible, from our trayless dining initiatives, no lawn irrigation policy (except for new grass seeding), new construction policies and retrofit programs in residence halls.

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

http://www.chatham.edu/outreach/sustainability/environment.cfm

# Stormwater Management

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

*Part 1*

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

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

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

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

*Part 2*

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

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

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

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

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

Yes

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

Yes

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

One major environmental concern in Pittsburgh is the management of stormwater. With an antiquated storm system, large rain events have a harmful effect on its waterways. Chatham has implemented a number of techniques to reduce the effects of stormwater. A historical pond has been restored to capture rainwater from the Mellon Green. The new athletic field allows water to infiltrate and slowly releases it into the sewer system, after the main push of the rain event. In 2010, a rain barrel was installed outside of the Rea house to capture rooftop run off and for watering the surrounding garden and in summer of 2011, a rain garden was installed behind Dilworth that contains certain species of plants capable of withstanding more saturation from water runoff.

All new buildings will be planned to have a rain garden, and all existing buildings where a rain garden is possible are having them installed over a 10-year period.

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

http://www.chatham.edu/outreach/sustainability/environment.cfm

**Does the institution have a living or vegetated roof?:**

Yes

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

In addition to what may be the oldest green roof in America, above our Mellon Board Room (installed in early 1900s with two mature honey locusts as features of the plantings), we have a smaller green roof on the new addition to Mellon. More green roofs are planned, including one on the Eddy Theater to support beehives.

**Does the institution have porous paving?:**

Yes

**A brief description of the institution's porous paving:**

Porous paving is laid behind Rea, Laughlin and Beatty Halls. We also use brick laid on sand, wood chips on sand, and gravel for pathways.

**Does the institution have retention ponds?:**

Yes

**A brief description of the institution's retention ponds:**

Mellon Pond has been redesigned to manage runoff from Mellon and the surrounding hillside.

**Does the institution have stone swales?:**

No

**A brief description of the institution's stone swales:**

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**Does the institution have vegetated swales?:**

Yes

**A brief description of the institution's vegetated swales:**

A rain garden and vegetated swale are located behind Dilworth Hall.

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

Yes

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

We have a complicated and extensive system of piping, sand beds and baffles beneath an artificial turf playing field designed to slow the water down in heavy rain events and allow reabsorbtion before reaching the public sewer system in lighter events.

# Waterless Urinals

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Submission Note:**

Due to concerns about struvite and other mineral accumulation in pipes, we have chosen not to install waterless urinals.

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

Waterless Urinals

# Building Water Metering

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

# Non-Potable Water Usage

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

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

Yes

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

Rainwater is collected in a large rain barrel at Beatty and used for watering hall's surrounding shrub border.

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

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

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

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

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Non-Potable Water Usage

# Xeriscaping

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

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

Yes

**A brief description of the program or practice:**

Chatham University is in a high rainfall area therefore, our xeriscaping is limited. We do preference native plants adapted to the region in our plantings. The native plants are able to survive the area's wet, high humidity and cold/thaw cycle without supplemental watering.

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

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Xeriscaping

# Weather-Informed Irrigation

**Responsible Party**

**Steven Horhut**
Master Gardener and Arborist
Facilities Management

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

Yes

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

We do not water grass regularly and we do not have a built-in irrigation system.
In rare times of extreme heat we may water newly-established trees or borders, but this is done on a high-stress basis only.
In the fall we re-seed the upper campus quad, due to summer camp damage, and this requires irrigation. This is only done during this re-seeding process, and not at any other time of the year.

**The website URL where information about the practice is available:**

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# Planning, Administration & Engagement

## Coordination and Planning

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

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

# Sustainability Coordination

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

**Does the institution have a sustainability committee?:**

Yes

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

The mission of the Chatham University Campus Climate Commitment Committee is to reduce the university's carbon footprint and achieve sustainability in energy use as described in the Presidents' Climate Commitment with communication and involvement of the entire Chatham community.

The Climate Committee membership includes faculty, staff, and students of Chatham University who come together biweekly to discuss and plan initiatives to push Chatham towards becoming a carbon neutral campus. The committee includes four subcommittees that work on specialized programming for campus. These committees are as follows: Alternative Transportation, Waste Reduction, Energy, and Outreach.

**Members of the committee, including affiliations:**

-Walter Fowler-Vice-President of Finance and Administration
-Mary Whitney, Sustainability Coordinator
-Steven Karas, Assistant Professor of Health Sciences
-Deborah DeLong, Assistant Professor of Marketing
-Joellen Popma, Assistant Professor of Counseling Psychology
-Tracy Bartel, Assistant Professor of Human Development
-Cynthia Magistro, Professor of Counseling Psychology
-Jeri Hale, Secretary to the Assistant Dean, College Graduate Studies, College of Continuing and Professional Studies.
-Patricia DeMarco, Director of the Rachel Carson Institute

-Jackie Filla, Assistant Professor of Political Science

-Michael Boyd, Assistant Professor of Music

-Jessica Mooney, Assistant to the Dean, School of Sustainability and the Environment

-Joan Kiel, Adjunct Professor of Buisiness

-Kevin Pilarski, Property Manager at Eastside

-Bob DuBray, Director of Facilities & Management and Public Safety

-Rachel Leftwich, Student

-Priyamvada Sharma, Student

-Catherine Giles, Student

-Kara Nelms, Student

-Ann Payne, Student

-Lyndy Palmer, Student

-BUS609: Business and Sustainability Class


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

http://www.chatham.edu/outreach/sustainability/involved.cfm


**Does the institution have a sustainability office?:**

Yes


**A brief description of the sustainability office:**

Chatham University's Office of Sustainability is the administrative home of all campus sustainability projects. The office works to initiate sustainable change on campus. One of the larger projects Chatham is working on is moving the university towards carbon neutrality. We coordinate with University departments, faculty, and student groups to take steps to a more sustainable living, learning, and working environment for the campus community.


**The number of people employed in the sustainability office:**

2


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

http://www.chatham.edu/outreach/sustainability/


**Does the institution have a sustainability coordinator?:**

Yes


**Sustainability coordinator's name:**

Mary Whitney


**Sustainability coordinator's position title:**

University Sustainabilty Coordinator

**A brief description of the sustainability coordinator's position:**

The Coordinator will be responsible for the following:

• Analyze current sustainability practices at the university, including recycling, transportation, energy use, land use, and other areas of sustainability against current research and trends worldwide, propose policies and new practices based on that analysis, and work with administration, facilities, faculty, staff, students and outside contractors to implement them at all campuses.

• Co-chair the President's Climate Commitment Committee. Work with administration, facilities and institutional advancement to meet carbon neutrality goals for all campuses.

• Lead collaboration and communication on sustainability practices at the university and beyond, coordinating the efforts of members of the Chatham community and community partners.

• Develop and implement formal and informal educational initiatives, via formal courses and informal workshops on environmental studies, environmental citizenship and sustainability. Lead informal environmental education professional development programs. Develop outreach activities to complement academic programs.

• Represent and share Chatham's sustainability efforts to a larger community via conference presentations, serving on committees and boards of local, regional and national organizations, publications, events, etc.

• Advise Chatham students in the area of environmental issues and sustainability practices, including serving as the advisor to Green Horizons student group, academic advising, and serving as a member of tutorial boards as appropriate.

• Administer sustainability program budget. Work with Institutional Advancement to seek funding for sustainability initiatives.

• Manage student employees, research assistants and interns.


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

http://www.chatham.edu/academics/programs/undergraduate/environmental/faculty_get.cfm?FacultyID
=55

# Strategic Plan

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

**Submission Note:**

http://www.presidentsclimatecommitment.org/

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

**Year the strategic plan or equivalent was completed or adopted:**

2,010

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

Yes

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

Chatham's 20/20 Vision Plan states how important the environmental dimensions of sustainability are. The 20/20 Vision Plan states that among the many legacies of Rachel Carson is her alma mater's longstanding commitment to environmental education, research and advocacy. The establishment of the Rachel Carson Institute, the designation of the campus as an arboretum, the hiring of some excellent new faculty, the formation of a student environmental club and living/learning hall, and the development of a very effective focus on writing about place in the MFA program are but a few examples of Chatham's ongoing commitment to the environment. More recently, Chatham became a Charter Signatory to the American College and University Presidents Climate Commitment, whose members have pledged to reduce and hopefully eliminate their campus greenhouse gas emissions.
The President's Climate Commitment also details different dimensions of sustainability throughout Chatham University's campus. The aspects the document outlines are landscape, energy production and transfer, building systems and building energy use and efficiency.

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

Yes

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

According to the 20/20 Vision Plan, the definition of sustainability that Chatham's Board of Trustees adopted makes the relationship between sustainability and the environment clear:

Chatham University defines sustainability as the capacity of society to meet its current needs without compromising the ecological, social and economic systems on which society will rely for meeting future needs.

Integrating sustainability into the fabric of the university will require a coordinated and sustained university-wide effort of a kind rarely seen before. Coordination and collaboration across all aspects of the university will be required because sustainability – more than any of the other Mission Initiatives -- touches upon nearly every area of the university: operations, curriculum, student life, research, and the university's interaction with everyone from community members to policy makers.

The President's Climate Commitment also details different dimensions of sustainability throughout Chatham University's campus. The aspects the document outlines are landscape, vehicles and education.

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

Yes

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

The definition of sustainability that Chatham's Board of Trustees adopted makes the relationship between sustainability and the environment clear:

Chatham University defines sustainability as the capacity of society to meet its current needs without compromising the ecological, social and economic systems on which society will rely for meeting future needs.

The President's Climate Commitment also details different dimensions of sustainability throughout Chatham University's campus. The aspects the document outlines are energy production and transfer, building systems and building energy use and efficiency.

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

http://www.chatham.edu/about/pdf/vision_2020.pdf

# Physical Campus Plan

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

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

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

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

Yes

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

We have demonstrated our commitment to sustainability by creating a new School of Sustainability and the Environment, that the Board approved in February 2009. The primary goal of the School will be to provide innovative, interdisciplinary education and research opportunities for undergraduate, graduate and professional students to better prepare them to identify and solve challenges related to sustainability and the environment. The School will be located at Eden Hall Farm campus, although its programs and activities will take place on all of the university's campuses. The responsibility of the School's dean will be to provide leadership of the School. Similarly, the Eden Hall Farm Campus that Chatham acquired in May 2008 will be dedicated primarily, but not exclusively, to teaching, research and demonstration projects related to sustainability and the environment.

**The year the physical campus plan was developed or adopted:**

2,010

**The website URL where the physical campus plan is available:**

http://www.chatham.edu/about/pdf/vision_2020.pdf

# Sustainability Plan

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

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

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

Yes

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

When the newly constituted Strategic Plan Coordinating Committee (chaired by Diane Holder) met for the first time in February of 2009, the members of the Committee suggested that Vision 20/20 be "refreshed" in light of recent developments such as the economic recession.

**A brief description of the plan's measurable goals :**

When the newly constituted Strategic Plan Coordinating Committee (chaired by Diane Holder) met for the first time in February of 2009, the members of the Committee suggested that Vision 20/20 be "refreshed" in light of these developments. The inclusion of these new developments, although relatively few in number, had a wide-ranging impact on Vision 20/20 because each impacted more than one section of the plan. What follows is a "refreshed" version of Vision 20/20, not a reinvention. The major difference between the original and "refreshed" versions is the inclusion of the new developments in the latter. References to objectives or goals that have already been accomplished (such as the creation of area studies certificates) or to enrollment figures that existed at the time the original was written (and upon which assumptions were made that have proved to be correct) have been left as they were. References to actions that have been impacted by the inclusion of the new developments have been modified accordingly. In all other material respects, the "refreshed" version stays true to the vision found in the original Vision 20/20.

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

We measure our progress based on our green house gas emissions, waste and water audits, sustainability survey, and STARS.

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

http://www.chatham.edu/about/pdf/vision_2020.pdf

**The year the plan was developed or last updated:**

2,010

# Climate Action Plan

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Criteria**

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

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

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

**Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:**
Yes

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

Climate neutrality by 2025

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

Chatham has identified high-priority projects to show an actual reduction in our carbon footprint. They have been assigned a priority, based on costs, ROI and carbon reduction.

#1. Enhanced Metering and Power Quality: Completed energy audit of the main campus and Eastside suggests energy management systems units could be installed in each building at a cost of $55,295 with an energy savings of 387,650 kWh and a cost savings of approximately $48,486 including demand savings.

#2. Lighting Efficiency Upgrade
The lighting fixtures in many campus buildings can be upgraded to T8 ballasts. Replacement high efficiency electronic ballast will cost approximately $96,800.00, with an anticipated energy savings of 616,711 kWh and a cost savings of approximately $60,999.00. This project estimate includes both demand savings and occupancy sensors.
The motor controls and lighting upgrades projects would, when fully implemented, show an estimated 10% annual real reduction in emissions, within a maximum 4-year ROI time frame.

#3. Photovoltaic Power - 50 kW Array on the Eastside Building
The array would consist of high efficiency PV panels with array combiners, a DC/AC inverter; disconnect switches and an isolation

transformer. Cost estimates: around $408,000.00 to install, yield 85,600 kWh annually at a savings of $11,124.00 per year.

#4. Centralized Geothermal Co-generation ■

On the Shadyside campus, we plan to consolidate all heating and cooling into one centralized natural-gas fired co-generation plant. The plant's three megawatt co-generation plant would be located in the center of the quad below grade. Co-generation units would provide electricity to upper campus grid via new connections. We are also planning for a natural gas cogeneration / geothermal system to be located under the parking lot at Eastside. Preliminary numbers show an estimated cost of $3-5 million dollars, with estimated reduction of 15,000,000 kWh, about $1 million saved annually.

**Year the climate plan was formally adopted or approved:**

2,009

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

Yes

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

Scope 1, 2 & 3

**The reduction level (percentage) institution has committed to:**

100%

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

Jan. 1, 2007

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

15391

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

Jan. 1, 2025

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

http://rs.acupcc.org/cap/248/

# Diversity and Affordability

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

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

# Diversity and Equity Coordination

**Responsible Party**

**Sean McGreevey**
Assistant Dean of Students
Academic Affairs Department

**Criteria**

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

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

**Does the institution have a diversity and equity committee?:**

Yes

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

Student Affairs Professional Staff members communicate regularly with the students in their target group with the primary responsibility of serving as a liaison between them and the institution. Each staff member is cognizant of the unique needs of their specific target group and to adequately represent them so their concerns and needs are heard and taken care of accordingly.

**Members of the committee, including job titles and affiliations :**

Sean McGreevey, Assistant Dean of Students, Chatham University
Zauyah Waite, Vice Pres. for Student Affairs & Dean of Students, Chatham University
Ruben Henao, Assistant Director of Student Activities, Chatham University
Hallie Arena, Coordinator of Student Affairs, Chatham University
Heather Black, Director of Student Activities, Chatham University
Jana Valentine, Director of Residence Life, Chatham University
Stephanie Reynolds, Administrative Assistant to the Vice President and Dean of Students for the Office of Student Affairs, Chatham University

**The website URL where information about the diversity and equity committee is available:**
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**Does the institution have a diversity and equity office?:**
Yes

**A brief description of the diversity office:**

The Office of Student Affairs serves as a resource for students who seek opportunities to grow in their multicultural competencies.

**The number of people employed in the diversity office:**

1

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

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**Does the institution have a diversity and equity coordinator?:**

Yes

**Diversity coordinator's name:**

Sean McGreevey, Ph.D.

**Diversity coordinator's position title:**

Assistant Dean of Students

**A brief description of the diversity coordinator's position:**

Dr. Sean McGreevey serves as Assistant Dean of Students and coordinates a variety of activities to support multicultural initiatives at Chatham University.

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

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# Measuring Campus Diversity Culture

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**Responsible Party**

**Sean McGreevey**
Assistant Dean of Students
Academic Affairs Department

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**Criteria**

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

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

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

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

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

Yes

**A brief description of the assessment(s):**

When students are applying to the university we ask them to provide us with cultural information. We document students' race, state or country of residence and gender (for graduate students).
We also conducted the ACUHO-I Survey recently and are planning on using the data to improve programs and initiatives here at Chatham University. The ACUHO-I Survey was conducted by Educational Benchmarking Incorporated and sponsored by the Association of College and University Housing Officers – International. The survey was conducted in the Spring 2012 semester and was delivered electronically to all undergraduate residential students with a 75.9% response rate.

**Year the assessment was last administered:**

2,011

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

Since Chatham University has a percentage of students who are international, it recognizes that there are many different faiths at the university. Recently Chatham University has developed an "All Faith Worship Service" where students of all faiths can come together and worship. Chatham University was awarded the NACA Outstanding Diversity Achievement Campus Program Award for the "All Faith Worship Service." We also use our assessments for information in what we should put into our curriculum. Chatham University makes sure diversity is a part of every program.

For more information visit:

http://www.chatham.edu/news/index.php/2010/03/chatham-earns-national-diversity-award-for-its-al

l-faith-worship-service

http://www.chatham.edu/edenhall/mba_curriculum.cfm

http://www.chatham.edu/pti/curriculum/units/2005/Evans.pdf

http://www.chatham.edu/ccps/rn-to-bsn/

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

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# Support Programs for Underrepresented Groups

**Responsible Party**

**Frank Greco**
Director of Human Resources
Human Resources Department

**Criteria**

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

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

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

Yes

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

At Chatham University, the PACE center offers academic support programs, career development, and a learning center. We also the Gateway adult student program, for non traditional age students. There is counseling, mentoring and the opportunity to gain academic credit for knowledge gained through employment, job training, volunteer and civic activities, military service and travel.
Each group of students who identify as an at-risk or protected group have a liason in the office of student affairs (Minority Students, Commuter Students, Veteran Students, Transfer Students, Gateway Adult Students, Student Athletes, Resident Students, Graduate Students, International Students and Out of State Students).

Each month, events are held on campus to celebrate diversity including Hispanic Heritage Month, LGTB History Month, Native American Indian Heritage Month, Black History Month, Women of Color HerStory Month, Women's History Month, Asian-Pacific Islander Month and Jewish Heritage Month.

Additionally, several student organizations are sponsored by the Chatham Student Government and support and promote multicultural initiatives including:
Students Against Sexual Oppression
Black Student Union
Amnesty International
Feminist Activists Creating Equality
Muslim Student Association
All Faith Gathering

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

Chatham University has participated in the Scholar Rescue Fund for the past four years. The program allows Chatham University to sponsor a faculty member from an underrepresented country to teach at Chatham University. Our first rescue scholar now has a full assistantship in a doctoral program at another university.

http://www.scholarrescuefund.org/pages/posts/featured-scholar-fall-200916.php

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

We have several programs that provide opportunities for masters-level women, generally underrepresented in academia, to get teaching experience and credit needed for advancement. The MFA Creative Writing program and the MAP to PsyD participate in this program. Since 1999, we have had an EO and Affirmative Action Policy which we review in all new employee orientation sessions and supervisor training on the Employee Manual. As part of the policy, we make good faith efforts in supporting diversity initiatives. Below are some highlights and accomplishments from our policy:
• Our executive team has 66% women and 33% minority representation.
• Our management team has 66% women and 13.8% minority representation.
• We hired a minority female as Assistant VP of Admission.
• We hired a minority female as Residence Life Coordinator.
• We promoted a minority male with the understanding that he completes trade school training as a locksmith. This was the first minority hired into the skilled trade job classification.
• We hired a female as Assistant Head Gardener. This was the first female in the grounds classification.
• Our security has 22% women and 11% minority representation. Police and security are traditionally dominated by male representation.

**The website URL where more information about the programs in each of the three categories is available :**

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# Support Programs for Future Faculty

**Responsible Party**

**Wenying Xu**
Vice President for Academic Affairs
Academic Affairs Department

**Criteria**

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

**Does the institution administer and/or participate in programs that meet the criteria for this credit?:**
Yes

**A brief description of the institution's programs that help increase the diversity of higher education faculty :**

For the past four years Chatham University has participated in the Rescue Scholars Program. Chatham University commits to the salary for one of the scholars who is an at-risk faculty or future faculty in another country. We support their visa, ect. Our first-ever Rescue Scholar now has a full doctoral assistantship at George Mason University.
Chatham University also has a Master of Fine Arts Creative Writing terminal degree. We have a program that allows students in the program to acquire teaching experience, and offer mentorships and internships for the students.
Chatham University also has a Master of Arts in Psychology transition to the Doctoral program that allows students, especially women, to move from a master's degree to a PhD program. This program allows them to teach with a Master's degree.
Chatham University also has a nursing program that is a transition to a doctor of nursing program with similar features.

**The website URL where more information about the program(s) is available :**
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# Affordability and Access Programs

**Responsible Party**

**Sean McGreevey**
Assistant Dean of Students
Academic Affairs Department

**Criteria**

Institution has policies and programs in place to make it accessible and affordable to low-income students.  Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit.  They may pursue the policies and programs that are appropriate for their context.

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**
Yes

**A brief description of the institution's participation in federal TRIO programs:**

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**A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:**

To minimize the cost of attendance for low-income students, Chatham offers need-based grants that are awarded to students based on financial need and academic strength. Academic strength is determined based on GPA, SAT/ACT results and test-optional scores. Students with high financial need and high GPA and SAT/ACT scores will receive the highest grant awards from institutional funds. As a result, we are using need as a factor to determine if students can be awarded additional financial aid from Chatham, which does not have to be repaid. We are, therefore, lowering their costs that they may have to otherwise borrow in student loan funds.

**A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Chatham University is also awarded Supplemental Educational Opportunity (SEOG) funds on an annual basis from the federal government. Through the availability of these funds we are identifying the neediest students in our student body, and awarding them based on the date in which their FAFSA was received and their EFC. SEOG funds are allocated to low-income students, on a first-come, first-served basis. Receipt of the FAFSA and the Expected Family Contribution (EFC) are used to determine which students are awarded this particular grant. These funds may only be awarded to students who are Pell eligible. Information on the SEOG and Chatham Grant are available at:

http://www.chatham.edu/admissions/aid/undergraduate/types.cfm

**A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:**

As part of its on-going effort to recruit students from a wide variety of socio-economic backgrounds, the Office of Admission routinely visits high schools in Allegheny County to meet with high school students to discuss college entrance requirements; some of the schools have student populations where over 50% participate in free or reduced-lunch programs. The Office of Admission has designated counselors who are assigned to working with military students and Pittsburgh Promise students, some of whom are low-income, to help guide them through the application process.

**A brief description of the institution's scholarships for low-income students:**

Students with high financial need and high GPA and SAT/ACT scores will receive the highest grant awards from institutional funds. As a result, we are using need as a factor to determine if students can be awarded additional financial aid from Chatham, which does not have to be repaid. We are, therefore, lowering their costs that they may have to otherwise borrow in student loan funds.
Chatham University is also awarded Supplemental Educational Opportunity (SEOG) funds on an annual basis from the federal government. Through the availability of these funds we are identifying the neediest students in our student body, and awarding them based on the date in which their FAFSA was received and their EFC.

**A brief description of the institution's programs to guide parents of low-income students through the higher education experience:**

Chatham University offers a Financial Aid 101 information session for students and parents. We also have an information session during the new student orientation.

http://www.chatham.edu/admissions/aid/undergraduate/types.cfm

**A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:**

Some specific initiatives that demonstrate Chatham's dedication to providing access for low-income students are highlighted below. For five years, an admission counselor has been on the planning committee of a Pittsburgh-colleges initiative, College Success 101, which annually provides public school students in the region with information about financial aid and scholarships and other aspects of college life. Additionally, Chatham works with alumnae involved with two community based organizations (YWCA and SHINE) that serve young women in low-income areas of Pittsburgh by providing them with information about higher education opportunities. Chatham has established a partnership with the Youth and Arts sector of Manchester Craftsmen's Guild, a local organization that serves students in the Pittsburgh public school region, many of whom are low-income students; Chatham provides an art scholarship and information about the college search process. Additionally, Chatham has established a partnership with a local Girl Scout troop that targets girls living in specific low-income housing projects in Western PA; faculty, staff and students are engaged with the troop to bring a host of services to the girls in that particular troop. Each year, the Office of Admission charters a bus to bring low-income high school students from New York City, Philadelphia and Harrisburg to participate in our annual scholarship event. Without transportation to campus, overnight housing and food, many of these young women would not be able to visit our campus to engage with professors and experience campus life prior to making their college selection.

**A brief description of the institution's other admissions policies and programs:**

First-year student admission is for applicants entering directly from high school, without enrolling in prior post-secondary course work (other than courses completed while attending high school).

Admission to Chatham University is determined by the candidate's academic record, her promise as a student at Chatham, and commitment to continued personal growth. Chatham gives preference to students that come from a strong college preparatory background. Chatham encourages a minimum of four years of English, three years of mathematics, three years of science, and three years of social science. The meeting of minimum requirements itself does not ensure admission to Chatham. Acceptance is contingent upon a candidate's completion of secondary school requirements and is based on careful review of all credentials presented by the candidate.

First-year student applicants must submit the following:

Completed application for admission
Official high school transcripts
SAT (Chatham code: 2081) or ACT (Chatham Code: 3538) scores
Essay or writing sample
One or more letters of recommendation from guidance counselor or teachers.

Students may apply using our SAT optional policy and choose not to submit their SAT scores at the time of application. If not submitting their scores, in additional to the required application materials, applicants must submit the following:

Résumé
Graded academic writing sample
Complete an on campus interview (highly recommended)
Portfolio (optional)

If an applicant feels that these materials do not adequately represent her academic abilities or explain her academic history, she is encouraged to submit additional explanatory materials to strengthen her application.

Further, prospective students are strongly encouraged to arrange for a personal tour of campus and meet with an Admission Counselor. The Office of Admission is open Monday through Friday from 9 a.m. to 5 p.m., and on selected Saturdays (prospective students should

call ahead for the availability of Saturday visits). If it is not possible to schedule a campus visit, prospective students should contact the Office of Admission to schedule an interview with an alumnae representative in their area.

**A brief description of the institution's other financial aid polices or programs:**

Chatham University is proud to offer both need-based financial aid and merit-based scholarships to incoming undergraduate students. Our Financial Aid website is designed to assist students with the financial aid process. We provide information on the financial aid application process, scholarships, loans, plus many other topics.

**A brief description of the institution's other policies and programs not covered above:**

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**The website URL where information about programs in each of the areas listed above is available:**

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# Gender Neutral Housing

**Submission Note:**

Chatham College for Women, our undergraduate program, is for women only.

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

# Employee Training Opportunities

**Responsible Party**

**Sean McGreevey**
Assistant Dean of Students
Academic Affairs Department

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

**Does the institution make cultural competence trainings and activities available to all employees?:**

Yes

**A brief description of the cultural competence trainings and activities:**

At Chatham University, a series of Fall Diversity Awareness and Celebratory months were implemented to generate awareness and appreciation of diverse cultures, challenge stereotypical perceptions of diverse populations, and assist Chatham University in embracing the diversity of its campus community. In order to serve a diverse population and maintain inclusivity, each Diversity Awareness month had a planning committee comprised of faculty, staff, community members, and students. These committees were formed to discuss programs for various celebrations of cultures and diversity.

Fall 2011 Months

Hispanic Heritage History Month

Disability Awareness Month

LGBT History Month

Native American Indian Heritage Month

Spring 2012 Months

Black History Month

Her Story - Women of Color Month

Women's History Month

Asian Heritage Month

Jewish Heritage Month

As part of our Global focus we host events, lectures, and activities about cultural competence of the country of focus. Students and employees are welcome to join.

http://www.chatham.edu/globalfocus/pastevents.cfm

http://www.chatham.edu/campuslife/osa/programs.cfm

http://www.chatham.edu/academics/programs/undergraduate/culturalstudies/

**The website URL where information about the trainings and activities are available:**

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# Student Training Opportunities

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**Responsible Party**

**Sean McGreevey**
Assistant Dean of Students
Academic Affairs Department

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

**Does the institution make cultural competence trainings and activities available to all students?:**

Yes

**A brief description of the cultural competence trainings and activities:**

The Office of Student Affairs provides academic, personal, social, and cultural support to students. Through our programs and services, we strive to promote a campus environment that understands and embraces multiculturalism. Chatham offers culturally rich programming experiences through Diversity Awareness Months events and programs on campus and within the Pittsburgh community.

At Chatham University, a series of Fall Diversity Awareness and Celebratory months were implemented to generate awareness and appreciation of diverse cultures, challenge stereotypical perceptions of diverse populations, and assist Chatham University in embracing the diversity of its campus community. In order to serve a diverse population and maintain inclusivity, each Diversity Awareness month had a planning committee comprised of faculty, staff, community members, and students. These committees were formed to discuss programs for various celebrations of cultures and diversity.
Fall 2011 Months
Hispanic Heritage History Month
Disability Awareness Month
LGBT History Month
Native American Indian Heritage Month
Spring 2012 Months
Black History Month
Her Story - Women of Color Month
Women's History Month
Asian Heritage Month
Jewish Heritage Month
As part of our Global focus we host events, lectures, and activities about cultural competence of the country of focus. Students and employees are welcome to join. We also offer Cultural Studies as an interdisciplinary major that examines issues of race, ethnicity, class, and culture.

http://www.chatham.edu/globalfocus/pastevents.cfm

http://www.chatham.edu/campuslife/osa/programs.cfm

http://www.chatham.edu/academics/programs/undergraduate/culturalstudies/

**The website URL where information about the trainings and activities are available:**

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# Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

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

| Credit |
| --- |
| Sustainable Compensation |
| Employee Satisfaction Evaluation |
| Staff Professional Development in Sustainability |
| Sustainability in New Employee Orientation |
| Employee Sustainability Educators Program |
| Childcare |
| Employee Wellness Program |
| Socially Responsible Retirement Plan |

# Sustainable Compensation

**Responsible Party**

**Frank Greco**
Director of Human Resources
Human Resources Department

**Criteria**

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution.  This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

• Paying prevailing wages for job type or classification
• Paying average or above average wages for the region or city where the institution is located
• Paying minimum wages or a set amount above the minimum wage

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

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

**Total number of employees working on campus (including contractors):**
499

**Number of employees (including contractors) that the institution ensures earn sustainable compensation:**
499

**A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:**

Chatham University offers all of its employees a living wage therefore all employees are ensured to receive sustainable compensation, including contractors, copy center, dinging service, bookstore, security and parking employees. Compensation levels were compared to living wage calculations for Pittsburgh using data from MIT's living wage calculator.

**The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:**

2,012

**The website URL where information about the institution's compensation policies and practices is available:**

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# Employee Satisfaction Evaluation

**Criteria**

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction.  The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey.  The institution has a mechanism in place to address issues raised by the evaluation.

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

# Staff Professional Development in Sustainability

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

**Does the institution make training and professional development opportunities in sustainability available to all staff?:**
Yes

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

At Chatham University we train our student affairs employees in sustainability and green practices. The School of Sustainability and Environment and the Sustainability Office have a sustainability speakers program and we have sustainability ambassadors from the university's admissions office. We also train our facilities employees on green facilities operations (as part of our membership in AICUP) and have several green cleaning seminars for all housekeeping employees at Chatham University.
The Rachel Carson Institute also provides speakers, lectures, presentations that are all free to employees, students and community members on various aspects of sustainability.

**The website URL where information about staff training opportunities in sustainability are available:**
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# Sustainability in New Employee Orientation

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of 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.

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

**Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:**

Yes

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

As part of every new employee orientation the Sustainability Coordinator speaks about Chatham's sustainability initiatives in order to familiarize the new employees about sustainable practices and the expectations for employees. The following is a list of the new employee orientations from the last two years:
April 1, 2010
October 28, 2010
March 3, 2011
July 13, 2011
September 27, 2011
March 22, 2012
July 12, 2012

**The website URL for the information about sustainability in new employee orientation:**

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# Employee Sustainability Educators Program

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**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.

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

**Total number of people employed by the institution:**

380

**Program name (1st program) :**

Climate Committee

**Number of employees served by the program (1st program):**

380

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

Any employee who is interested in sustainability and reducing the university's carbon footprint may sign up for Climate Committee. There is a representative appointed from each department that is crucial for the advancement of sustainability at Chatham University. The representatives are a resource to their area of responsibility or department and answer any questions the faculty and staff have.

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

The employee educators can attend the training series offered by the School of Sustainability and the Sustainability Office. The representatives also learn about current issue through the bi-weekly meetings and then report the information back to their departments or their area of responsibility.

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

Chatham University provides the program with a budget out of the Office of Sustainability that is determined annually so that the program can work on reducing the carbon footprint of the university.

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

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**Program name (2nd program):**

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**Number of employees served by the program (2nd program):**

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

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

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

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

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**Program name(s) (all other programs):**

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**Number of employees served by the program(s) (all other programs):**

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

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

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

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**The website URL where information about the program(s) is available (all other programs):**

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# Childcare

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

# Employee Wellness Program

**Responsible Party**

**Frank Greco**
Director of Human Resources
Human Resources Department

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

**Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:**

Yes

**A brief description of the employee wellness program, policy, or practice:**

Chatham's Fit for the Future® program promotes health and wellness initiatives throughout the University community. Established in 2004, Fit for the Future has actually helped the University better manage its employees' healthcare premiums with its provider, UPMC Health Care. Employees who sign up for this benefit are not permitted to have a campus parking permit as they are required to certify that cycling is their primary mode of transportation to and from work during the time frame in which they receive the reimbursement. The maximum reimbursement is $20 per month or $240 over a calendar year.

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

http://www.upmchealthplan.com/ar_2009/about.html

# Socially Responsible Retirement Plan

**Responsible Party**

**Frank Greco**
Director of Human Resources
Human Resources Department

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

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**A brief description of the socially responsible investment option for retirement plans:**

Chatham University offers a generous retirement plan that employees are eligible to sign up for after one year of employment, however, employees are eligible immediately if they already have a retirement plan with one of the two companies the university uses. The university will match employee contributions generously with our retirement plan. The University gives the option of using two different companies to allow you the opportunity to choose the plan that is right for you. Employees are able to choose from Fidelity Investments or TIAA-CREF.

Matching contributions:
Employee Contribution: Employer Contribution:
2% 5%
3% 8%
4% 9%
5% 10%

Fidelity Investments
With Fidelity Investments there is the convenience of deducting your contributions automatically pretax. Meaning that you may lower the amount of income taxes withheld each period. You will pay no taxes until you withdraw them from your account. Fidelity gives you the flexibility to choose investment options that range from more conservative to more aggressive so that you may have a well-diversified investment portfolio and you will feel comfortable with the plan you have chosen.

www.fidelity.com

800-544-4774

TIAA-CREF
TIAA-CREF gives you two options with their company.
Option A: The simplified one-decision strategy you have the comfort of knowing that professional managers are automatically adjusting your portfolio to keep it on track with your retirement time horizon. It allows for simple and easy investing. With this option funds are

available for target retirement years in five-year increments. Investments are automatically adjusted from a more aggressive to a more conservative allocation as the target retirement date approaches.

Option B: Build your own portfolio strategy is great for employees who prefer to choose among investments in different asset classes and develop your own portfolio to match your time horizon and tolerance for assuming risk. With this option you can also get objective retirement planning advice, including fund-specific portfolio recommendations, through and independent service.

http://my.chatham.edu/departments/getpage.cfm?PageID=218&DeptID=83

**The website URL where information about the program, policy, or practice 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 |
| Shareholder Advocacy |
| Positive Sustainability Investments |
| Student-Managed Sustainable Investment Fund |
| Sustainable Investment Policy |
| Investment Disclosure |

# Committee on Investor Responsibility

**Criteria**

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

# Shareholder Advocacy

**Criteria**

There are two possible approaches to earning this credit.

1)   Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2)   Institution has conducted a negative screening of its entire investment pool within the last three years.  This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid).  The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

# Positive Sustainability Investments

**Responsible Party**

**Jennifer Lundy**
Assistant Vice President of Finance and Administration
Finance and Administration

**Criteria**

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

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

**Total value of the investment pool:**

61,000,000 *US/Canadian $*

**Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :**

0 *US/Canadian $*

**Value of holdings in businesses selected for exemplary sustainability performances:**

0 *US/Canadian $*

**Value of holdings in sustainability investment funds, such as a renewable energy investment fund:**

3,000,000 *US/Canadian $*

**Value of holdings in community development financial institutions (CDFIs):**

0 *US/Canadian $*

**Value of holdings in socially responsible mutual funds with positive screens:**

0 *US/Canadian $*

**A brief description of the companies, funds, and/or institutions referenced above:**

Chatham University uses US Sustainability Core 1 Portfolio which uses stock with high sustainability ratings. Companies are judged on climate change, environmental vulnerability, and environmental strength variables.

**The website URL where information about the institution's sustainability investment activities is available:**
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# Student-Managed Sustainable Investment Fund

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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

**Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:**

Yes

**A brief description of the student-managed sustainable investment fund:**

Chatham University has a sustainable investment fund that is managed by students who are a part of the Climate Committee. The students can decide based on their knowledge they gained as members of the Climate Committee, which socially and/or environmentally responsible investments Chatham University should make. Originally proposed to Climate Committee in 2011, the fund has been approved and will be accepting proposals for 2013.

**The website URL where information about the fund is available:**

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# Sustainable Investment Policy

**Responsible Party**

**Jennifer Lundy**
Assistant Vice President of Finance and Administration
Finance and Administration

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

**Does the institution have a policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations?:**

Yes

**A brief description of the sustainable investment policy:**

At the March board of trustees meeting the following was approved: While the primary responsibility of the Investment Committee is to oversee the management of the University's endowment to generate real asset growth for the long-term, the University is also concerned with demonstrating its commitment to sustainability within its investment portfolio. As such, the Investment Committee will evaluate sustainable fund options where appropriate within the asset allocation policy at least annually. US Equity allocation will include 5% to a sustainable investment fund.

**The website URL where information about the policy is available:**

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# Investment Disclosure

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

# Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships.  Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability.  From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service.  Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.  Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs.  For example, faculty research and courses can focus on how to address community problems.  In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

| Credit |
| --- |
| Community Sustainability Partnerships |
| Inter-Campus Collaboration on Sustainability |
| Sustainability in Continuing Education |
| Community Service Participation |
| Community Service Hours |
| Sustainability Policy Advocacy |
| Trademark Licensing |
| Graduation Pledge |
| Community Service on Transcripts |
| Farmers' Market |

# Community Sustainability Partnerships

**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

**Criteria**

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

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

**Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:**
Yes

**A brief description of the institution's sustainability partnerships with the local community:**

Chatham University strongly believes in community partnership. Chatham University outreach centers, institutes, and programs make significant contributions in the areas of environmental science and sustainability, women's leadership, and global understanding. Our formal partnerships include higher energy climate consortium, urban ecology collaborative, American Association of University Women, Association of Women's Business Centers (AWBC) among others.

http://www.chatham.edu/cwe/resources/index.cfm

http://pittsburghclimate.org/whatCanWeDo/higherEducation.htm

**The website URL where information about sustainability partnerships is available:**
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# Inter-Campus Collaboration on Sustainability

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

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

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

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

Yes

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

All of our sustainable publications, newsletter and guides are made available for anyone to see on our website.

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

The Higher Education Climate Consortium (HECC)
ASSHE
American College & University Presidents Climate Commitment

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

We are a part of an organization called The Pittsburgh Higher Education Climate Consortium (HECC) that works on sustainable issues in Pittsburgh, PA. Pittsburgh's institutions of higher education have accepted responsibility for leading the way in reducing greenhouse gas emissions and have collaborated to form The Higher Education Climate Consortium (HECC) to cooperatively implement recommendations. HECC meets quarterly in an effort to address the short-term (within 2 years), medium-term (within 5 years) and long-term (beyond 5 years) recommendations on how colleges, universities and their 70,000 students can reduce their greenhouse gas emissions. For the Pittsburgh Climate Action Plan, Version 2.0, HECC developed a series of recommendations addressing energy use, transportation, recycling & waste management, and general sustainability. Our sustainability coordinator, Mary Whitney, is the 2012 HECC Co-chair.

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

http://pittsburghclimate.org/higher-education/

# Sustainability in Continuing Education

**Criteria**

*Part 1*

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit.  They are covered by the *Curriculum* subcategory.

*Part 2*

Institution has a sustainability-related certificate program through its continuing education or extension department.

---

**Submission Note:**

Chatham does not offer not-for-credit continuing education programs.

This credit was marked as **Not Applicable** for the following reason:

*Institution does not offer continuing education or community education programs.*

# Community Service Participation

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**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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**Criteria**

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

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

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

**The number of students engaged in community service:**

950

**Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

2,270

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

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# Community Service Hours

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**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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**Criteria**

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

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

---

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

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

1,150

**Total number of students, which may exclude part-time, continuing education and/or non-credit students:**

2,270

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

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# Sustainability Policy Advocacy

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

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**Criteria**

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

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

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

**Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability?:**

Yes

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

Chatham University is in the process of working with Richland Township, PA and the PA Department of Environmental Protection to revise building code to allow green on-lot sanitation such as living machines and constructive wetland water treatment. Chatham University hopes to be model green sanitation so others will follow.
Chatham University also is working with a collation in city of Pittsburgh, PA to support ALCOSAN's implementation of the EPA's stormwater policy. Chatham University and other members of Coalition Action, United Clean, Water Action, and the City of Pittsburgh among others are working to allow green stormwater infrastructure to be included in legislation.

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

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# Trademark Licensing

**Criteria**

*Part 1*

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

*Part 2*

Institution has signed on to participate in the Designated Suppliers Program.

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**Submission Note:**

Although Chatham University is not a member at this time, Chatham's bookstore,
follettbooks.com
, is a Fair Labor Association member.

http://www.fairlabor.org/affiliate/follett-higher-education-group

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

# Graduation Pledge

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**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

---

**Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:**

Yes

**A brief description of the graduation pledge program:**

The graduation pledge on sustainability is voluntary for all students. The students will be able to wear an identifying ribbon to signify that they have made the graduation pledge. The graduation pledge is through Graduation Pledge Alliance.

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

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Graduation Pledge

# Community Service on Transcripts

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

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

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

Yes

**A brief description of the practice:**

Chatham University offers a co-curricular transcript. The Co-Curricular Transcript is an official document of Chatham University just like an Academic Transcript, but designed to recognize and validate student certifications, honors, awards, leadership positions, and other campus and community involvement. Chatham University is proud of the community service that the students, faculty and staff have been involved in. Chatham University has been admitted to the 2012 President's Higher Education Community Service Honor Roll for engaging its students, faculty, and staff in meaningful service that achieves measurable results in the community. This is Chatham University's second consecutive year being named this honor.

http://blogs.chatham.edu/studentaffairs/files/2011/04/Returning-Students-E-News-September-2010.

pdf

http://www.chatham.edu/news/index.php/2012/03/chatham-university-receives-national-recognition-

for-community-service-for-second-consecutive-year

**The website URL where information about the practice is available:**

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# Farmers' Market

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**Responsible Party**

**David Hassenzahl**
Dean, School of Sustainability and the Environment
Academic Affairs Department

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**Does the institution host a farmers' market for the community?:**

Yes

**A brief description of the farmers' market:**

Chatham University has a farm campus in the rural Pine Richland area that is called our Eden Hall campus. The vegetables that are grown there are sold in a farmers' market at the main campus outside our café.

**The website URL where information about the market is available:**

http://pine-richland.patch.com/articles/chatham-s-bounty-of-vegetables-on-sale-at-farmers-market-today

**Farmers' Market**

# Innovation

## Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

| Credit |
|---|
| Innovation 1 |
| Innovation 2 |
| Innovation 3 |
| Innovation 4 |

# Innovation 1

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

1)  Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2)  In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3)  The innovative practice, policy, program, or outcome should have occurred within the past three years.

4)  The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5)  An institution can only claim a particular activity as an innovation credit once.  When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7)  Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related.  For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories.  Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8)  While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9)  Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10)  When the innovation is part of a partnership, the summary provided must clearly describe  the institution's role in the innovation.

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

**A brief description of the innovative policy, practice, program, or outcome :**

As of the fall semester of 2011, Chatham University has eliminated all sales of bottled water on campus. Instead the university encourages students to carry reusable water bottles and has installed water coolers around campus and in every major building where student can fill up their bottles with high quality filtered water. Each student who is enrolled at Chatham University receives a free refillable stainless steel water bottle. Additional Chatham reusable water bottles can be purchased at a subsidized price of two dollars for all Chatham University students, faculty, staff, and visitors.

Chatham University is the first university in Pittsburgh, Pa to implement a campus wide bottle ban initiative and was recently featured in

both Food Service Director magazine and the CBS Pittsburgh news for this campaign to reduce waste. Chatham University believes this to be an innovative policy because it's ban includes all sales of bottled water: in vending machines, at athletic events, in all dining services locations, and for all catered events.

Useful links:

http://pittsburgh.cbslocal.com/2012/03/28/chatham-university-bans-sale-of-bottled-water/

http://www.parkhurstdining.com/news/articles/foodServceDir_12-05.html

http://www.foodservicedirector.com/trends/going-green/articles/sustainability-practice-bottled-water-bans-gain-traction

**A letter of affirmation from an individual with relevant expertise:**

Whitney letter.docx

**The website URL where information about the innovation is available :**

http://www.chatham.edu/outreach/sustainability/environment.cfm

# Innovation 2

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

1) Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

**A brief description of the innovative policy, practice, program, or outcome:**

Eden Hall Campus is the first academic institution designed from the beginning to integrate sustainable development, learning, and living. Housing the new School of Sustainability and the Environment and a re-envisioned Rachel Carson Institute, the campus weaves together broad issues of sustainability to inform decision-making and the marketplace. Over time, it will evolve into a comprehensive campus that, linked with Chatham's Shadyside Campus, connects physically and virtually to students, faculty, professionals, and leaders around the world. Members of Eden Hall Campus engage in immersive learning, rooted in the place but looking out to the world. Eden Hall Campus serves as a living laboratory where students and faculty analyze, reflect, create and live sustainably, inspired by each other and their

unique natural, technological, and social surroundings.

There are four main principles informing the development of the Eden Hall Campus: academic excellence, community building, robust natural environment, and high performance built environment. For academic excellence, Eden Hall Campus offers a model curriculum, focusing on systems thinking, interdisciplinary research, sustainability, and hands-on learning. For community building, strong relationships that develop across the campus and through global outreach via a "virtual campus" will enhance lifelong collaboration, leadership, and activism. For a robust natural environment, Eden Hall will restore natural systems, healthy streams and forests, and a focus on the "genius of the land" is designed to inspire and nurture a regenerative relationship with nature and its bounty. For the high performance built environment, demonstrating the principles of high performance design, Eden Hall Campus' elegant and efficient buildings will provide a laboratory for testing best practices.

The new campus is proposed to generate all energy on site and treat all wastewater on site. The goal for on-site carbon emissions will be net-zero. Structures on campus will be designed as living buildings, generating all of their own energy with renewable resources, capturing and treating all of their water on site, and using resources efficiently and for maximum beauty. The design of each building, site and the campus overall will focus on transportation, views, materials, water systems, and energy systems to elevate the campus to the highest levels of sustainable performance.

The development plan will maintain appropriate stream buffers to protect water resources. The campus will protect and restore nearly 200 acres of the forest for teaching, research and demonstration, and will protect arable land, preserving productive landscapes and scenic views.

Chatham University believes this to be an innovative program because we are one of the first universities to design a campus from the ground up to be an embodiment of sustainable principles - integrated sustainable development, learning and living for the future.

**A letter of affirmation from an individual with relevant expertise:**

Fowler letter.pdf

**The website URL where information about the innovation is available:**

http://www.chatham.edu/sse/documents/ehc-masterplan.pdf

# Innovation 3

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

1)  Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2)  In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3)  The innovative practice, policy, program, or outcome should have occurred within the past three years.

4)  The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5)  An institution can only claim a particular activity as an innovation credit once.  When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7)  Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related.  For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories.  Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8)  While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9)  Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10)  When the innovation is part of a partnership, the summary provided must clearly describe  the institution's role in the innovation.

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

**A brief description of the innovative policy, practice, program, or outcome:**

Chatham Bike Works opened in April 2010. It is the result of a collaboration between the Bike Support Working Group of Chatham Climate Committee, the Office of Sustainability, and the student-run Bike Collective. It is a free work and indoor bike-parking space available at no cost to all Chatham biking community members. Chatham Bike Works offers shop hours and monthly "hands on" workshops. Bike Works offers a workshop every month, focusing on some aspects of bicycling: basic maintenance skills, on-the-road repairs and how to ride safely. Chatham University also offers the Bicycle Commuter Act tax credit of twenty dollars a month to registered bicycle commuters. Chatham was one of the first, if not the first, employer in the United States to offer this credit to

employees. We have provided assistance to over 30 universities in the last two years to help them set up their own program. Chatham University has made the news several times for this innovative project (see website links below).

Useful link:

http://www.chatham.edu/news/?p=263

http://www.chatham.edu/events/details.cfm?eventID=8124

http://www.post-gazette.com/stories/business/employment/workzone-biking-commuters-can-roll-up-b

enefit-of-20-a-month-245146/#ixzz0mslIf5Pl

**A letter of affirmation from an individual with relevant expertise:**

Fineberg_letter.pdf

**The website URL where information about the innovation is available:**

http://www.chatham.edu/outreach/sustainability/

# Innovation 4

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

1)  Innovation credits are reserved for new, extraordinary, unique, ground■breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2)  In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3)  The innovative practice, policy, program, or outcome should have occurred within the past three years.

4)  The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5)  An institution can only claim a particular activity as an innovation credit once.  When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.

6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

7)  Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related.  For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories.  Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

8)  While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.

9)  Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.

10)  When the innovation is part of a partnership, the summary provided must clearly describe  the institution's role in the innovation.

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

**A brief description of the innovative policy, practice, program, or outcome:**

Chatham University installed building-integrated micro-channel solar thermal collectors on its research greenhouse and roof-mounted installations on the two highest-occupancy residence halls on the Shadyside Campus. It is one of the largest solar thermal hot water installations in Pennsylvania. The project incorporates advanced micro-channel technology from Solar Tomorrow, Inc. to provide student residents with solar-heated hot water. This project is just one example of Chatham's commitment to reducing its global warming pollution and reaching carbon neutrality by 2025.

Some project details:

Number of collectors: 64

• Peak power: 90 kW [307,000 BTU/hr]

• Total area of collectors: 1,270 sq ft

• Total thermal storage of 2,260 gallons

• Collector made of 100% aluminum alloy containing 70% recycled content

• Collectors fully recyclable after 20-25 year lifespan

• 1,160,000 BTU of solar energy stored in tanks on an average sunny day

• 15 to 20 tons of $CO_2$ prevented from entering the atmosphere per year.

The installation on the greenhouse is designed as a teaching system and as a research project. There are two different types of collectors installed on the greenhouse: glazed collectors and unglazed collectors with a stone composite surface.

The collectors are installed at the ground level to showcase the installation and system elements to students and visitors. Signage describe the basics of the technology and provide information about the project, and a computer display next to the collectors shows live system data. The system is designed to be controllable by learners, so that the installation can be used in class.

Chatham University received the "Green Power: Make It…" award from Citizens for Pennsylvania's Future (PennFuture) for this innovative project.

Useful links:

http://apps1.eere.energy.gov/buildings/ush2o/projects/commercial_projects_detail.cfm/projectId=

44

http://www.chatham.edu/news/index.php/2011/11/chatham-university-receives-green-power-award-fro

m-citizens-for-pennsylvanias-future

http://blogs.chatham.edu/rachelcarson/2011/07/14/solar-panels-atop-rachel-carson%E2%80%99s-dorm

-at-chatham-university/

**A letter of affirmation from an individual with relevant expertise:**

Whitney - solar thermal letter.docx

**The website URL where information about the innovation is available:**

http://apps1.eere.energy.gov/buildings/ush2o/projects/commercial_http://www.solartomorrow.com/projects.htmlrojects.html

# Supplemental

## Supplemental Data

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

| Credit |
| --- |
| New Student Orientation |
| Food Education |
| Food and Beverage Purchases |
| Confinement-Free Food Purchases |
| Vegetarian-Fed Food Purchases |
| Hormone-Free Food Purchases |
| Seafood Purchases |
| Dishware |
| Energy Initiatives |
| Energy Use by Type |
| Procurement |
| Bike Sharing |
| Water Initiatives |
| Endowment |
| Sustainability Staffing |

# New Student Orientation

**Responsible Party**

**Heather Black**
Director of Student Activities
Student Affairs Department

**Criteria**

Institution provides details about how it incorporates sustainability into new student orientation.

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

**Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend?:**

Yes

**Provide a brief description of the presentations, speakers or skits:**

At orientation we offer a session that focuses on educating students on sustainability and Chatham's commitment. Session is usually 30-45 minutes.

**Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)?:**

Yes

**Provide a brief description of the presentations:**

These are usually scheduled by RAs and Eco-reps for the first hall meeting. timing over the semester varies.

**Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity?:**

Yes

**Provide a brief description of the activities:**

We offer a community service project where we focus on promoting the Eden Hall campus. The School of Sustainability gives an introduction, shares about the initiatives at the farm, and students have the opportunity to volunteer with faculty.

**Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets?:**

Yes

**Provide a brief description of the efforts:**

All our meals are trayless, we compost, etc (see Dining Credits for more details.) for Orientation, we have volunteers guiding new students on proper compost techniques.

**Does the institution incorporate sustainability into new student orientation in other ways?:**

Yes

**Provide a brief description:**

All students are encouraged to think about sustainable items they can bring with them. Below is the list we send them…

Environmentally Sustainable School Supplies
What to bring:
1. Cloth bags to tote your purchases from area shops and grocery stores.
2. A bicycle. Chatham is a bike-friendly campus, and bikes are a convenient mode of transportation.
3. Use reusable mugs. You can purchase a Café Rachel mug and then you receive a discount on coffee when using it.
4. Stereos, televisions, printers, computers, lamps and other appliances are all available in Energy Star models, which reduce energy use significantly as compared to other models.
5. Power Strips. Power strips cut down on vampire loads – the power drain that occurs when an electronic device is turned "off" but still plugged into the electrical socket. Plugging such electronic equipment as cell phone chargers, stereos and computers into a power strip that can be shut off at night or when you are in class, saves energy.
6. Compact fluorescent bulbs, an energy-saving alternative to incandescent bulbs.
What not to bring:
1. A computer printer. Utilize on-campus printing sources.
2. Incandescent bulbs. They use three times the power of compact fluorescent bulbs.

# Food Education

**Criteria**

Institution provides education about eco-positive food and gardening techniques.

---

| **Submission Note:** |
|---|
| Chatham has a complete Food Studies program. For complete details, please see http://www.chatham.edu/academics/programs/graduate/mafs/ |

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

# Food and Beverage Purchases

**Criteria**

Institution provides details of its food and beverage purchases.

---

| **Submission Note:** |
| --- |

| See OP Credit 6 |
| --- |

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

# Confinement-Free Food Purchases

**Criteria**

Institution provides details of its confinement-free animal product purchases.

---

| **Submission Note:** |
|---|
| See OP Credit 6 |

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

# Confinement-Free Food Purchases

# Vegetarian-Fed Food Purchases

**Criteria**

Institution provides details of its vegetarian-fed animal product purchases.

---

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

Vegetarian-Fed Food Purchases

# Hormone-Free Food Purchases

**Criteria**

Institution provides details of its hormone-free animal product purchases.

---

| **Submission Note:** |
| --- |
| See OP Credit 6 |

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

# Hormone-Free Food Purchases

# Seafood Purchases

**Criteria**

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

| Submission Note: |
|---|
| See OP Credit 6 |

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

# Seafood Purchases

# Dishware

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

Institution provides details of the dishware its provides at its dining services locations.

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

**Does the institution offer reusable dishware at its dining services locations?:**

Yes

**Does the institution offer plastic dishware at its dining services locations?:**

No

**Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:**

No

**Does the institution offer post-consumer recycled content dishware at its dining services locations?:**

Yes

**Does the institution offer biodegradable / compostable dishware at its dining services locations?:**

Yes

**Does the institution offer other types of dishware at its dining services locations?:**

Yes

**Provide a brief description.:**

returnable take-out containers

# Energy Initiatives

**Criteria**

Institution provides details about its energy initiatives.

---

| **Submission Note:** |
|---|
| See OP Credit 7 |

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

# Energy Use by Type

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

Institution reports its energy use by type.

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

**The percentage of total electricity use from coal.:**

80

**The percentage of total electricity use from wind.:**

0

**The percentage of total electricity use from biomass.:**

0

**The percentage of total electricity use from natural gas.:**

0

**The percentage of total electricity use from solar PV.:**

0

**The percentage of total electricity use from geothermal.:**

0

**The percentage of total electricity use from nuclear.:**

20

**The percentage of total electricity use from hydro.:**

0

**The percentage of total electricity use from other.:**

0

**Provide a brief description.:**

---

**The percentage of total energy used for heating buildings from coal.:**

0

**The percentage of total energy used for heating buildings from biomass.:**

0

**The percentage of total energy used for heating buildings from electricity.:**

0

**The percentage of total energy used for heating buildings from natural gas.:**

100

**The percentage of total energy used for heating buildings from geothermal.:**

0

**The percentage of total energy used for heating buildings from fuel oil.:**

0

**The percentage of total energy used for heating buildings from other.:**

0

**Provide a brief description.:**

---

**If cogeneration, please explain.:**

---

# Procurement

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

Institution provides details about its procurement efforts.

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

**The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):**

100

**Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:**

Yes

**The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :**

7,816

**Does the institution's vendor code or policy require vendors to use less packaging?:**

No

# Bike Sharing

**Criteria**

Institution reports the number of bicycles available through bike sharing programs.

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

# Water Initiatives

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

Institution provides details about its water initiatives.

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

**Is there is a ban or restriction on selling or distributing bottled water on campus? :**

Yes

**Provide a brief description of any bottled water ban or restriction :**

No bottled water sold in dinign services sites or events, no bottled water sold in vending machines

**Does the institution meter any of its non-potable water usage? :**

No

**The percentage of urinals on campus that are waterless :**

0

# Endowment

**Criteria**

Institution provides details about its endowment.

---

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

# Sustainability Staffing

**Responsible Party**

**Mary Whitney**
University Sustainability Coordinator
Office of Sustainability

**Criteria**

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

**The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :**

62

**FTE staff on payroll:**

1

**FTE student intern/fellow:**

0.37