

# Wesleyan University

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

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

# Institutional Characteristics

## Institutional Characteristics

The passthrough subcategory for the boundary

<b>Credit</b>
Institutional Boundary
Operational Characteristics
Academics and Demographics

# Institutional Boundary

## Criteria

This won't display

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

## Institution type:

Master

## Institutional control:

Private non-profit

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

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

## Reason for excluding agricultural school:

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**Reason for excluding medical school:**

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**Reason for excluding pharmacy school:**

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**Reason for excluding public health school:**

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**Reason for excluding veterinary school:**

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**Reason for excluding satellite campus:**

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**Reason for excluding hospital:**

---

**Reason for excluding farm:**

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**Reason for excluding agricultural experiment station:**

---

**Narrative:**

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# Operational Characteristics

## Criteria

n/a

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

### Endowment size:

688,600,000 US/Canadian \$

### Total campus area:

316 Acres

### IECC climate region:

Cold

### Locale:

Large town

### Gross floor area of building space:

4,118,905 Gross Square Feet

### Conditioned floor area:

2,745,937 Square Feet

### Floor area of laboratory space:

85,700 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space:

0 Square Feet

### Floor area of residential space:

1,058,797 Square Feet

### Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

<b>Biomass</b>	---
<b>Coal</b>	---
<b>Geothermal</b>	---
<b>Hydro</b>	---
<b>Natural gas</b>	---
<b>Nuclear</b>	---
<b>Solar photovoltaic</b>	---
<b>Wind</b>	---
<b>Other (please specify and explain below)</b>	---

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

---

**Energy used for heating buildings, by source::**

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

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

---



# Academics and Demographics

## Criteria

n/a

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### Submission Note:

Fall 2012 and Spring 2013 residential student data differs; number of residential students is represented as an average.

Fall 2012: Undergrad: 2921, Grad: 91 = 3012

Spring 2013: Undergrad: 2927, Grad: 92 = 3019

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

### Number of academic divisions:

3

### Number of academic departments (or the equivalent):

65

### Full-time equivalent enrollment:

3,033

### Full-time equivalent of employees:

931

### Full-time equivalent of distance education students:

0

### Total number of undergraduate students:

3,033

### Total number of graduate students:

316

### Number of degree-seeking students:

3,349

### Number of non-credit students:

45

### Number of employees:

931

**Number of residential students:**

3,016

**Number of residential employees:**

129

**Number of in-patient hospital beds:**

0

# Academics

## Curriculum

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

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

# Academic Courses

## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

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

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

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

# Learning Outcomes

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## Responsible Party

**Barry Chernoff**  
Director  
College of the Environment

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## Criteria

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

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

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

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

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

73

**Total number of graduates from degree programs:**

710

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

[ER Course Listings.docx](#)

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

None of Wesleyan's academic departments formally set learning outcomes for any courses. The College of the Environment and department of Earth and Environmental Sciences both have sustainability-related or -focused program goals.

The College of the Environment's mission is to graduate students who can interpret scientific and environmental information, who are able to engage both scholars and the lay public in discourse about environmental issues (mode of expression varied), who understand connections between environmental issues and social or political issues, who can formulate well-considered opinions and develop compelling arguments about environmental issues, who have been engaged with scholars in the field who are making important environmental contributions, and who have both practical and theoretical experience in environmental issues by undertaking a senior project.

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

The College of the Environment's Mission is available at

<http://www.wesleyan.edu/coe/about.html>

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

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# Undergraduate Program

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## Responsible Party

**Barry Chernoff**  
Director  
College of the Environment

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

College of the Environment (Environmental Studies)

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

Wesleyan created the College of the Environment in 2009 with a belief in the resilience of the human spirit and a desire to develop a long-term vision of human and ecosystem health. The College of the Environment aims to graduate students who: can interpret scientific and environmental information, are able to engage both scholars and the lay public in discourse about environmental issues, understand connections between environmental issues and social or political issues, can formulate well-considered opinions and develop compelling arguments about environmental issues, have been engaged with scholars in the field who are making important environmental contributions, have both practical and theoretical experience in environmental issues by undertaking a senior project (includes theses, essays, performances, etc. - depending upon student area of specialization - not required for Certificate recipients).

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

<http://www.wesleyan.edu/coe/>

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

Earth and Environmental Sciences

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

The Department of Earth and Environmental Sciences (E&ES) at Wesleyan University covers many aspects of the natural world, on Earth and on other planets. Course topics range from active volcanoes to climate change to eco-conservation. The E&ES major is designed to prepare students for graduate school as well as provide a basis for a variety of careers in the private or public sectors. Courses in geology, environmental science/environmental chemistry, environmental science/ecology, and planetary geology lead to different areas of specialization and career options.

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

<http://www.wesleyan.edu/ees/index.html>

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

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

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

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

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

Yes

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

Environmental Studies Certificate

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

For students to engage contemporary environmental issues, they must obtain expertise in the area of their major and gain broader perspectives in environmental studies through a set of introductory and elective courses that increase the breadth of their understanding to complement their specialty. The aim of the program is to graduate students who have both a specialty and breadth of perspective so that they can interpret environmental information; understand the linkages to social, political, or ethical issues; and formulate well-reasoned opinions.



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

<http://www.wesleyan.edu/coe/academics/certificate.html>

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

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

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

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

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

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

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

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# Graduate Program

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## Responsible Party

**Krishna Winston**

Professor of German Studies; Professor of Environmental Studies  
German Studies; Environmental Studies

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## Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master of Arts in Earth and Environmental Sciences

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

The Department of Earth and Environmental Sciences offers a program leading to the degree of Master of Arts in Earth and Environmental Science. This program is designed for students who desire further training prior to initiation of a doctoral program at another university or for whom the master's degree will be the terminal degree. Graduate students are offered a unique opportunity for accelerated and personal instruction in a small department setting, with strengths in Geology, Volcanology, Ocean Sciences, Planetary Science, and Environmental Science.

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

<http://www.wesleyan.edu/ees/graduate/index.html>

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

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

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

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

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

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

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

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

No

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

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

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

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

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

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

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

---

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

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

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

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# Immersive Experience

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## Responsible Party

**Barry Chernoff**  
Director  
College of the Environment

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## Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

Wesleyan currently offers a course in perspectives on mountaintop removal, in which students examine this process using historical, geographic, technological, ecological, public health, economic, literary, and artistic lenses. In past years, courses on tropical ecology, the Gulf Coast and oil, and investigating the feasibility of mining methane from a closed local landfill allowed students the opportunity to immerse themselves in the learning process and work within local, national, and international contexts.

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

[https://iasext.wesleyan.edu/regprod/!wesmaps\\_page.html?crse=013597&term=1131](https://iasext.wesleyan.edu/regprod/!wesmaps_page.html?crse=013597&term=1131)

# Sustainability Literacy Assessment

## Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

# Incentives for Developing Courses

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## Responsible Party

**Krishna Winston**

Professor of German Studies; Professor of Environmental Studies  
German Studies; Environmental Studies

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## Criteria

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

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

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

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

**Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:**

No

**A brief description of the program(s), including positive outcomes during the previous three years:**

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

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

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# Campus as a Living Laboratory

## Criteria

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

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

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

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

---

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



# Research

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

<b>Credit</b>
Academic Research
Support for Research
Access to Research

## Responsible Party

**Krishna Winston**

Professor of German Studies; Professor of Environmental Studies  
German Studies; Environmental Studies

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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### **Submission Note:**

This data was last updated for FY 2012

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

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

47

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

249

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

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

40

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

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

Aaron, Gloster, Assoc. Prof. of Biology & Environmental Studies  
 Alejandro, Pedro, Assoc. Prof. of Dance  
 Autry, Robyn, Asst. Prof. of Sociology  
 Bonin, John, Prof. of Economics  
 Bork-Goldfield, Iris, Adjunct Assoc. Prof. of German Studies  
 Bricca, Jacob, Prof. of Film Studies  
 Chernoff, Barry, Prof. of Biology, Environmental Studies, Earth & Environmental Sciences  
 Frederick Cohan, Prof. of Biology & Environmental Studies  
 Cohen, Lisa, Assoc. Prof. of English  
 Cutler, Jonathan, Assoc. Prof. of Sociology  
 Dupuy, Alex, Prof. of Sociology  
 Eisner, Marc, Prof. of Government & Environmental Studies  
 Erikson, Paul, Asst. Prof. of History, Science in Society, and Environmental Studies  
 Fullilove, Courtney, Asst. Prof. of History  
 Gallarotti, Giulio, Prof. of Government & Environmental Studies  
 Gandolfo, Daniella, Assoc. Prof. of Anthropology  
 Goslinga, Gillian, Asst. Prof. of Anthropology & Science in Society  
 Haddad, Mary Alice, Assoc. Prof. of Government, East Asian Studies, & Environmental Studies  
 Johnston, William, Prof. of History, East Asian Studies, & Science in Society  
 Kirn, John, Prof. of Biology & Neuroscience & Behavior  
 Kolcio, Katja, Assoc. Prof. of Dance & Environmental Studies  
 Krizanc, Daniel, Prof. of Computer Science & Environmental Studies  
 Ku, Timothy, Assoc. Prof. of Earth & Environmental Sciences  
 Maines, Clark, Professor of Art History & Environmental Studies  
 McGuire, James, Prof. of Government & Latin American Studies  
 Moon, Donald, Prof. of Government & Environmental Studies  
 Nguyen, Marguerite, Asst. Prof. of English  
 O'Connell, Suzanne, Assoc. Prof. of Earth & Environmental Sciences  
 Patton, Peter, Prof. of Earth & Environmental Sciences  
 Resor, Phillip, Assoc. Prof. of Earth & Environmental Sciences  
 Rouse, Joseph, Professor of Philosophy, Science in Society, & Environmental Studies  
 Royer, Dana, Assoc. Prof. of Earth & Environmental Sciences & Environmental Studies  
 Rutland, Peter, Prof. of Government & Russian & Eastern European Studies  
 Sharma, Aradhana (Anu), Assoc. Prof. of Anthropology  
 Singer, Michael, Assoc. Prof. of Biology  
 Siry, Joseph, Prof. of Art History

Springer, Elise, Assoc. Prof. of Philosophy  
Stewart, Brian, Assoc. Prof. of Physics & Environmental Studies  
Stowe, William, Prof. of English & Environmental Studies  
Sultan, Sonia, Prof. of Biology & Environmental Studies  
Tang, Amy, Asst. Prof. of English  
Taylor, Erika, Asst. Prof. of Chemistry & Environmental Studies  
Thomas, Ellen, Research Professor of Earth & Environmental Studies  
Traube, Elizabeth, Prof. of Anthropology  
Ulysse, Gina, Assoc. Prof. of Anthropology, African-American Studies  
Winston, Krishna, Prof. of German Studies & Environmental Studies  
Yohe, Gary, Prof. of Economics & Environmental Studies

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

Prof. Krishna Winston, chair of the Sustainability Advisory Group for Environmental Stewardship (SAGES)'s Education Subcommittee, compiled a list of recent faculty research on sustainability by looking at faculty research profiles and posted research projects.

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

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

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# Support for Research

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## Responsible Party

**Krishna Winston**

Professor of German Studies; Professor of Environmental Studies  
German Studies; Environmental Studies

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## Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
  - An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
  - Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.
- 

## Submission Note:

Wesleyan acknowledges and values interdisciplinary, transdisciplinary, and multidisciplinary research, but does not have formal policies that reflect this.

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

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

Yes

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

The College of the Environment offers annual internships for students to do research under the guidance of a faculty mentor during the summer or fall on projects directly concerned with Environmental Studies. These internships are available to students across the entire University. The internship awards \$4000 to successful applicants. Summer internships can be awarded to students doing research off campus and outside the Middletown area as long as there is a well-developed plan for faculty mentorship.

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

[Campus Sustainability Data Collector | AASHE](#)

**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:**

Each year, the College of the Environment gathers a group of Wesleyan faculty, scholars of prominence from outside Wesleyan, and undergraduate students into a year-long academic Think Tank on a critical environmental issue. The aim of the Think Tank is not only to generate a deeper understanding of the thematic issue, but also to produce scholarly works that will influence national/international thinking and action on the issue. The Think Tank should serve as a focal point for the global intellectual community concerned with the environment. Scholars and students in the think tank are expected to produce scholarly works by the end of the academic year. Each year the scholars and students report on their findings at the annual Earth Day Celebration.

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

<http://www.wesleyan.edu/coe/thinktank/index.html>

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

No

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

Wesleyan acknowledges and values interdisciplinary, transdisciplinary, and multidisciplinary research.

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

[http://www.wesleyan.edu/accreditation/draftselfstudyoutline/05\\_faculty.html](http://www.wesleyan.edu/accreditation/draftselfstudyoutline/05_faculty.html)

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

Yes

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

Wesleyan's Olin Library does not specifically collect resources on sustainability, it supports the research and teaching of Earth and Environmental Sciences and other departments that have sustainability as part of their discipline. Resources include:

- Guide to resources in E&ES:

<http://libguides.wesleyan.edu/content.php?pid=26790&sid=193665>

- Indexes and Databases for E&ES:

<http://libr.wesleyan.edu/cwis/index.php?P=BrowseResources&ParentId=19>

- E&ES journals:

<http://wd5ka5yq6f.search.serialssolutions.com/?V=1.0&L=WD5KA5YQ6F&S=SC&C=11>

In addition, Wesleyan's Science Library provides research and reference support for sustainability research, including library instruction and personal research sessions to students engaged in researching sustainable options.

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

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## Access to Research

### Criteria

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

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

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



# Engagement

## Campus Engagement

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

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

<b>Credit</b>
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

# Student Educators Program

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator

Finance and Administration

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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 (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

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

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

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

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### Submission Note:

The Sustainability Office launched its student Eco Facilitators program in Fall 2014.

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

# Student Orientation

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator

Finance and Administration

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## Criteria

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

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

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

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

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

100

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

Each year during orientation, first-year students take part in the First Year Matters Program. They engage in multidisciplinary discussions about a central theme and participate in a Common Moment, in which the arts are used to catalyze and embody the understanding of the theme. From 2008-2012, First Year Matters adopted a sustainability-focused theme, such as social justice, water, global climate change, or hunger. Beginning in 2013, Feet to the Fire will alternate between a theme focused on diversity and inclusion and one focused on sustainability. Feet to the Fire was originally launched in 2008 with a leadership grant from Arts Presenters Creative Campus Innovations Program, a component of the Doris Duke Charitable Foundation.

In 2013, the Sustainability Office offered two extended orientation sessions to all first-year students to share tips and facts about on-campus sustainability.

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

<http://www.wesleyan.edu/fym/index.html>

## Responsible Party

**Jennifer Kleindienst**  
Sustainability Coordinator  
Finance and Administration

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## Criteria

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

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

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

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

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

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

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

Wesleyan's Environmental Organizers' Network (EON) acts as an umbrella group for all sustainability-focused student constituencies on campus, including student groups, residence halls, program houses, and the student government. EON organizes campus-wide events, including Earth Day celebration and trips to Washington, D.C, and publishes Green Scene, a weekly newsletter of campus sustainability stories and events. EON aims to provide an inclusive framework for any student interested in sustainability issues and happenings in the Wesleyan community. EON has been the launching pad for many student groups on campus, which focus on multiple aspects of sustainability.

WILD Wes (Working for Intelligent Landscape Design at Wesleyan) aims to develop an alternative to the water-, chemical fertilizer-, and pesticide-intensive conventional lawn cover that dominates university campuses and much of the United States. The group strives towards landscapes that reflect a commitment to economic, social, and ecological sustainability. This commitment is embodied primarily in the practice of permaculture: a design philosophy and system that looks the structures and relationships found in nature as models for creating diverse, stable, productive systems. WILD Wes' landscape design systems use no non-renewable fuels, integrate a variety of native plant species and environments, and work to be virtually self-sustaining.

WesBikes is a student-run program that rents bikes to students on a semester basis. Often, students who live far from campus cannot transport their bikes to Wesleyan. This program offers a fast and low-carbon way of transportation at a low rate.

Middletown Urban Gardens is a coalition of students working with the North End Action Team (a local non-profit) to establish new community gardens and promote healthy eating in low-income areas Middletown. MUG leads the design process and provides the necessary materials for new gardens, but empowers Middletown residents to be the primary stewards and users of the land.

WesFRESH is dedicated to raising food consciousness by examining the environmental, political, social, and ethical impacts of what we eat. WesFRESH organizes events on campus to promote awareness of issues of food policy, justice, sovereignty, and security. WesFRESH works to unite student groups such as Long Lane Farm, Wesleyan Farmers' Market, and EON to create a community of food lovers and activists. WesFRESH also works with Bon Appetit and the Real Food Challenge to ensure the availability of local and sustainably produced food to all Wesleyan students.

WesCycle is responsible for the set-up and management of 3 bike generators that offer a sustainable power alternative for events.

WesCFPA (Wesleyan Connecticut Forest & Park Association) maintains trails across Connecticut (members are specifically responsible for a handicap-accessible trail nearby) and promotes environmental conservation. The group manages events, which include film screenings, expositions and lectures, and collaborates with other groups on campus. WesCFPA reaches out to the community through hikes with the mentors from NEAT (North End Action Team, an outreach organization) and elementary students. Working closely with the Connecticut Forest & Park Association, WesCFPA volunteers create strong and lasting community partnerships through hands-on experiences.

Climate Ambassadors aims to engage the Wesleyan community in activism, education, and discussion around climate justice.

**The website URL where information about student groups is available:**

<http://www.wesleyan.edu/sustainability/students/groups.html>

**A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:**

Long Lane Organic Farm is a cooperatively run small farm that uses ecological farming practices to produce food for the Wesleyan University Campus as well as the broader Middletown community. In addition to serving an important nutritional role in the local area, Long Lane is committed to providing the community with opportunities for festive gatherings and open exchanges, farm and food education, and hopes to contribute collaboratively to thought and practice at the nexus of culture and agriculture in general. Long Lane is in its first year of operating a 30'x48' unheated greenhouse, where greens can be grown in the winter months, and tomatoes, peppers, squashes and eggplants can flourish in the summer. The fall planting was highly successful, and yielded some good lessons. Long Lane follows a full consensus structure for its decisions and welcomes all members. Long Lane holds a yearly pumpkin festival each fall in conjunction with the College of the Environment.

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

<http://longlanefarm.blogspot.com/>

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

Espwesso is a student run cafe with sustainability embedded in its mission: inspiring a shift in coffee consumption towards more sustainable and tastier coffees. Espwesso serves direct-source coffees and teas, which allows coffee roasters to work with growers to ensure that best practices are used in terms of both sustainability and taste. All Espwesso labor is work-study. Espwesso is entirely financially sustainable, operating exclusively on student "donations" to cover costs. Any surplus revenue is invested in expanded offerings or lowering costs. While revenue is not sufficient to cover the cost of recycled napkins, cups, or other eco-friendly paper products, Espwesso encourages all customers to bring their own mugs by implementing a 25 cent requested donation on paper cups for drip coffee. Espwesso is currently investigating selling ceramic mugs to students to further reduce the use of paper products.

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

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**A brief description of the sustainable investment or finance initiatives:**

The Wesleyan Green Fund is a student organized, student endowed, and student run fund created for the purpose of providing capital to long-term environmental projects that would not otherwise receive support, either from the administration or from the larger student activities fund administered by the Wesleyan Student Assembly. Each semester, each student's tuition bill includes a \$15 opt-out fee for the purposes of capitalizing the fund. The Green Fund accepts student, faculty, and staff proposals each semester. Projects are chosen for funding based on their ability to increase the University's use of renewable energy sources, decrease the University's carbon footprint, and decrease waste. The Fund's five members work with project applicants to tailor projects and provide financial and managerial support. The Fund exists to spur creativity, innovation, and collaboration within the Wesleyan student body, faculty, and staff, to empower green initiatives on campus.

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

<http://greenfund.wsa.wesleyan.edu/>

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



Each year, the College of the Environment hosts a number of symposia and annual events. These events are free and open to the public and bring together diverse audiences to learn about, debate, and discuss the most pressing environmental issues of our day.

Since 2004, the College of the Environment has hosted an annual "Where are We Going" symposium. The symposium occurs during the Saturday of Wesleyan's Homecoming and Family Weekend. Each year focuses upon a critical environmental topic and has brought to Wesleyan the people who are at the forefronts of these issues. Our speakers have featured such luminaries as: Bill Blakemore, Lester Brown, Majora Carter, Robert Corell, Judith Curry, Kris Ebi, Joseph Fargione, Suki Hoagland, James Hansen, John Holdren, Thomas Malone, Frank McCormick, Richard Morgenstern, Patrick Osborne, A. Townsend Peterson, Steven Rockefeller, Gus Speth, Maurice Strong, Alaka Wali, Diana Wall, and Timothy Weiskel.

Every fall since 2004, the campus has celebrated the harvest at Wesleyan's Long Lane Farm. Pumpkin Fest provides an opportunity for learning about local organic farming, the politics of food, and a chance just to enjoy an afternoon on the farm with a bake sale, organic produce, locally produced honey, face and pumpkin painting, and music by local bands. The Pumpkin Festival is preceded by a keynote address.

Since 2004, Wesleyan has celebrated Earth Day with a variety of events. In 2013, the Sustainability Office, College of the Environment, and Environmental Organizers Network worked with many local organizations and colleges to create a full month of events. Events included gardening with WILD Wes, a keynote address from Juliet Schor '75, dinner and conversation with musicians/environmental activists Seth and May, an Earth Day 5K, Music and fun at Earth Fest, a think tank on sustainable transportation, volunteering with the North End Action Team, and much more.

Each year, the Schumann Lecture Series brings to campus a number of outstanding experts to speak on a variety of contemporary environmental issues of great importance.

Feet to the Fire is a major undertaking on Wesleyan's campus to examine critical environmental issues through multiple lenses, from science to art. This program is dedicated to the proposition that a multidisciplinary examination that includes art will provide a more comprehensive and deeper understanding of these global issues. The Feet to the Fire Program includes lectures, performances, co-taught teaching modules and courses by the faculty, visiting artists and lecturers, student run fora, community eco-arts festivals, after-school programs for children, and the First Year Matters program (in alternating years).

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

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

Feet to the Fire is a major undertaking on Wesleyan's campus to examine critical environmental issues through multiple lenses, from science to art. This program is dedicated to the proposition that a multidisciplinary examination that includes art will provide a more comprehensive and deeper understanding of these global issues. The Feet to the Fire (F2F) program includes lectures, performances, co-taught teaching modules, and courses by the faculty, visiting artists and lecturers, student run fora, community eco-arts festivals, after-school programs for children, and the First Year Matters program. Every other year, the campus adopts an environmental theme for its First Year Matters program, such as water, global climate change or hunger. During orientation, first-year students engage in multidisciplinary discussions about the theme as well as participate in a Common Moment in which the arts are used to catalyze and embody our understanding. Feet to the Fire was originally launched in 2008 with a leadership grant from Arts Presenters Creative Campus Innovations Program, a component of the Doris Duke Charitable Foundation. Doris Duke renewed their support of the project with an additional grant to extend through 2014.

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

<http://www.wesleyan.edu/creativecampus/crossingdisciplines/feettothefire/index.html>

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

The Wesleyan Outing Club offers a wide range of trips most weekends such as biking, hiking, canoeing, and rock climbing, and longer trips over breaks. Past trips have included winter camping in the White Mountains, biking and a Polar Bear Plunge at nearby Miller's Pond, a sunrise hike up Mt. Higby, and hiking through New England forests near and far. The Outing Club rents out a supply of outdoor gear to students, including sleeping bags, tents, stoves, canoes, kayaks, and cross country skis.

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

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

Each year, Feet to the Fire adopts an environmental theme for its programming, which has included water, global climate change, and hunger. During orientation in alternating years, first-year students engage in multidisciplinary discussions about the Feet to the Fire theme and participate in a Common Moment in which the arts are used to catalyze and embody our understanding.

Each year, the College of the Environment gathers a group of Wesleyan faculty, scholars of prominence from outside Wesleyan, and undergraduate students into a year-long academic think tank on a critical environmental issue. The aim of the think tank is not only to generate a deeper understanding of the thematic issue, but also to produce scholarly works that will influence national and international thinking and action on the issue. The think tank serves as a focal point for the global intellectual community concerned with the environment. Scholars and students in the think tank are expected to produce scholarly works by the end of the academic year.

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

<http://www.wesleyan.edu/coe/thinktank/index.html>

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

Wesleyan has several sustainably-themed houses: Earth House, Farm House, and Out House, as well as a first-year hall, Green Hall. The Sustainability Office holds several workshops each year to Residential Life student staff to educate them on sustainable life skills.

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

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**A brief description of sustainability-focused student employment opportunities:**

The Wesleyan Sustainability Office offers several paid part-time internships each year. In the 2012-3 school year, there were three positions focused on composting and two positions focused on energy conservation, the annual Waste Not Tag Sale, and other sustainability issues.

The College of the Environment offers several paid full-time internships each year. College of the Environment internships are for students to do research under the guidance of a faculty or staff mentor during the summer or fall on projects directly concerned with

Environmental Studies. These internships are available to students and faculty across the entire University. The internship awards \$4000 to a successful applicant. Summer internship can be awarded to students doing research off campus and outside the Middletown area as long as there is a well-developed plan for faculty/staff mentorship.

Bon Appetit Management Company, the College of the Environment, and student-run Green Fund jointly fund paid internships each summer at Long Lane Farm. Students are responsible for growing produce, keeping records, managing Farmers' Market sales, and other farm-related duties. During the school year, the farm produce is primarily served in Wesleyan dining halls.

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

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

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

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

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

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# Outreach Materials and Publications

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator  
Finance and Administration

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

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

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### Submission Note:

Wesleyan does not currently publish student sustainability research in a systematic or centralized way. The College of the Environment (COE) holds colloquia to share student sustainability research and highlights some student research on the COE website. The COE helps to fund publication charges for eligible student research.

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

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

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

**A brief description of the central sustainability website:**

Wesleyan's sustainability website aggregates information on student, faculty, staff, and campus-wide sustainability programs and initiatives. It includes sections on the Sustainability Office, Sustainability Advisory Group for Environmental Stewardship, climate action, waste reduction, energy, procurement, transportation, technology, green building and grounds, student initiatives, events and engagement, and water.

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

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

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

The student-run Environmental Organizers Network publishes a weekly "Green Scene" newsletter during the academic year, which includes information on events, projects, and policies from the Sustainability Office and Sustainability Advisory Group for Environmental Stewardship.

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

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

There are Wesleyan Sustainability social media platforms for Facebook (wesleyansustainability) and Twitter (sustainablewes), which are updated regularly with campus, community, and global sustainability news, events, and information.

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

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

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

N/A

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

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

Each of Wesleyan's LEED-certified buildings include interior plaques and signage to highlight the building's sustainability features.

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

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

Dining halls have signage advertising local items, explanation of the post-consumer composting system, vegan and vegetarian options, and table tents that promote sustainability policies and practices. In retail locations, the College of the Environment's Think Tank developed stickers to advertise the climate impact of take-out food choices.

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

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

The permaculture garden on West College hill has a garden map and explanations of the different ecosystems within the site. The permaculture site in the Butterfields courtyard has explanations of the site plan and of the Hugelkultur gardening methods.

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

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

N/A

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

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

On the sustainability website and campus Rideboard, there is information for commuters on alternative methods of transportation.

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

<http://www.wesleyan.edu/sustainability/transportation/options.html>

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

N/A

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

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

The Sustainability Office publishes a sustainability bookmark, sustainability dorm room tips, heating tips, and recycling information sheets for all incoming students. Additionally, there is sustainability-related information in New Student Orientation booklets and sustainability tips in new student packing lists.

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

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**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:**

While there is not a regular column or sustainability reporter in the main student newspaper, sustainability stories are covered on a regular basis.

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

Wesleyan has signs next to drinking fountains and water bottle filling stations to advertise their sustainability impacts.

**The website URL for this material (1st 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 (2nd material):**

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**The website URL for this material (2nd 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 (3rd material):**

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**The website URL for this material (3rd 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 (4th material):**

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**The website URL for this material (4th 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 (5th material):**

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**The website URL for this material (5th 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 (6th material):**

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**The website URL for this material (6th 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 (7th material):**

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**The website URL for this material (7th 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 (8th material):**

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

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# Outreach Campaign

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator

Finance and Administration

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

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

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

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

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

Yes

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

No

**The name of the campaign (1st campaign):**

Do it in the Dark

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

Do it in the Dark is a campaign run by Sustainability Office Interns aimed at senior woodframe and upperclass program housing to encourage reductions in energy use. The winning woodframe house each semester receives a \$150 gift certificate valid at downtown restaurants and businesses. The winning program house receives \$100 to purchase something that will support house programming.

The Wesleyan Eco-Map was created by a group of students working with Professor Mary Alice Haddad. When completed, the Eco-Map will give students the ability to see how much energy their house is using as compared to their neighbors. The Eco-Tools project aims to develop more maps on campus for other types of pollution (water, air, etc.) and is modeled after Ma Jun's work in China.

Waste Not is an annual student-run collection of reusable items. Student interns and volunteers collect reusables in the spring and sell these items to students in the fall. In 2013, Wesleyan began a partnership with Goodwill Industries to further reduce waste.

In 2012, students persuaded President Michael Roth to sign the Real Food Campus Commitment. This nationwide commitment pledges colleges and universities to buy 20% real food, defined as "local/community-based, fair, ecologically sound, and/or humane" by 2020. The commitment aims to get colleges and universities to use their purchasing power to support a healthy food system that strengthens local economies, respects human rights, ensures ecological sustainability, and facilitates community involvement and education.

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

Through these campaigns, students are successfully working to conserve energy, reduce waste, and increase the availability of local and organic food on campus.

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

<http://www.wesleyan.edu/sustainability/diitd.html>

**The name of the campaign (2nd campaign):**

Waste Not

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

Fall sale:

<http://www.wesleyan.edu/sustainability/recycling/waste-not-fall.html>

Spring collection:

<http://www.wesleyan.edu/sustainability/recycling/waste-not-spring.html>

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

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

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

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# Employee Educators Program

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator  
Finance and Administration

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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.

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

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

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

**Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:**

No

**Total number of employees:**

---

**Name of the employee educators program (1st program) :**

---

**Number of employees served by the program (1st program):**

---

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

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

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

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

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**Name of the employee educators program (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):**

---

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

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**Number of employees served by 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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# Employee Orientation

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## Responsible Party

**Patrice Melley**

Director of Human Resources

Human Resources

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## Criteria

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

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### Submission Note:

Wesleyan's "Welcome Letter," which is given to all new employees, includes a link to the sustainability website in the "other helpful links" section of the letter.

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

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

100

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

All employees are directed to the sustainability website to learn more about sustainability topics. Wesleyan does not do a formal new employee orientation; new hires are given basic information about Human Resources information and then given a 1-page handout of contacts and website links to relevant departments.

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

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# Staff Professional Development

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## Responsible Party

**Patrice Melley**

Director of Human Resources

Human Resources

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## Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

No

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

---

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

---

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

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# Public Engagement

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

<b>Credit</b>
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

# Community Partnerships

**Responsible Party**

**Cathy Lechowicz**

Director, Center for Community Partnerships  
 Center for Community Partnerships

**Criteria**

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

Each partnership conforms to one of the following types:

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

**C.Transformative**

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

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

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

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

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**Submission Note:**

Office of Community Service Programs:

<http://www.wesleyan.edu/ocs/volunteer.html>

Hunger and Homelessness Program:

<http://hungerandhomelessness.group.wesleyan.edu/>

Middletown Food Project update:

<http://engageduniversity.blogs.wesleyan.edu/2013/06/25/pcse-seed-grants-in-action-a-note-from-hailey-sowden-15/>

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

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

Yes

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

Connecticut Forest and Parks Association (CFPA) is Connecticut's oldest conservation organization that works to preserve hiking trails, conserve land and forests, and educate the community. Volunteers plan hikes for Wesleyan and the local community, set up events such as film screenings and lectures, create video podcasts that the CFPA use to educate hikers, and work on implementing an educational youth program at the CFPA headquarters located down the road from Wesleyan! Working closely with the CFPA, students will have

[Campus Sustainability Data Collector](#) | [AASHE](#)

hands-on experiences and will work to create a strong and lasting community partnership.

Wesleyan's Hunger and Homelessness Program provides both direct service opportunities and forums for discussing and addressing the root causes of hunger and housing issues in our community. The program partners with multiple Middletown organizations, including End Hunger CT, North End Action Team, the Middletown Child Hunger Task Force, St. Vincent de Paul and Amazing Grace, and Middlesex County Habitat for Humanity. H&H's direct service opportunities fall into four different sub-programs, which include: Food Rescue, Bread Salvage, Amazing Grace Food Pantry Program, and Habitat for Humanity Campus Chapter. Through Food Rescue, student volunteers collect food that is normally wasted from Pi Cafe, Summerfields and Usdan and take it to Eddy Shelter, an emergency shelter about 5 minutes from campus. Students also organize, prepare and participate in community dinners at the shelter. The Bread Salvage Program salvages upwards of 700 loaves of bread weekly from the Freihofer's Bakery Thrift Store in Cromwell to Snow and Macdonough schools in Middletown multiple times a week. The Amazing Grace Program encompasses many activities at the food pantry and at the soup kitchen: cooking classes, soup kitchen volunteering, regular volunteering opportunities, special events and fundraisers, and other opportunities. The Wesleyan Chapter of Habitat for Humanity (HFH) partners with the Middlesex County HFH to assist with local builds, renovations and fundraising. Nearly every Saturday, Wesleyan volunteers join the Middlesex County HFH for their new program, "A Brush with Kindness", which offers services such as painting, landscaping, and other repairs to homeowners in need. Some weeks, volunteers also help at the local Restore, a resale outlet that salvages furniture and surplus building materials to raise funds for future Habitat builds.

The Middletown Food Project pilot program focuses on strengthening Wesleyan's ties to Middletown, the community, and the land through involvement at the university-owned and student-run Long Lane Farm. Six low-income families are enrolled in the program, all of whom live right up the road from the farm and have children at Snow School, an elementary school a few blocks from the farm. The MFP is a multi-pronged project: part free community supported agriculture (CSA) and part educational program focused on healthy living, nutrition, and everything related to growing, caring for, and eating vegetables. The program's goal is to make the changes that will help students and the community to take care of their bodies, their communities, and the environment.

Middletown Urban Gardens is a coalition of students working with the North End Action Team (a local non-profit) to establish new community gardens and promote healthy eating in low-income areas Middletown. MUG leads the design process and provides the necessary materials for new gardens, but empowers Middletown residents to be the primary stewards and users of the land.

About 45% of the Wesleyan faculty, administration and staff participated in the 2011-2012 Middlesex United Way Campaign and contributed more than \$125,000 to meet local community needs. This effort places Wesleyan as one of top three contributors in Middlesex County and among the top 4% of colleges and universities nationwide. We have been involved with this community initiative since its inception 76 years ago.

The Center for Community Partnerships also offers programs at the Middletown Community Health Center. In collaboration with District 13 (Durham, Middlefield, and Rockfall) and Cromwell, Wesleyan University, through the Offices of Human Resources and Community Relations, supports the Middlesex Transition Academy, which places eight high school students with disabilities in a job-training program on campus. They have worked with athletics, food services, landscaping, and bookstore since Spring 2003.

Each year, Wesleyan is a sponsor at the annual Freedom Fund Dinner of the local NAACP chapter. It also supports the efforts of the Dr. Martin Luther King, Jr. Scholarship Committee every year.

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

No

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

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

No

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

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

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

<http://www.wesleyan.edu/ccp/>



# Inter-Campus Collaboration

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator  
Finance and Administration

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## Criteria

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

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

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*"---" 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:**

In October 2012, the Connecticut Conference of Independent Colleges (CCIC) organized a meeting of sustainability officers at independent colleges and universities across the state. Wesleyan and Connecticut College sustainability officers led a discussion on experiences of other Connecticut colleges. From this discussion, CCIC has planned a subsequent meeting with Department of Energy and Environmental Protection (DEEP) Commissioner for Fall 2013 to discuss how Connecticut colleges can be involved with state sustainability efforts.

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

State: Connecticut Conference of Independent Colleges (CCIC) Sustainability Group

National: Association for the Advancement of Sustainability in Higher Education (AASHE)

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

In Spring 2013, Wesleyan collaborated with Middlesex Community College (MxCC) to plan Earth Day events and cross-advertise independent events at each college. Beginning in March 2013, Wesleyan has advised MxCC on the creation of MxCC's Climate Action Plan. Wesleyan has shared insights on the process of responding to the Presidents' Climate Commitment (ACUPCC), as well as its experiences, successes, and pitfalls, with MxCC to help MxCC to create an effective climate action plan.

Wesleyan has developed an informal partnership between Connecticut College to share best practices for sustainability.

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

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# Continuing Education

## Criteria

### *Part 1*

Institution offers continuing education courses that address sustainability.

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

### *Part 2*

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

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

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#### **Submission Note:**

Wesleyan does not offer any non-credit continuing studies courses. In Summer 2013, however, Wesleyan began an online, non-credit, pre-college pilot program for high school students. One of the four courses offered was Principles of Environmental Science. For more information, contact Mary Kelly in Wesleyan's Graduate Liberal Studies Department at (860) 685-3334.

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

*Institution does not offer continuing education or community education programs.*

# Community Service

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## Responsible Party

**Cathy Lechowicz**

Director, Center for Community Partnerships  
Center for Community Partnerships

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

---

## Submission Note:

Wesleyan students are active volunteers, especially in the local schools. On average, they provide over 30,000 hours of community service each year. Over 50% of Wesleyan students are involved with community service activities during their four years on campus.

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

## Number of students engaged in community service:

1,295

## Total number of students :

3,051

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

Yes

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

27,481

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

No

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

---

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

No

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

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

<http://www.wesleyan.edu/ccp>

# Community Stakeholder Engagement

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator

Finance and Administration

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## Criteria

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

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

And

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

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

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

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

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

No

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

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

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**List of identified community stakeholders:**

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

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

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# Participation in Public Policy

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## Responsible Party

**Joyce Topshe**

Associate Vice President for Facilities

Physical Plant - Facilities

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## Criteria

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

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

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

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

Yes

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

Wesleyan has advocated for policies on the local and state levels. This has included letter writing and attendance at public hearing on the state level. Some examples of policy advocacy are for extended biking and walking accessibility and energy grants.

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

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

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

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# Trademark Licensing

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**Responsible Party**

**Christine Daniels**

Assistant to the VP for Finance and Administration  
Finance and Administration

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**Criteria**

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

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

**Is the institution a member of the Worker Rights Consortium?:**

Yes

**Is the institution a member of the Fair Labor Association? :**

No

**Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :**

No

**The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:**

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# Hospital Network

## Criteria

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

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

---

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

*The institution does not have an affiliated hospital or health system.*

# Operations

## Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

<b>Credit</b>
Greenhouse Gas Emissions
Outdoor Air Quality

# Greenhouse Gas Emissions

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator  
Finance and Administration

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## Criteria

### *Part 1*

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

### *Part 2*

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

### *Part 3*

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO<sub>2e</sub>) per gross square foot (0.002 MtCO<sub>2e</sub> per gross square metre) of floor area.

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

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

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

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

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

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

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## Submission Note:

Students and faculty are on-campus from August-May each year. Most staff work year-round and do not follow an academic calendar.

Baseline demographics for residential students, residential employees, and distance education students are estimated based on FTE, enrollment, and 2013 data.

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

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

Yes

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

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

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

Yes

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

Wesleyan uses Sightlines' GreenLine service, which in turn uses Clean Air-Cool Planet's Campus Carbon Calculator, to calculate its greenhouse gas emissions inventory.

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

Yes

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

Wesleyan uses Sightlines' GreenLine service to calculate its greenhouse gas emissions inventory.

**Scope 1 and Scope 2 GHG emissions::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Scope 1 GHG emissions from stationary combustion</b>	18,046 <i>Metric Tons of CO2 Equivalent</i>	14,251 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 1 GHG emissions from other sources</b>	442 <i>Metric Tons of CO2 Equivalent</i>	393 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from purchased electricity</b>	2,469 <i>Metric Tons of CO2 Equivalent</i>	10,653 <i>Metric Tons of CO2 Equivalent</i>
<b>Scope 2 GHG emissions from other sources</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine total carbon offsets::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Institution-catalyzed carbon offsets generated</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon sequestration due to land that the institution manages specifically for sequestration</b>	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Carbon storage from on-site composting</b>	57 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Third-party verified carbon offsets purchased</b>	0 <i>Metric Tons of CO2 Equivalent</i>	199.52 <i>Metric Tons of CO2 Equivalent</i>

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

N/A

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

N/A

**A brief description of the composting and carbon storage program:**

Wesleyan operates a pre-consumer composting program on campus that processed nearly 14 tons of compost in 2013-14.

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

Wesleyan purchased offsets in the baseline year from Green-e certified REC sources.

**Figures needed to determine “Weighted Campus Users”::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	3,016	2,900
<b>Number of residential employees</b>	129	129
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	3,080	2,917
<b>Full-time equivalent of employees</b>	931	1,023
<b>Full-time equivalent of distance education students</b>	35	35

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2013	June 30, 2014
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

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

We have established FY 2008 as our baseline for our climate action plan.

**Gross floor area of building space, performance year:**

2,747,570 Square Feet

**Floor area of energy intensive building space, performance year:**

	<b>Floor Area</b>
<b>Laboratory space</b>	85,700 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	0 <i>Square Feet</i>

**Scope 3 GHG emissions, performance year::**

	<b>Emissions</b>
<b>Business travel</b>	3,280 <i>Metric Tons of CO2 Equivalent</i>
<b>Commuting</b>	1,388 <i>Metric Tons of CO2 Equivalent</i>
<b>Purchased goods and services</b>	92 <i>Metric Tons of CO2 Equivalent</i>
<b>Capital goods</b>	---
<b>Fuel- and energy-related activities not included in Scope 1 or Scope 2</b>	1,308 <i>Metric Tons of CO2 Equivalent</i>
<b>Waste generated in operations</b>	0 <i>Metric Tons of CO2 Equivalent</i>
<b>Other categories (please specify below)</b>	153 <i>Metric Tons of CO2 Equivalent</i>

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

Waste emissions are actually -33 tons because our waste goes to a waste-to-energy incinerator, but I've put 0 in the field because negative numbers were not allowed.

Purchased goods and services includes only paper.

Fuel- and energy-related activities not included in Scope 1 or Scope 2 includes only study abroad travel.

Other includes only T&D losses.

**A copy of the most recent GHG emissions inventory:**

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

<http://rs.acupcc.org/ghg/2119/>

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

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# Outdoor Air Quality

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## Responsible Party

**Peter Staye**  
Director, Utilities Management  
Physical Plant

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## Criteria

### *Part 1*

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

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

### *Part 2*

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO<sub>x</sub>), sulfur oxides (SO<sub>x</sub>), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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### **Submission Note:**

For stationary air emissions, we do not record ozone as a pollutant. Our "other" category is VOCs (0.82 tons). The data represented for stationary sources is for calendar year 2014 (with the exception of ODCs, which is a figure for FY 2013).

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

**Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:**

Yes

**A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

Wesleyan has an anti-idling policy.

**Has the institution completed an inventory of significant air emissions from stationary sources on campus?:**

Yes

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

Wesleyan has inventoried every piece of fossil fuel burning equipment on campus. Equipment is grouped based on its capacity and type of fuel and emissions calculations, following EPA prescribed processes. These processes are performed for each group of equipment. Emissions calculations are maintained on a rolling 12 month period.

**Weight of the following categories of air emissions from stationary sources::**

	<b>Weight of Emissions</b>
<b>Nitrogen oxides (NOx)</b>	15.18 <i>Tons</i>
<b>Sulfur oxides (SOx)</b>	11.39 <i>Tons</i>
<b>Carbon monoxide (CO)</b>	8.31 <i>Tons</i>
<b>Particulate matter (PM)</b>	4.14 <i>Tons</i>
<b>Ozone (O3)</b>	---
<b>Lead (Pb)</b>	0.00 <i>Tons</i>
<b>Hazardous air pollutants (HAPs)</b>	0.16 <i>Tons</i>
<b>Ozone-depleting compounds (ODCs)</b>	0.03 <i>Tons</i>
<b>Other standard categories of air emissions identified in permits and/or regulations</b>	0.82 <i>Tons</i>

**A brief description of the institution’s initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:**

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**The website URL where information about the institution’s outdoor air quality policies, guidelines or inventory is available:**

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# 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.

<b>Credit</b>
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

# Building Operations and Maintenance

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## Responsible Party

**Roseann Sillasen**

Associate Director/Project Manager  
Physical Plant - Facilities

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## Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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### Submission Note:

Wesleyan's green building policy is in the process of being revised, but has not been accepted by the University administration at this time.

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

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

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

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

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

---

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

*2,594,099 Square Feet*

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

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

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>

<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

	<b>Certified Floor Area</b>
<b>Minimum Level</b>	<i>0 Square Feet</i>
<b>4th Highest Level</b>	<i>0 Square Feet</i>
<b>Mid-Level</b>	<i>0 Square Feet</i>
<b>2nd Highest Level</b>	<i>0 Square Feet</i>
<b>Highest Achievable Level</b>	<i>0 Square Feet</i>

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

*0 Square Feet*

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

*0 Square Feet*

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

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**The date the guidelines or policies were formally adopted:**

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

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

Wesleyan uses a draft building policy to ensure compliance with sustainable building operation and maintenance guidelines and policies. Project specifications reference the green building policy and identify sustainable materials. These materials include water conserving features, insulation, vinyl siding, Energy Star double-glazed windows, and CFL or LED lighting fixtures.

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

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# Building Design and Construction

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## Responsible Party

**Roseann Sillasen**

Associate Director/Project Manager  
Physical Plant - Facilities

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

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

And/or

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

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

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

---

### Submission Note:

2005: Fauver undergraduate housing complex, now known as Fauver Apartments and Bennet Hall (42504 sf, LEED Certified)

2007: Usdan University Center (80332 sf, built to LEED standards but not certified)

2009: Allbritton Center (28802 sf, LEED Gold)

2013: 41 Wyllys Avenue (29215, LEED Platinum)

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

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

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

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

41 Wyllys Avenue (LEED Platinum), Allbritton Center (LEED Gold), Usdan University Center (built to LEED Silver)

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

58,017 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	28,802 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	29,215 <i>Square Feet</i>

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

	Certified Floor Area

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

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

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

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

---

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

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

*0 Square Feet*

**A copy of the guidelines or policies :**

[GBP - LEED Section Only.doc](#)

**The date the guidelines or policies were adopted:**

Sept. 5, 2008

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

The guidelines are an excerpt from the draft green building policy, which has not been formally adopted by the University but is followed in most cases by Physical Plant. When Wesleyan signed the ACUPCC, it committed to building all buildings to LEED Silver or above. The date above reflects when the ACUPCC was signed, not when the green building policy was adopted.

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

Wesleyan has a policy to meet or exceed the U.S. Green Building Council's LEED Silver standard or equivalent for all new construction.

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

<http://www.wesleyan.edu/sustainability/green-building/green-building-initiatives.html>

# Indoor Air Quality

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## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

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

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

---

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

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

*2,747,570 Square Feet*

## **Gross floor area of building space:**

*2,747,570 Square Feet*

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

All new construction and major renovations since 2005 have developed indoor air quality systems in accordance with LEED guidelines. Although no buildings are currently regularly monitored or audited for indoor air quality, Wesleyan does have a mechanism for employees to make complaints and has a consultant on payroll to address any air quality issues.

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

---

# Dining Services

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

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

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

<b>Credit</b>
Food and Beverage Purchasing
Low Impact Dining

# Food and Beverage Purchasing

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## Responsible Party

**Michael Strumpf**

Bon Appétit Resident District Manager  
Campus Dining Service

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## Criteria

### *Part 1*

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

### *Part 2*

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

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## Submission Note:

For more information about Bon Appétit's Farm to Fork program, visit <http://bamco.com/sustainable-food-service/farm-to-fork>

For more information about the Real Food Campus Commitment, visit <http://www.realfoodchallenge.org/commitment>

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

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

21

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

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

19% of food purchases are from local sources, including frozen yogurt, yogurt, and many varieties of produce. All coffee is organic, fair trade, and kosher; all egg whites, liquid, and shell eggs are cage free and certified humane; all poultry is antibiotic and hormone free; all seafood meets Monterey Bay Seafood Watch's "Best Choices" standards; all milk is RBST-free and purchased from Ronnybrook Farm, a local dairy; and the vegan program serves entirely organic produce, dry herbs, and rice.

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

No

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

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

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

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



Bon Appétit Management Company, Wesleyan's dining service, has a corporate commitment to sustainability that is evident at Wesleyan. All meals on campus are cooked from scratch. Bon Appétit's Farm to Fork program is a company-wide initiative that requires each of Bon Appétit's 500 cafés across the country to purchase at least 20% of their ingredients from small, local, owner-operated vendors and farmers within a 150-mile radius of campus. Wesleyan purchases 19% of foods locally through its Farm to Fork program; another 2% of food and beverage purchases are sustainably sourced. All coffee is organic, fair trade, and kosher; all shell eggs are cage free and American Humane Certified; all poultry is antibiotic and hormone free; all seafood meets Monterey Bay Seafood Watch's "Best Choices" standards; all milk is RBST-free and purchased from Ronnybrook Farm, a local dairy; and the vegan program serves entirely organic produce, dry herbs, and rice.

In 2012, following the lead of students, President Michael Roth signed the Real Food Campus Commitment. This nationwide commitment pledges colleges and universities to buy 20% real food, defined as "local/community-based, fair, ecologically sound, and/or humane" by 2020. The commitment aims to get colleges and universities to use their purchasing power to support a healthy food system that strengthens local economies, respects human rights, ensures ecological sustainability, and facilitates community involvement and education.

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

Bon Appetit tracks this data through its Farm to Fork Program

Students, working in conjunction with Bon Appetit, use the Real Food Calculator to track and inventory sustainable food purchases from Usdan Marketplace (largest dining hall). The RFC does not include locally-procured meat without certification (all of Wesleyan's ground beef is from NE family farms, but this does not apply to RFC). For Usdan alone, RFC found that 15% of Wesleyan's food purchases were "real food."

**Total annual food and beverage expenditures:**

---

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

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	No	No
Convenience stores	Yes	No
Vending services	Yes	No

<b>Concessions</b>	Yes	No
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**Has the institution achieved the following?:**

	Yes or No
<b>Fair Trade Campus, College or University status</b>	No
<b>Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)</b>	No
<b>Marine Stewardship Council (MSC) certification</b>	No
<b>Signatory of the Real Food Campus Commitment (U.S.)</b>	Yes

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

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

<http://www.wesleyan.edu/sustainability/dining/index.html>

# Low Impact Dining

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## Responsible Party

**Michael Strumpf**

Bon Appétit Resident District Manager  
Campus Dining Service

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## Criteria

### Part 1

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

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

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

Or

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

### Part 2

Institution:

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

And

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

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

---

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

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

35

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

All egg whites, liquid, and shell eggs are cage free and are Certified Humane. 100% of milk and ice cream are locally-sourced from a small farm that uses both ecologically sound and humane animal care practices. 100% of ground beef and burger patties are from New England farms, which use ecologically sound and humane practices, or from a broadliner that sources only non-conventional beef

products. All bacon is purchased from crate-free farms, with plans to make all pork products crate-free by 2015. All of Wesleyan's fish purchases are made through the Monterey Bay Aquarium's Seafood Watch, which establishes ecologically-sound fishing practices, with plans to source only fish aggregating device free (FAD free) tuna in 2015. About 20% of pork purchases are done through the farm-to-fork program, which use ecologically sound and humane practices.

Conventional Purchases: Most chicken is purchased through Tyson, and most cheese or pork purchases are currently conventionally produced.

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

Yes

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

Yes

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

Yes

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

Wesleyan's vegan dining program serves entirely organic foods including produce, dry herbs, and rice. This program has been driven by Wesleyan's large population of vegetarian and vegan students. The superior taste and quality of the food, prepared by a chef who is vegan and prepares exclusively vegan foods, attracts vegans and non-vegans alike to try these dishes. Because of these efforts, Wesleyan was named the 2012 "Most Vegan-Friendly College" in the US small schools category of PETA's annual competition. This is Wesleyan's second time winning this award (the first was in 2009).

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

Bon Appetit's Farm-to-Fork program prioritizes purchases from local farms that use ecologically sound and humane farming practices. Bon Appetit is working to make all pork products from crate-free sources by 2015. In addition, Bon Appetit purchases fish caught from ecologically sound sources with ecologically sound methods (Monterey Bay Aquarium's Seafood Watch).

Following an investigation into the differences in standards between American Humane Certified and Certified Humane, Bon Appetit has switched from American Humane Certified and Certified Humane shell eggs to ensure animal welfare.

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

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**Annual dining services expenditures on food:**

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**Annual dining services expenditures on conventionally produced animal products:**

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**Annual dining services expenditures on sustainably produced animal products:**

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# Energy

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

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

<b>Credit</b>
Building Energy Consumption
Clean and Renewable Energy

# Building Energy Consumption

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## Responsible Party

**Peter Staye**  
Director, Utilities Management  
Physical Plant

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## Criteria

### Part 1

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

### Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

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

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### Submission Note:

Some data collected from Sightlines LLC report for Wesleyan University.

#### Source-site ratios:

Grid-purchased electricity: 53% of electricity is purchased, 46% is generated on campus, and 1% is generated via PV

District steam to hot water:

Natural gas: 41,251 MMBtu (primary), 251,428 MMBtu (secondary)

Oil: 175,540.9 gallons (140,000 Btu/gallon) (all primary); 1784 gallons (secondary #6 oil)

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

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

	Performance Year	Baseline Year
<b>Total building energy consumption</b>	312,550.83 <i>MMBtu</i>	386,650.60 <i>MMBtu</i>

### Purchased electricity and steam:

	Performance Year	Baseline Year
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<b>Grid-purchased electricity</b>	6,699.40 <i>MMBtu</i>	89,101.90 <i>MMBtu</i>
<b>District steam/hot water</b>	107,697,819 <i>MMBtu</i>	133,076,000 <i>MMBtu</i>

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	2,823,098 <i>Gross Square Feet</i>	2,874,341 <i>Gross Square Feet</i>

**Floor area of energy intensive space, performance year::**

	<b>Floor Area</b>
<b>Laboratory space</b>	85,700 <i>Square Feet</i>
<b>Healthcare space</b>	0 <i>Square Feet</i>
<b>Other energy intensive space</b>	

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

	<b>Degree Days</b>
<b>Heating degree days</b>	5,678
<b>Cooling degree days</b>	958

**Source-site ratios::**

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

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

	<b>Start Date</b>	<b>End Date</b>



<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

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

FY 2008 is used as the baseline for greenhouse gas inventory reporting and is the first year for which we have complete (non-extrapolated) data.

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

Wesleyan uses an energy management system and individual boiler controls.

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

LEDs are used in approximately 50% of parking and other outdoor space lighting applications. Our campus center, athletic center, and art complex use LED lighting in many applications.

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

Wesleyan has installed passive infrared occupancy sensors in nearly every building on campus. Occupancy sensors are most commonly found in bathrooms, conference rooms, hallways, classrooms and other shared spaces, though they are installed in some individual offices.

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

N/A

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

Wesleyan has a small geothermal system, which provides heating and cooling for two student multifamily houses.

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

Wesleyan operates a 2.398 MW natural gas reciprocating engine, which powers 80% of campus with electricity and heat. Wesleyan currently sells all RECs for energy generated by the cogeneration plant. A second 676 kW cogeneration plant was constructed in 2013 and began operation in February 2014.

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

Since 2010, Wesleyan has completed 6 phases of campus wide energy conservation projects. In addition to the standard conservation and efficiency improvement measures of lighting, (including LEDs) motors/pumps, VFD's and expansion of the Energy Management system, work has included the complete replacement of central HVAC systems.

To date, approximately \$18 million has been invested, with nearly \$5 million received in the form of incentives and grants. In response, peak electrical consumption has been reduced by 1.4 MW (from 5.2 MW in 2005 to 3.8 MW in 2013) and oil consumption has declined by 300,000 gallons. In 2012, the university commenced a retro-commissioning effort for buildings with HVAC/BAS systems that are 10± years old. This effort is expected to continue for approximately 3 more years.

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

Wesleyan maintains a Building Automation/Energy Management System (BAS) that controls building systems in over 2,000,000 sf of building space. The BAS includes metering of electrical, steam and chilled water consumption.

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

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

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

Passive Infrared sensors were installed on most machines in 2007.

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

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

<http://www.wesleyan.edu/sustainability/energy/initiatives.html>

## Responsible Party

**Peter Staye**  
Director, Utilities Management  
Physical Plant

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## Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

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

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

**Clean and renewable energy from the following sources::**

	Performance Year
<b>Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes</b>	27.30 MMBtu
<b>Option 2: Non-electric renewable energy generated on-site</b>	0 MMBtu
<b>Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes</b>	0 MMBtu
<b>Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)</b>	0 MMBtu

**Total energy consumption, performance year:**

271,770 MMBtu

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

Wesleyan's 3 PV installations (3 kW, 7.2 kW, and 200 kW) collectively generated 156,522 kWh (534 MMBtu) of energy in FY 2014; all but 27 MMBtu was sold as RECs.

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

N/A

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

N/A

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

N/A

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

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# 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.

<b>Credit</b>
Landscape Management
Biodiversity

# Landscape Management

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## Responsible Party

**Robert Borman**  
Grounds Manager  
Facilities

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## Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

**Submission Note:**



Wesleyan has significantly cut back on chemical weed control on all campus grounds and now use both organic and synthetic weed treatments for crabgrass, invasive plants, and grub control. Wesleyan's integrated pest management (IPM) program was developed by Dave Hall in coordination with New England Turf Management and Stonehedge Landscaping. In an effort to continue to minimize pesticide use, the campus is divided into 3 separate categories. These areas include; 100% Organic Treatment, 60% Organic Treatment, and the Athletic Field areas. The first two areas are maintained by New England Turf, and the athletic fields are maintained by Stonehedge Landscaping.

**100% Organic Treatment Areas**

Foss Hill, Butterfields, West Side of Mt. Vernon Avenue, High Rise dorm, Neighborhood Preschools on High St. and Lawn Ave.

- No pre or post-emergent pesticides for crabgrass or other weeds are used
- No treatment for grub control in these areas

**60% Organic Treatment Areas**

Remainder of campus excluding the athletic fields, including the Rugby field area

- 4 of 6 yearly applications use 100% organic fertilizer; the remaining 2 applications are 50% organic
- Dimension is applied in granular form in the spring as a crabgrass preventative; applied only on an as-needed basis during the rest of the year
- Triplet Low Odor is applied in liquid form and used as a selective herbicide for broadleaf weeds
- Acelepryn is applied in granular form in early summer to treat grubs; Merit had been used in the past but was discontinued because of safety concerns

**Athletic Field Areas**

All athletic fields, excluding the Rugby field

- The IPM program for athletic fields is continually changing based on environmental pressures
- Wesleyan maintains fields most strictly for player safety and field playability, with a high priority placed on field appearance
- Dimension is applied in granular form in the early spring as a crabgrass preventative
  - Other fungicides, herbicides and grub control are used on an as needed basis (may be granular or liquid)
  - Stonehedge has experimented with a 100% organic fertilizer on Jackson Field that worked well but is currently too expensive for regular use

In the past, Wesleyan used to spray infected elms to protect against disease, but now injects infected trees to protect against fungus and insects. Wesleyan does not treat hemlocks or ash, as both species are in decline in the area.

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

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

	<b>Area</b>
<b>Total campus area</b>	316 Acres
<b>Footprint of the institution's buildings</b>	26 Acres
<b>Area of undeveloped land, excluding any protected areas</b>	97 Acres

**Area of managed grounds that is::**

	Area
<b>Managed in accordance with an Integrated Pest Management (IPM) Plan</b>	<i>0 Acres</i>
<b>Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined</b>	<i>0 Acres</i>
<b>Managed organically, third party certified and/or protected</b>	<i>56 Acres</i>

**A copy of the IPM plan:**

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**The IPM plan :**

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

The Green Building Policy (draft) includes a section on grounds, which includes the following provisions:

Use of native and drought-resistant plantings whenever possible

Reduce square footage of mowed lawns

Use mulching mowers

Investigate the use of low-emission grounds maintenance equipment

Developing a plan to replenish trees lost to disease, storm, age, and other natural causes

Compost or mulch all tree and yard trimmings and refuse

Use organic pesticides and fertilizers to the extent practical (about 75-80% of pesticides and fertilizers are currently organic)

Use permeable paving, rain gardens, and other features designed to reduce runoff when practicable

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

Wesleyan prioritizes the use of native plants whenever possible for in-ground species. Annuals are used in pots around campus to add color. Wesleyan avoids planting invasive tree and other plant species.

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

Wesleyan composts or mulches most of its landscape waste either on-campus or at the Middletown Transfer Station. Wesleyan operates a plant dump on the Long Lane property for discarded annuals, which are collected for replanting or composted. Grounds crews use mulching mowers, which leave grass clippings on the fields and lawn areas. Any campus-generated clippings, trimmings, and leaves are [Campus Sustainability Data Collector | AASHE](#)

brought to the Middletown Transfer Station, where they are ground and left for the community to use as mulch. Any trees removed on campus are chipped and put on the Long Lane property for campus and community members to use as compost amendments.

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

Wesleyan uses organic pesticides and fertilizers to the extent practical (about 75-80% of pesticides and fertilizers are currently organic). Synthetic fertilizers and pesticides are used on playing fields.

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

The Green Building Policy (draft) includes a provision for using permeable pavement instead of asphalt.

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

Wesleyan has two rain barrels, one at Long Lane Farm and one at the West College Courtyard. West College Courtyard has a rain garden and plantings designed to prevent runoff. The proposed plantings in Butterfields Courtyard will also be designed to reduce runoff and maintain natural hydrology.

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

Over the past few years, Wesleyan has moved away from using sand because of large cleanup challenges and damage to building floors. Instead, Wesleyan now uses Magic Salt, an organic treatment, on most campus walkways. Conventional bagged salt is still used on stairways for use on concrete.

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

N/A

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

No

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

<http://www.wesleyan.edu/sustainability/green-building/grounds-initiatives.html>

# Biodiversity

## Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

# 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.

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

# Electronics Purchasing

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## Responsible Party

**Luis Rodriguez Vodak**

Manager, Cardinal Technology Store  
Information Technology Services (ITS)

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

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

Yes

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

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**The electronics purchasing policy, directive, or guidelines :**

Wesleyan has an established practice to purchase only EPEAT Gold certified computers and televisions,. Wesleyan also has a stated Energy Star purchasing preference, which is followed by all campus departments.

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

The Cardinal Technology Center is the main purchaser of all technology on campus. Cardinal Technology's management has made it a priority to be environmentally conscious when selecting which products to offer Wesleyan; an EPEAT Gold standard is used for all computer/monitor purchases. Unless there is an item that Cardinal Technology cannot obtain, all technological purchase go through Cardinal Technology.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>EPEAT Bronze</b>	0 US/Canadian \$
<b>EPEAT Silver</b>	0 US/Canadian \$
<b>EPEAT Gold</b>	425,000 US/Canadian \$

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

425,000 US/Canadian \$

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

<http://www.wesleyan.edu/sustainability/procurement/procurement-initiatives.html>

# Cleaning Products Purchasing

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## Responsible Party

**Michelle Michaud**

Vice President of Business Development  
Sun Services, LLC

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

Cleaning and janitorial products include, at minimum:

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

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### **Submission Note:**

Sun Services utilizes chemicals manufactured by Diversey. These chemicals are part of Diversey's Health High Performance Cleaning Program, specifically geared towards use at educational facilities. These chemicals are all Green Seal Certified and many also carry EcoLogo and/or GREENGUARD certifications.



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

Yes

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

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

Supplies and Equipment

2.2.1 Supplies

Contractor will furnish at its sole cost and expense materials, supplies, tools and equipment required for the satisfactory performance of the Custodial Services, including all soaps, cleaners, detergents, disinfectants and trash can/wastebasket liners. List of Supplies should be submitted to University for approval. Any change requires University prior approval. The Contractor shall maintain on-site Material Safety Data Sheets (MSDS) for all chemicals used to maintain University facilities and shall train employees on the use of MSDS.

2.2.6 Environmental Products and Methods

2.2.6.1 Petroleum Based or Oily Substances Prohibition – Contractor shall not use petroleum-based cleaners, polishes and dressings or cleaning material that are otherwise oily in nature in any Service Areas covered by this Contract. It is extremely important that Contractor not leave any oily residue on any surface.

2.2.6.2 The Contractor shall only use products that have the “Green Seal Certification Mark” (GS-37) unless an alternate product has been approved by Wesleyan Management. If the Contractor is found to have a chemical on campus that does not meet this standard, the Contractor will be assessed a fine of \$100 per incident that will be expected to be paid or credited within 30 days.

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

Sun Services management and custodians work directly with Physical Plant to ensure clear and constant communication between management, custodians, and building occupants. The green cleaning policy above includes fines for usage of chemicals that do not meet GS-37 standards.

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

Yes

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

79,000 US/Canadian \$

**Total expenditures on cleaning and janitorial products:**

104,200 US/Canadian \$

**Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA**

**certified low-impact, ecological (“green”) cleaning program?:**

Yes

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

Sun Services has a commitment to promote and maintain the highest standards of hygiene, cleanliness, and healthy indoor air quality in our clients' facilities through their Green Clean Program. Sun Services utilizes Green Seal Certified cleaning products that meet GS-37 standards, as well as certified equipment that meets CRI Green label or LEED IEQ Credit 10.6 standards. In addition, Sun Services provides custodians with proper training, procedures and agreements for Green Cleaning in each client's facilities.

Sun Services LLC has a green cleaning policy that is developed using the standards as outlined in GS-42. This program also meets the standard for the ISSA CIMS-GB program. Sun Services LLC is a currently CIMS-GB certified company with Honors. Less than 3% of all companies certified score high enough to attain an honors rating.

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

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

2.2.6 Environmental Products and Methods

2.2.6.1 Petroleum Based or Oily Substances Prohibition – Contractor shall not use petroleum-based cleaners, polishes and dressings or cleaning material that are otherwise oily in nature in any Service Areas covered by this Contract. It is extremely important that Contractor not leave any oily residue on any surface.

2.2.6.2 The Contractor shall only use products that have the “Green Seal Certification Mark” (GS-37) unless an alternate product has been approved by Wesleyan Management. If the Contractor is found to have a chemical on campus that does not meet this standard, the Contractor will be assessed a fine of \$100 per incident that will be expected to be paid or credited within 30 days.

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

<http://sunservicesllc.com/greencleaning.asp>

# Office Paper Purchasing

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## Responsible Party

**Julie Bunce**

Account Executive for Wesleyan  
WB Mason

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## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

Yes

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

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**The paper purchasing policy, directive or guidelines:**

In April 2008, Wesleyan instituted a policy which requires that 100% of copy paper purchases contain at least 30% post-consumer content.

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

Wesleyan has a sole source for procurement of paper needs (WB Mason), which has enabled restrictions on their website to prevent the purchase of virgin paper. In addition, the Sustainability Office and Purchasing Office evaluate all university paper purchases each year and contact departments that are purchasing paper without recycled content.

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

Yes

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

	<b>Expenditure Per Level</b>
<b>10-29 percent</b>	415.28 <i>US/Canadian \$</i>
<b>30-49 percent</b>	27,552.09 <i>US/Canadian \$</i>
<b>50-69 percent</b>	0 <i>US/Canadian \$</i>
<b>70-89 percent (or FSC Mix label)</b>	20,682.75 <i>US/Canadian \$</i>
<b>90-100 percent (or FSC Recycled label)</b>	14,371.42 <i>US/Canadian \$</i>

**Total expenditures on office paper :**

68,742.75 *US/Canadian \$*

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

<http://www.wesleyan.edu/sustainability/procurement/procurement-initiatives.html>

# Inclusive and Local Purchasing

## Criteria

### *Part 1*

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

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

### *Part 2*

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

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

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

# Life Cycle Cost Analysis

## Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

# Guidelines for Business Partners

## Criteria

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

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

And/or

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

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

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

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

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

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

# 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.

<b>Credit</b>
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation



## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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### Submission Note:

Wesleyan's fleet includes 88 cars and trucks for Physical Plant, Mail Services, Transportation, and Public Safety, plus 1 Segway (Public Safety), 14 motorized boats (Athletics), and 1 tractor (Physical Plant).

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

**Total number of vehicles in the institution's fleet :**

88

**Number of vehicles in the institution's fleet that are::**

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	8
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	10
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Wesleyan has made the purchase of hybrid or electric vehicles an institutional priority. Unfortunately, appropriate trade vehicles (trucks and vans) are not available as hybrid or electric vehicles at this time, so Wesleyan is purchasing the most fuel-efficient vehicles available. Wesleyan has also been reducing its fleet to reduce carbon emissions.

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

<http://www.wesleyan.edu/sustainability/transportation/transportation-initiatives.html>

# Student Commute Modal Split

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## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

---

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

## Total percentage of students that use more sustainable commuting options:

99

## The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	1
Walk, bicycle, or use other non-motorized means	90
Vanpool or carpool	6
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	1

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

All data on student commuting is based on estimates from our greenhouse gas inventory report, as compiled by Sightlines.

## The website URL where information about sustainable transportation for students is available:

[Campus Sustainability Data Collector | AASHE](#)



# Employee Commute Modal Split

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## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

## Total percentage of the institution's employees that use more sustainable commuting options:

3.80

## The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	96.20
Walk, bicycle, or use other non-motorized means	2.50
Vanpool or carpool	1
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0.30
Telecommute for 50 percent or more of their regular work hours	0

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

Data is estimated from an inventory of employee zip codes, with the assumption that most employees are driving to work.

**The website URL where information about sustainable transportation for employees is available:**

<http://www.wesleyan.edu/sustainability/transportation/options.html>

# Support for Sustainable Transportation

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## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

### *Part 1*

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

### *Part 2*

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

**Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:**

No

**A brief description of the facilities for bicycle commuters:**

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**Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:**

No

**A brief description of the bicycle parking and storage facilities:**

Most buildings on campus have bike racks easily accessible, but this is not the case for every building.

**Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:**

Yes

**A brief description of the bicycle/pedestrian policy and/or network:**

Wesleyan does not have a complete streets policy, but has a continuous network of pedestrian paths throughout campus.

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

Yes

**A brief description of the bicycle sharing program:**

WesBikes is a bike rental program led and run by students to promote sustainable transportation on campus and around Middletown. Working on a system of semester-long rental periods, WesBikes caters to students who are unable to bring their own bicycles to campus. WesBikes also offers students the opportunity to try out owning a bike on campus before going on to make that commitment.

**Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:**

No



**A brief description of the certification, including date certified and level:**

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

Yes

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

Wesleyan offers The Ride, a free campus shuttle, to all students and employees. The shuttle operates 7 days a week from 7 PM to 4 AM and is on-call for those with disabilities or safety concerns at all other times.

Every Friday, Saturday, and Sunday, Wesleyan runs a paid shuttle to the New Haven train station (\$10 regular service, \$15 break service).

Commuting students can reserve a seat on the Weekday Commuter Lot Shuttle, a free service that operates on a reservation-only basis. Before and after student breaks, Wesleyan operates paid shuttle service to Bradley International Airport (\$20 each way).

**Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:**

Yes

**A brief description of the GRT program:**

Wesleyan participates in CT Rides, which offers GRTs.

**Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:**

Yes

**A brief description of the carpool/vanpool program:**

Wesleyan operates a campus rideboard through the student and employee Portfolio management system. The rideboard was the result of a joint project between the Wesleyan Student Assembly (WSA) in conjunction with Environmental Organizers Network (EON) and Student Advocates for Transportation (SAFT) and created by Information Technology Services (ITS).

**Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:**

Yes

**A brief description of the car sharing program:**

Since 2009, Wesleyan has participated in Zipcar with 2 cars on campus. Zipcar allows students, employees, or community members to rent the vehicle by the hour or the day for errands, entertainment, or road trips. All reservations include fuel, insurance, and roadside assistance. To sign up for Zipcar use, students over the age of 18 need a valid driver's license and a credit card.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

Wesleyan has two Level 2 electric vehicle charging stations, which are open to the campus community and the public.

**Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:**

No

**A brief description of the telecommuting program:**

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**Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:**

Yes

**A brief description of the condensed work week program:**

With supervisor approval, administrative employees that meet HR guidelines may set up a flexible (5 days per week but different hours) or alternative (4 of 5 days or 9 of 10 days) work schedule. Employees will be given 30 days notice if the alternate work schedule arrangement is not successful in order to return to a regular work week schedule. Wesleyan University encourages flexible scheduling for most employees during the summer. Departments may authorize employees to start work earlier, take shorter lunches, or make other arrangements to end the workday or workweek earlier.

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

Yes

**A brief description of the incentives or programs to encourage employees to live close to campus:**

Wesleyan operates three local housing programs: the Wesleyan Rental Housing Program, the Wesleyan Houses Advanced Purchase Program and the Wesleyan Mortgage Program. Wesleyan owns and maintains a limited number of rental housing units near the campus for the purpose of providing transitional living space for newly appointed faculty, professional librarians, and administrative staff who relocate at the time of their initial appointment at the university. The Advanced Purchase Program was established to give eligible faculty and staff a chance to buy Wesleyan-owned houses when the houses are no longer required for University use. Houses purchased under this program must be the primary residence of the buyer for at least two years after purchase. Wesleyan provides first mortgage assistance on residential properties for the purpose of supporting and encouraging faculty on at least three-quarters time appointments (excluding visitors and retired faculty), professional librarians, and staff to secure home ownership within reasonable commuting distance of the campus.

**Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:**

Yes

**A brief description of other sustainable transportation initiatives and programs:**

Wesleyan is a member of CT Rides, which aligns with the NuRide alternative transportation incentive program. This program is available to all students and employees.

**The website URL where information about the institution's sustainable transportation program(s) is available:**

<http://www.wesleyan.edu/sustainability/transportation/options.html>

# 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.

<b>Credit</b>
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

# Waste Minimization

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## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

### Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

### Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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## Submission Note:

FY 2005 trash and recycling data is extrapolated from FY 2009-2012 data. FY 2012 composting data is an approximation based on FY 2013 data.

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

## Waste generated::

	Performance Year	Baseline Year
Materials recycled	277 Tons	211.72 Tons
Materials composted	10.95 Tons	0 Tons
Materials reused, donated or re-sold	---	---

<b>Materials disposed in a solid waste landfill or incinerator</b>	669 <i>Tons</i>	980.68 <i>Tons</i>
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**Figures needed to determine "Weighted Campus Users"::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Number of residential students</b>	---	---
<b>Number of residential employees</b>	---	---
<b>Number of in-patient hospital beds</b>	---	---
<b>Full-time equivalent enrollment</b>	---	---
<b>Full-time equivalent of employees</b>	---	---
<b>Full-time equivalent of distance education students</b>	---	---

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	---	---
<b>Baseline Year</b>	---	---

**A brief description of when and why the waste generation baseline was adopted:**

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**A brief description of any (non-food) waste audits employed by the institution:**

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**A brief description of any institutional procurement policies designed to prevent waste:**

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**A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of**

**materials:**

Wesleyan Freecycle is a listserv where anyone in the Wesleyan campus community can offer things they don't need or request things they are looking for. Individuals can exchange work-related items (office supplies, furniture, etc.) or personal items (clothing, electronics, children's things, etc.) The only requirement is that everything has to be free.

Wesleyan also operates a free Recycling Room at Physical Plant for excess office furniture, including desks, chairs, and file cabinets. Any Wesleyan employee can donate to or take from the Recycle Room by making an appointment with Physical Plant customer service.

**A brief description of the institution's efforts to make materials available online by default rather than printing them:**

Wesleyan no longer prints any campus directories for distribution. Admission prints and keeps one student directory in its lobby.

Course catalogs are still printed, though printing has decreased significantly through reduction of the number of pages in the catalogs and through significantly decreased printing of catalogs. Catalogs were previously printed for all students; they are now only printed for faculty members, academic administrative assistants, for on-hand copies with the Registrar, and to give to visitors in the Admissions Office. The registrar has made WesMaps, Wesleyan's course catalog, available online for several years. Admission references WesMaps to anyone who may ask for an electronic version, but notes that parents tend to prefer a hard copy. Admission does not mail any course catalogs.

Printing of course schedules is at the discretion of professors. Admission keeps copies of course schedules in its lobby for students who plan to visit a class.

The Admissions Office now sends out only postcards for new student orientation, which provide a link to the orientation website, rather than sending out a full orientation booklet to each student. The postcard notes that this change has been made to be more sustainable.

**A brief description of any limits on paper and ink consumption employed by the institution:**

Students are charged for all printing at Wesleyan. Information Technology Services (ITS) is in the process of switching to a new card swipe system that will allow students to release a job from any printer by swiping their ID. This will reduce waste from abandoned print jobs in the library and computer labs.

**A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:**

Waste Not is a collection and resale event organized by the Sustainability Interns every school year. In May, students donate reusable items to Waste Not. Clothing, food, cleaning supplies, and books are donated immediately, while furniture, kitchen supplies, lamps, and other larger reusable items are stored over the summer. When students return to campus in the fall, Waste Not holds a tag sale for students to purchase what they need for their dorms and houses. In past years, Waste Not has raised over \$15,000 for local charities and environmentally-based projects and has diverted hundreds of tons of waste from the incinerator.

**A brief description of any other (non-food) waste minimization strategies employed by the institution:**

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**A brief description of any food waste audits employed by the institution:**

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**A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:**

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**A brief description of programs and/or practices to track and reduce post-consumer food waste:**

Wesleyan's trayless dining program began in 2009 and covers meals at all campus eateries.

**A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):**

Bon Appetit's Eco-to-Go Program is available at Usdan and Summerfields dining halls. Students who wish to join the program pay a one-time \$5 fee to buy-in. Participants get an Eco-to-Go key chain when they sign up; this key chain can get swapped for a reusable container after a meal. When students bring back containers to be washed by Bon Appetit staff, they have the opportunity to get a new container or a key chain to use at their next next visit. About 400-500 students participate in the program each year.

**A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):**

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**A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:**

Bon Appetit operates a reusable mug program, which gives students and employees a 10 cent discount on a cup of coffee at Pi Cafe and Usdan Cafe. Anyone who purchases a Wesleyan reusable mug in the Cardinal Technology Store gets a 10% discount on the mug and on any cup of coffee they purchase on campus using the mug. Long Lane Farm receives \$1 of the proceeds from each mug sold.

**A brief description of other dining services waste minimization programs and initiatives:**

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**The website URL where information about the institution’s waste minimization initiatives is available:**

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# Waste Diversion

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## Responsible Party

**William Nelligan**

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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## Submission Note:

Lab waste is recycled through the electronic waste program or metal recycling program. Pallets are reused for cardboard baling or for Wesleyan's custodial supplies vendor, which reuses them for shipments. Broken pallets are disposed of as solid waste.

Tires are not recycled on campus, as Wesleyan does not have a vehicle repair garage. Tires are recycled off-site at the respective garages where repair work is completed.

Cell phones are either recycled or donated to women's shelters for use as emergency phones.

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

## Materials diverted from the solid waste landfill or incinerator:

334.82 Tons

## Materials disposed in a solid waste landfill or incinerator :

579.63 Tons

## A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Traditional Recycling (single stream, cardboard, metals): 151.88 tons

Traditional Recycling (baled cardboard): 54 tons

Electronics Recycling: 4.35 tons

Battery Recycling (NiCd, lead-acid): 4.07 tons

Light Bulb Recycling: 1 ton

Food Donation (collected from Usdan, Summerfields, and Pi) estimate: 2.43 tons

Food Waste Compost (pre-consumer from Usdan dining hall and student residences): 12 tons (estimate based on volume)

Food Waste Compost (post-consumer food waste from Usdan dining hall + pre-and post-consumer from Summerfields dining halls): 20.09 tons

Yard Waste Compost (brush, mulch, leaves, trees): 60 tons (estimate based on volume)

Other: The yearly Waste Not tag sale diverted approximately 25 tons of reusable or recyclable waste from the incinerator.

In addition, we recycle and/or donate cooking oil, inkjet and toner cartridges, furniture, cell phones, CDs, DVDs, floppy discs, block Styrofoam, clothing, and shoes; other than those items collected via Waste Not, these numbers are not included in our diversion weights because weights are not available.

**A brief description of any food donation programs employed by the institution:**

Student volunteers collect food that is normally wasted from Pi Cafe, Summerfields and Usdan and take it to Eddy Shelter, an emergency shelter about 5 minutes from campus. Students also organize, prepare and participate in community dinners at the shelter.

**A brief description of any pre-consumer food waste composting program employed by the institution:**

All pre- and post-consumer food waste is composted in Usdan and Summerfields dining halls. Non-Bon Appetit eateries (WesWings, Pi Cafe, Espwesso, Red and Black) do not have composting. Pre-consumer food waste is composted on-campus in two Earth Tubs near Long Lane Organic Farm.

**A brief description of any post-consumer food waste composting program employed by the institution:**

All post consumer food scraps (vegetables, fruit, dairy, meat, eggs, poultry, bones, napkins, tea bags, and coffee grounds/filters) from Usdan and Summerfields dining halls, as well as catering operations, have been composted at an aerobic composting facility in Ellington, CT.

**Does the institution include the following materials in its waste diversion efforts?:**

	Yes or No
<b>Paper, plastics, glass, metals, and other recyclable containers</b>	Yes
<b>Food donations</b>	Yes
<b>Food for animals</b>	No
<b>Food composting</b>	Yes
<b>Cooking oil</b>	Yes

<b>Plant materials composting</b>	Yes
<b>Animal bedding composting</b>	No
<b>Batteries</b>	Yes
<b>Light bulbs</b>	Yes
<b>Toner/ink-jet cartridges</b>	Yes
<b>White goods (i.e. appliances)</b>	Yes
<b>Laboratory equipment</b>	Yes
<b>Furniture</b>	Yes
<b>Residence hall move-in/move-out waste</b>	Yes
<b>Scrap metal</b>	Yes
<b>Pallets</b>	Yes
<b>Motor oil</b>	Yes
<b>Tires</b>	Yes

**Other materials that the institution includes in its waste diversion efforts:**

CDs, DVDs, floppy discs, cell phones, electronics, block Styrofoam, clothing, shoes, string lights

# Construction and Demolition Waste Diversion

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## Responsible Party

**Roseann Sillasen**

Associate Director/Project Manager  
Physical Plant - Facilities

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## 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.

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## Submission Note:

### Recycled/Reused Materials:

400 CY asphalt recycled (Center for the Arts) = 276 tons

1.218 tons lead recycled (Eclectic Program House)

150 lbs lead recycled (Hall Atwater) = 0.075 tons

525 lbs light iron recycled (Hall Atwater) = 0.2625 tons

177 steel casement sashes reused (200 Church Residence Hall) = 4 tons

156 aluminum windows recycled (256 Washington Street) = 1.51 tons (frames) + 2.12 tons (glass)

### Landfilled/Incinerated Waste:

32 tons roofing (Judd Hall)

80 tons roofing (CFA Theater and Design Studio)

60 CY lead debris (125, 134, 146 and 152 Mt. Vernon windows, 19 Vine windows, 73 Pearl, 59 Pearl) = 21.3 tons

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

## Construction and demolition materials recycled, donated, or otherwise recovered:

285.19 Tons

## Construction and demolition materials landfilled or incinerated :

133.30 Tons

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

The draft green building policy includes specifications for recycling construction and demolition debris. C&D policies are also referenced in Major Maintenance FY13 Front End Documents; Specification Section 01505.

# Hazardous Waste Management

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## Responsible Party

William Nelligan

Director of Environmental Health, Safety, and Sustainability  
Physical Plant - Facilities

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## Criteria

### Part 1

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

### Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

Wesleyan's Chemical Hygiene Plan gives resources to researchers for using/recycling solvents and green chemical substitutions.

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

Wesleyan is a Large Quantity Generator of Hazardous Waste and is in full compliance with State and Federal regulations on the handling and disposal of hazardous waste in accordance with:

<http://www.epa.gov/osw/laws-regs/regs-haz.htm>

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

---

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

Wesleyan uses a software program developed by UNH to inventory and identify all chemicals in the research program. Users are trained to use the system to search for chemicals that may be "borrowed" prior to purchasing fresh.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s):**

Electronic waste is collected by ITS and sorted and stored in accordance with CT Statute RCSA Section 22a-449(c)-113. Wesleyan recycles all of its e-waste as Universal Waste through an E-Stewards certified Vendor.

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

Wesleyan recycles all of its e-waste as Universal Waste through an E-Stewards certified Vendor.

**The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:**

---

# Water

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

<b>Credit</b>
Water Use
Rainwater Management
Wastewater Management

# Water Use

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## Responsible Party

**Peter Staye**  
Director, Utilities Management  
Physical Plant

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## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

---

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

## Level of water risk for the institution's main campus:

Medium to High

## Total water use::

	Performance Year	Baseline Year
Total water use	75,974,360 Gallons	121,798,710 Gallons

## Potable water use::

	Performance Year	Baseline Year
Potable water use	75,974,360 Gallons	121,798,710 Gallons

## Figures needed to determine "Weighted Campus Users"::

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



<b>Number of residential students</b>	---	---
<b>Number of residential employees</b>	---	---
<b>Number of in-patient hospital beds</b>	0	0
<b>Full-time equivalent enrollment</b>	---	---
<b>Full-time equivalent of employees</b>	---	---
<b>Full-time equivalent of distance education students</b>	---	---

**Gross floor area of building space::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Gross floor area</b>	---	---

**Area of vegetated grounds::**

	<b>Performance Year</b>	<b>Baseline Year</b>
<b>Vegetated grounds</b>	---	---

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

	<b>Start Date</b>	<b>End Date</b>
<b>Performance Year</b>	July 1, 2012	June 30, 2013
<b>Baseline Year</b>	July 1, 2007	June 30, 2008

**A brief description of when and why the water use baseline was adopted:**

---

**Water recycled/reused on campus, performance year:**

0 Gallons

**Recycled/reused water withdrawn from off-campus sources, performance year:**

0 Gallons

**A brief description of any water recovery and reuse systems employed by the institution:**

The permaculture garden site on West College hill and Long Lane Farm have rainwater catchment systems, which are used to supply water to the garden and farm, respectively.

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

Every campus building has its own water meter.

**A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:**

Wesleyan has a stated and demonstrated commitment to conserve water. In 2008, Wesleyan installed a pool cover for the main indoor pool to prevent energy loss and evaporation when the pool is not in use. In 2011, Wesleyan replaced high flow toilets, flush valves on toilets and urinals, and faucets with low flow units, reducing consumption by 13,100,000 gallons (17,565 CCF) annually.

**A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:**

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**A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):**

The roof plantings at Allbritton Center and 41 Wyllys Avenue are drought-tolerant.

**A brief description of any weather-informed irrigation technologies employed by the institution:**

Wesleyan investigated installing weather-informed irrigation several years ago, but it was too expensive at the time. All of the athletic fields (with the exception of the Wadsworth fields), the President's house yard, Chapel-92 theater area, both sides of College Row, around Usdan University Center and the parking lot west of Beckham Hall, 70 and 74 Wyllys Avenue and both side of Wyllys Avenue from World Music Hall south entrance to the corner of Mt. Vernon are currently irrigated.

**A brief description of other water conservation and efficiency strategies employed by the institution:**

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

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## Responsible Party

**Peter Staye**

Director, Utilities Management  
Physical Plant

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## Criteria

### *Part 1*

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

### *Part 2*

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

**Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:**

Yes

**A brief description of the institution's Low Impact Development (LID) practices:**

Wesleyan does not have an institutional plan to reduce stormwater runoff, but employs many strategies to reduce runoff, including the use of native plantings, permaculture gardens, vegetated roofs, and stone swales. Wesleyan complies with all state regulations regarding runoff from developments. The current drainage system channels rainwater into storm drains, which are separate from sewer drains.

**Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :**

Yes

**A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:**

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**A brief description of any rainwater harvesting employed by the institution:**

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**Rainwater harvested directly and stored/used by the institution, performance year:**

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**A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:**

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**A brief description of any living or vegetated roofs on campus:**

Wesleyan has two vegetated roofs, one on Allbritton Center for Public Life and one on 41 Wyllys Avenue.

**A brief description of any porous (i.e. permeable) paving employed by the institution:**

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**A brief description of any downspout disconnection employed by the institution:**

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**A brief description of any rain gardens on campus:**

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**A brief description of any stormwater retention and/or detention ponds employed by the institution:**

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**A brief description of any bioswales on campus (vegetated, compost or stone):**

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**A brief description of any other rainwater management technologies or strategies employed by the institution:**

A student group (WILD Wes) developed its first permaculture garden site on West College hill, designed to create a self-sustaining ecosystem that reduces runoff and provides habitat. Wesleyan has also used native plantings in several locations across campus.

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

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# Wastewater Management

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## Responsible Party

**Peter Staye**

Director, Utilities Management

Physical Plant

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## Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

## Total wastewater discharged:

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## Wastewater naturally handled:

0 Gallons

## A brief description of the natural wastewater systems used to handle the institution's wastewater:

N/A

## The website URL where information about the institution's wastewater management practices is available:

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# Planning & Administration

## Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>
Sustainability Coordination
Sustainability Planning
Governance



# Sustainability Coordination

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator  
Finance and Administration

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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### Submission Note:

In FY 2014, the Sustainability Office employed 1 full-time sustainability coordinator and 7 part-time student interns.

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

### **Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:**

Yes

### **A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:**

- developed the Eco Facilitators program for first-year students (Eco Reps-type program)
- developing first Sustainability Action Plan (strategic plan) with campus involvement
- replaced all #2 fuel oil usage with B20 bioheat for oil-heated buildings
- added sustainability criteria to the general Facilities/Physical Plant project request form
- elimination of bottled water on campus
- making the annual Reunion & Commencement ceremony more sustainable through the use of reusable water bottles and waste diversion at the All-College Picnic and introduction of buffet style lunch instead of boxed lunches in 2014
- designed and built a reusable water station for events
- began post-consumer composting at Usdan dining hall
- planned Earth Month activities
- creation of Green Fund sustainability fund
- partnership between Do It in the Dark and campus Eco-Map

- institutionalization of Waste Not Tag Sale

**Does the institution have at least one sustainability committee?:**

Yes

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

The Sustainability Advisory Group for Environmental Stewardship (SAGES) brings together concerned volunteers from faculty, staff, administrators, and the student body to discuss and take action on sustainability issues, ideas, and projects. SAGES developed Wesleyan's Campus Climate Action Plan in 2009, which describes the actions, policies, programs, and current and future measures measures that Wesleyan will take to meet greenhouse gas reduction targets and achieve carbon neutrality by 2050. SAGES oversees six subcommittees: Academics, Energy, Green Building, Procurement, Recycling, and Transportation, which develop sustainability projects and programs that reduce Wesleyan's carbon footprint.

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

<http://www.wesleyan.edu/sustainability/sages/committee-members.html>

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

<http://www.wesleyan.edu/sustainability/sages/index.html>

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The Sustainability Office coordinates sustainability efforts on Wesleyan's campus. Through the sustainability coordinator and five student interns, the Sustainability Office develops projects and programs that reduce energy and waste and engage the Wesleyan community, with goals of building a more sustainable campus and moving towards carbon neutrality.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

1.90

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

<http://www.wesleyan.edu/sustainability/about/index.html>

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Jennifer Kleindienst, Sustainability Coordinator

**A brief description of each sustainability officer position:**

The Sustainability Coordinator:

Collaborates with the Wesleyan community to support existing sustainability projects and programs

Develops and implements new projects and programs designed to decrease Wesleyan's carbon footprint, reduce waste, conserve energy, and engage the campus community

Serves as a resource for members of the campus community interested in initiating sustainability projects

Acts as a liaison between students, faculty, staff, administration, alumni, and the community on sustainability issues

Develops web-based and other resources for the campus community to reference on sustainability issues

Advises student groups and leaders to encourage active student participation in the planning and implementation of sustainability projects and programs

Supervises a team of student interns who work on waste reduction and energy conservation projects

Evaluates Wesleyan's sustainability progress through STARS (Sustainability Tracking and Rating System), greenhouse gas inventory reporting, and revisions to the Wesleyan Climate Action Plan

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

<http://www.wesleyan.edu/sustainability/about/meet-the-sustainability-office.html>

# Sustainability Planning

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## Responsible Party

**Jennifer Kleindienst**

Sustainability Coordinator

Finance and Administration

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## Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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### Submission Note:

Wesleyan's existing Climate Action Plan includes objectives and some measurable strategies, but many of the strategies are not measurable. These gaps will be addressed in the 2015 Sustainability Action Plan, which is currently being developed through a partnership between the Sustainability Office and SAGES.

Wesleyan 2010 (campus strategic plan) can be viewed at <http://2020.blogs.wesleyan.edu/>

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

**Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:**

	<b>Current and Formal Plans (Yes or No)</b>	<b>Measurable Objectives (Yes or No)</b>
<b>Curriculum</b>	Yes	Yes
<b>Research (or other scholarship)</b>	Yes	Yes
<b>Campus Engagement</b>	Yes	No
<b>Public Engagement</b>	No	No
<b>Air and Climate</b>	Yes	Yes
<b>Buildings</b>	Yes	Yes
<b>Dining Services/Food</b>	Yes	Yes
<b>Energy</b>	Yes	Yes
<b>Grounds</b>	Yes	Yes
<b>Purchasing</b>	Yes	Yes
<b>Transportation</b>	Yes	Yes
<b>Waste</b>	Yes	Yes
<b>Water</b>	Yes	Yes

<b>Diversity and Affordability</b>	Yes	Yes
<b>Health, Wellbeing and Work</b>	Yes	Yes
<b>Investment</b>	Yes	Yes
<b>Other</b>	No	No

**A brief description of the plan(s) to advance sustainability in Curriculum:**

Wesleyan's 2010 Climate Action Plan includes a goal to graduate sustainability-literate students.

**The measurable objectives, strategies and timeframes included in the Curriculum plan(s):**

Objective: Make sustainability a core part of education for students at Wesleyan. Assure that every Wesleyan student graduates with at least a basic understanding of the importance of sustainability.

Strategy:

- Develop and publicize a comprehensive list of courses and co-curricular activities focused on environmental matters.

\* The other 6 curriculum strategies listed for this goal are not measurable.

**Accountable parties, offices or departments for the Curriculum plan(s):**

SAGES, SAGES Education Subcommittee

**A brief description of the plan(s) to advance sustainability in Research (or other scholarship):**

Wesleyan's 2010 Climate Action Plan includes strategies to actively support research and teaching on the topic of sustainability and foster collaborations among faculty whose research and teaching focus on the environment. The CAP does not provide measurable plans to accomplish these strategies.

**The measurable objectives, strategies and timeframes included in the Research plan(s):**

N/A

**Accountable parties, offices or departments for the Research plan(s):**

SAGES, SAGES Education Subcommittee

**A brief description of the plan(s) to advance Campus Engagement around sustainability:**

Wesleyan's 2010 Climate Action Plan includes a section on integrating sustainability into new student orientation and residential life programming.

**The measurable objectives, strategies and timeframes included in the Campus Engagement plan:**

Objective: Make sustainability a core part of education for students at Wesleyan. Assure that every Wesleyan student graduates with at least a basic understanding of the importance of sustainability.

Strategy: Through orientation and residential-life programming, provide all newly enrolled students with information they need to understand how individual and collective choices and actions affect the natural environment.

\* The other 4 campus engagement strategies listed for this goal are not measurable.

Objective: Change behavior.

Strategies:

- Incorporate sustainable practices into a training/education program for the entire Wesleyan community.
- Provide incentives and/or mandates for individuals to change behaviors that are counter to sustainability.
- Publicize Wesleyan's commitment to becoming a green campus to internal and external audiences.

**Accountable parties, offices or departments for the Campus Engagement plan(s):**

Sustainability Office, SAGES, Residential Life, Student Activities Office

**A brief description of the plan(s) to advance Public Engagement around sustainability:**

N/A

**The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):**

N/A

**Accountable parties, offices or departments for the Public Engagement plan(s):**

N/A

**A brief description of the plan(s) to advance sustainability in Air and Climate:**

Wesleyan's 2010 Climate Action Plan is focused on reducing Wesleyan's carbon footprint.

**The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):**

Objective: Purchase renewable energy.

Strategy: Purchase renewable energy to meet the requirements of the 2001 New England Governors / Eastern Canadian Premiers Climate Change Action Plan. The resolution calls for a reduction in greenhouse gas emissions to 1990 levels by 2010, at least 10% below 1990 levels by 2020, and a 75-85% reduction of 2001 levels as a long term goal.

Objective: Change Behavior

Strategy: Reduce the “personal carbon footprint” of Wesleyan employees (measured as the average across the campus) by 20% by FY 20, relative to FY 09 levels. Personal carbon footprints would include, among other things, all business and commuting travel.

Goal: Reduce carbon-generating university-related travel by 80% by 2030.

Goal: Reduce energy use and come as close to being carbon neutral as possible.

Specifically, we want to reduce energy consumption by 30,000 MMBtu (8% of 2009 consumption) by 2020, and by 100,000 MMBtu (25% of 2009 consumption) by 2050.

Strategy: Complete an annual carbon emissions inventory.

Timeline: At a minimum, Wesleyan University will need to eliminate approximately 1,000 tons of eCO<sub>2</sub> (carbon dioxide equivalent) emissions annually for the next 40 years to reach carbon neutrality. The year of neutrality is yet to be defined.

### **Accountable parties, offices or departments for the Air and Climate plan(s):**

SAGES

### **A brief description of the plan(s) to advance sustainability in Buildings:**

Wesleyan's 2010 Climate Action Plan includes provisions to incorporate green building principles into all new buildings and renovations. The Strategic Plan (Wesleyan 2020) includes sustainability in building maintenance.

### **The measurable objectives, strategies and timeframes included in the Buildings plan(s):**

#### Climate Action Plan

Objective: Incorporate green building principles into the planning, design, construction, and demolition of all new university facilities and all renovations.

Strategies:

- Develop a Green Buildings policy.
- Design and construct all new buildings and renovations to qualify for a LEED Silver rating, or equivalent.
- Achieve Energy Star certification for all new residential houses.
- Purchase only Energy Star qualified products (appliances, heating and cooling equipment, water heaters, lighting, and all equipment types for which such ratings exist).
- Utilize low volatile organic compound (low-VOC) emission products throughout campus, including paints, glues, adhesives, carpets, and fabrics.
- Develop environmental design objectives for each new building utilizing the resources of the United States Green Building Council, or an equivalent standard.
- Reference Proprietary Specifications and Standards for all approved materials and manufacturers, and update the policy as new materials are developed and technology is enhanced.

\* The other 4 strategies for this objective are not measurable.

#### Strategic Plan

Objective: Maintain a safe, attractive and sustainable campus conducive to learning.

Strategy: Maintain historic structures with green principles in mind.

Strategy: Replace run-down “wood-frame” housing with suitable residences on a regular basis.



**Accountable parties, offices or departments for the Buildings plan(s):**

SAGES, SAGES Green Building Subcommittee, Facilities/Physical Plant

**A brief description of the plan(s) to advance sustainability in Dining Services/Food:**

Wesleyan's 2010 Climate Action Plan includes a strategy aimed at reducing dining waste.

**The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):**

Objective: Reduce waste.

Strategies:

- Implement waste management improvements in campus dining and all contracted catering operations, including:
- Developing incentive programs to encourage use of reusable containers.
- The exclusive use of bulk condiment and beverage dispensers instead of single-serving packages;
- Prohibiting the use of single use utensils and flatware
- Composting of organic waste

Objective: Be a good “global citizen.”

Strategies:

- Buy local. If products are available locally (grown or manufactured within 100 miles of campus), require that those items be purchased.
- Purchase products that are more sustainable, e.g., items with high levels of recycled content, or food that is lower on the food chain.

**Accountable parties, offices or departments for the Dining Services/Food plan(s):**

Facilities/Physical Plant, Sustainability Office, Bon Appetit Management Company

**A brief description of the plan(s) to advance sustainability in Energy:**

Wesleyan's 2010 Climate Action Plan includes goals and strategies aimed at reducing energy consumption, increasing efficiency, and purchasing renewable energy.

**The measurable objectives, strategies and timeframes included in the Energy plan(s):**

Objective: Accurately measure energy use for every location on campus.

Strategy:

- Continue work to meter all energy use (electricity, steam, and chilled water) at its point of consumption.
- \* The other strategy for this objective is not measurable.

Objective: Make the technology shifts necessary to reduce energy use.

Strategies:

- Install programmable thermostats in all campus locations.
- Replace inefficient systems currently used to generate steam, hot and chilled water, and electricity with more efficient systems as technology provides.

- Phase out use of #6 fuel oil by 2012, replacing it with #2 oil, which produces less greenhouse gas.

\* The other 3 strategies for this objective are not measurable.

Objective: Make the behavioral shifts necessary to reduce energy use.

Strategies:

- Replace wood framed residences with larger dormitory style residences.
  - Require CFLs to be used everywhere on campus that is practical. Have the Office of Residential Life send out CFL info to incoming students so they use CFLs in their residences.
- \* The other strategy for this objective is not measurable.

Objective: Purchase renewable energy.

Strategies:

- Purchase renewable energy to meet the requirements of the 2001 New England Governors / Eastern Canadian Premiers Climate Change Action Plan. The resolution calls for a reduction in greenhouse gas (GHG) emissions to 1990 levels by 2010, at least 10% below 1990 levels by 2020, and a 75-85% reduction of 2001 levels as a long term goal.
- \* The other strategy for this objective is not measurable.

Objective: Develop on-site generation of renewable energy to replace non-renewable energy now purchased. Generate excess energy credits to offset non-renewable energy needs.

Strategies:

- Generate 200 kW of electricity through PV solar by 2020, and 500 kW by 2050.
  - Generate 200 kW of solar hot water by 2025.
  - Generate 500 kW of solar hot water by 2050.
  - Generate 4 MW of geothermal energy by 2050.
- \* The other 2 strategies for this objective are not measurable.

Objective: Perform energy audits and condition reports on all existing buildings to reduce energy consumption.

Strategies:

- Audits should identify exterior condition, square footage, number of floors, window type, insulation, electrical condition, plumbing condition, heating fuel type including number of zones, make, model, serial number and size of heating equipment, type of hot water source including make, model, serial number and size of equipment, previous year's utility consumption, air infiltration, observations, and recommendations.
- Address 25 woodframe and 10 institutional properties per year.
- Property recommendations with a return on investment of less than 5 years shall be addressed through the energy amortization budget. Property recommendations with a return on investment of greater than 5 years shall be addressed and prioritized through the major maintenance process.
- Continue to allocate annual major maintenance funds to replace old windows, insulate walls and attics of wood-frame buildings, install setback thermostats, install motion sensors on common area lighting, and replace failing boilers and furnaces with energy-efficient models.
- Assess all existing buildings for opportunities to improve LEED: Existing Building Operations & Maintenance score, to improve energy efficiency.

### **Accountable parties, offices or departments for the Energy plan(s):**

Utilities Management, SAGES, SAGES Energy Subcommittee

## **A brief description of the plan(s) to advance sustainability in Grounds:**

Wesleyan's 2010 Climate Action Plan includes goals and strategies to promote a sustainable landscape and rethink grounds maintenance.

## **The measurable objectives, strategies and timeframes included in the Grounds plan(s):**

Objective: Promote a sustainable landscape.

Strategies:

- New and replaced sidewalks should use gray concrete with a minimum solar reflectance index of 29.
- As new parking areas are developed and existing parking areas are redeveloped, installations should use permeable paving and hardscaping that is designed to direct all runoff toward a permanent infiltration feature (on-site rain garden or rainwater cistern or equivalent).

Objective: Rethink grounds maintenance.

Strategies:

- Initiate a 5% reduction (9 acres) in mowed areas of maintained acreage beginning 2015 to reduce the overall square footage of mowed lawns on a 5 year cycle.
- Use mulching mowers, and reduce mowing frequency wherever possible.
- Use low-emission grounds maintenance equipment to the extent practicable.
- Use native plantings and wildflowers.
- Strategically place plant material for the best water, energy, and erosion management.
- Use 100% organic pesticides and fertilizers by 2020.
- Reduce use of pesticides as much as possible.
- Recycle yard refuse as mulch, chips, compost, or heating materials.
- Verify the existing tree inventory and develop a plan to replenish trees lost to disease, infestation, storm, age. Develop a program to identify the most appropriate locations, species, and sizes to assist in reaching the goal of carbon neutrality by 2050.

## **Accountable parties, offices or departments for the Grounds plan(s):**

Facilities/Physical Plant, SAGES, SAGES Green Building Subcommittee

## **A brief description of the plan(s) to advance sustainability in Purchasing:**

Wesleyan's 2010 Climate Action Plan includes a section on making day-to-day university operations more sustainable through sustainable purchasing practices.

## **The measurable objectives, strategies and timeframes included in the Purchasing plan(s):**

Objective: Make the day-to-day operations of all university buildings more sustainable.

Strategies:

- Maintain procurement specifications for cleaning services that incorporate sustainable practice requirements. Use all “green” cleaning materials.
- All paper towels will have at least 60% post-consumer waste recycled content, and will be brown (not bleached with chlorine). Shift to 100% post-consumer waste paper towels as soon as possible.

- All toilet paper will have 100% recycled content and not be bleached with chlorine. Shift to toilet paper with high post-consumer waste content as soon as possible.

Objective: Reduce waste.

Strategies:

- Require all vendors to reduce packaging materials for items purchased by the university.
- For necessary paper uses, move toward paper that has 100% recycled content and/or is FSC-certified.

Objective: Utilize technology and process.

Strategy:

- Develop a Sustainable Printing Committee to address campus-wide printing issues, including but not limited to print quantities, the use of FSC-certified stock, post-consumer/recycled content, and use of printers who are FSC-certified.

Objective: Be a good “global citizen.”

Strategies:

- Use the university purchasing system to make our purchases more sustainable. Discontinue doing business with vendors who do not operate in sustainable ways.
- Buy local. If products are available locally (grown or manufactured within 100 miles of campus), require that those items be purchased.
- Purchase products that are more sustainable, e.g., items with high levels of recycled content, or food that is lower on the food chain.

### **Accountable parties, offices or departments for the Purchasing plan(s):**

Purchasing Office, SAGES, Facilities/Physical Plant, Sun Services (custodial services)

### **A brief description of the plan(s) to advance sustainability in Transportation:**

Wesleyan's 2010 Climate Action Plan includes goals and strategies to reduce emissions from the campus fleet, employee commuting, student travel, and air travel.

### **The measurable objectives, strategies and timeframes included in the Transportation plan(s):**

Objective: Reduce Wesleyan fleet vehicle emissions.

Strategies:

- Complete an accurate greenhouse gas emission inventory for this emissions category.
- Purchase zero or low-emission vehicles wherever possible.
- Require campus contractors (such as custodial, dining, and grounds maintenance) to use zero or low emission vehicles on campus.

Objective: Reduce employee commuting emissions.

Strategies:

- Complete an accurate greenhouse gas emission inventory for this emissions category.
- Implement the “Provision of Public Transportation” tangible actions requirement of the ACUPCC.
- Provide free, or heavily subsidized (50% or more below retail price) public transportation passes to students, faculty, and staff.
- Operate a fare-free shuttle system that provides access to key parts of campus and to surrounding neighborhoods.

Objective: Reduce student commuting emissions.

Strategies:

- Complete an accurate greenhouse gas emission inventory for this emissions category.

- Implement a student bicycle rental program.

Objective: Reduce emissions associated with employee and student air travel.

Strategies:

- Fund technology, such as teleconferencing, that eliminates air travel while meeting university goals.
- Develop a method to track actual miles traveled.
- Complete an accurate greenhouse gas emission inventory for this emissions category.
- Complete an accurate greenhouse gas emission inventory for the study-abroad emissions category.

### **Accountable parties, offices or departments for the Transportation plan(s):**

SAGES, SAGES Transportation Subcommittee, Transportation Office, Facilities/Physical Plant

### **A brief description of the plan(s) to advance sustainability in Waste:**

Wesleyan's 2010 Climate Action Plan includes goals and strategies to reduce, reuse, and recycle waste, as well as measures to institutionalize a culture of waste reduction.

### **The measurable objectives, strategies and timeframes included in the Waste plan(s):**

Objective: Reduce waste.

Strategies:

- Create an opt-out registry for unwanted bulk mail from on- and off-campus sources.
- Develop policies to eliminate campus printing and copying.
- Implement water cooler filtration systems wherever possible to replace bottled water.
- Find a way to reduce, and eventually eliminate, plastic water bottles from campus.
- \* The other 5 strategies for this objective are not measurable.

Objective: Reuse as much as possible.

Strategies:

- Create, maintain and promote a systematized campus surplus furniture and office supplies program.
- Develop a system to collect and reuse all packing materials from mail and deliveries received on campus.
- \* The other 2 strategies for this objective are not measurable.

Objective: Recycle as much as possible.

Strategies:

- Compost organic waste produced on campus.
- Eliminate individual trash receptacles at work stations and in personal offices. Only recycling containers will be allowed in these spaces. Trash receptacles will only be centrally located in buildings.
- \* The other 3 strategies for this objective are not measurable.

Objective: Institutionalize a culture of waste reduction.

Strategies:

- Participate annually in the Recyclemania waste minimization competition.
- Recognize and include sustainable practices and performance expectations in materials management roles with a focus on waste minimization in all staff job descriptions.
- Incorporate materials management information into new employee and new student orientation programs.

- Designate a waste minimization point person in each department.
  - Educate the university community on the programs available to reduce, reuse, and recycle.
- \* The other 2 strategies for this objective are not measurable.

**Accountable parties, offices or departments for the Waste plan(s):**

SAGES, SAGES Recycling Subcommittee, Facilities/Physical Plant

**A brief description of the plan(s) to advance sustainability in Water:**

Wesleyan's 2010 Climate Action Plan includes goals and strategies aimed at reducing and recycling water.

**The measurable objectives, strategies and timeframes included in the Water plan(s):**

Objective: Quantify our water use and conservation goals.

Strategies:

- Install meters on all campus buildings.
- Audit dining services for water conservation.
- Track usage to determine where to focus conservation efforts.

Objective: Reduce water use.

Strategies:

- Install low-flow shower heads and low-flow toilets in all bathrooms, and low-flow faucet aerators in all sinks.
  - Install low-water-use appliances (dishwashers, washing machines, etc.)
- \* The other 2 strategies for this objective are not measurable.

Objective: Reuse and recycle water.

\* The strategy for this objective is not measurable.

Objective: Institutionalize the culture of water conservation.

\* The strategy for this objective is not measurable.

**Accountable parties, offices or departments for the Water plan(s):**

SAGES, Facilities/Physical Plant

**A brief description of the plan(s) to advance Diversity and Affordability:**

Wesleyan's Strategic Plan (Wesleyan 2020) discusses affordability and diversity.

**The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):**

Objective: Work within a sustainable economic model while retaining core values.

Strategy: The university recruits first-year students without regard to their ability to pay, devoting almost 20% of its operating budget to

financial aid.

Benchmarks: % of Financial Aid Supported by Endowment

Objective: Enhance faculty's capacity for mentoring students and for producing research.

Strategy: Increase faculty diversity.

Objective: Choose students who can most benefit from and contribute to Wesleyan.

Strategy: Increase percentage of students from outside the United States and employ nuanced selection criteria to ensure that all Wesleyan students have the talent and desire to get the most out of their time on campus.

Objective: Promote Wesleyan in select regions where it is not well known.

Strategy: Expand international applicant pool.

Objective: Maintain "need blind" admissions policy.

Strategy: Raise significant endowment support for financial aid by 2015.

Strategy: Control financial aid costs for transfers and international students.

**Accountable parties, offices or departments for the Diversity and Affordability plan(s):**

Office of Equity and Inclusion

**A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:**

Wesleyan's Strategic Plan (Wesleyan 2020) discusses competitive compensation.

**The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):**

Strategic Plan

Objective: Attract and retain faculty who are productive scholars, first-rate teachers and contributors to campus community.

Objective: Attract and retain talented, hard-working and dedicated staff.

Strategy: Maintain competitive salaries within peer group.

Climate Action Plan

Objective: Assure that all university employees are sustainability-literate so they can be good sustainability citizens, and good role models for students.

Measurable strategy:

- Provide orientation programs and continuing education so faculty and staff understand how individual and collective choices and actions affect the natural environment.

**Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):**

Human Resources

**A brief description of the plan(s) to advance sustainability in Investment:**

Wesleyan's Strategic Plan (Wesleyan 2020) discusses using a sustainable economic model. This refers to staying within a fiscally responsible budget, not to investment holdings.

Wesleyan's 2010 Climate Action Plan includes a goal of managing funding sustainability. All but one of the strategies for this goal are not measurable and include:

- Find creative ways to fund sustainability.
- Gain commitment from the administration to fund sustainability initiatives that do not have a short-term financial payback.
- Explore use of the university employee personal climate pledge to generate funding for sustainability.
- Consider self-funding carbon credits with campus projects instead of purchasing carbon credits.
- Explore divesting university funds from companies operating in unsustainable ways.

**The measurable objectives, strategies and timeframes included in the Investment plan(s):**

Strategic Plan

Goal: Work within a sustainable economic model while retaining core values

Objective: Grow endowment while restraining growth of the annual budget

Strategies:

Increase the percentage of annual fundraising that is invested in the endowment

Complete a successful fundraising campaign

Maintain the annual spending draw on endowment between 4.5% and 5.5%

Develop new revenue streams tied to new programs

Benchmarks:

Fundraising Campaign

% of Financial Aid Supported by Endowment

Cost containment measures

Climate Action Plan

Objective: Manage funding sustainability.

Strategy: Create a loan or grant fund from which diverse campus constituents can draw to support sustainability efforts.

**Accountable parties, offices or departments for the Investment plan(s):**

Wesleyan Investments Office

**A brief description of the plan(s) to advance sustainability in other areas:**

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**The measurable objectives, strategies and timeframes included in the other plan(s):**

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**Accountable parties, offices or departments for the other plan(s):**

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**The institution's definition of sustainability:**

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

No

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

Wesleyan's strategic plan includes high-level goals on financial sustainability and some lower-level goals and strategies aimed at increasing diversity and building more sustainable buildings. Social and environmental sustainability are not mentioned at a high level.

**The website URL where information about the institution's sustainability planning is available:**

<http://www.wesleyan.edu/sustainability/files/CAPFinalcomplete14May2010.pdf>

# Governance

## Criteria

### *Part 1*

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

### *Part 2*

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

### *Part 3*

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

# Diversity & Affordability

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

<b>Credit</b>
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

# Diversity and Equity Coordination

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## Responsible Party

**Renee Johnson-Thornton**

Dean for Diversity and Student Engagement & Associate Coordinator, Mellon Mays Undergraduate Fellowship  
Office of Diversity and Strategic Partnerships

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## Criteria

### Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

### Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
  - Staff
  - Faculty
  - Administrators
- 

## Submission Note:

Campus Climate Log:

<http://www.wesleyan.edu/studentaffairs/wellbeing/climatelog/index.html>

Wesleyan is currently searching for a new Vice President for Institutional Partnerships and Chief Diversity Officer. Marina Melendez is serving in this position until a new candidate is hired.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:**

Yes

**Does the committee, office and/or officer focus on one or both of the following?:**

	Yes or No
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<b>Student diversity and equity</b>	---
<b>Employee diversity and equity</b>	---

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

Wesleyan has 2 diversity and equity committees, Making Excellence Inclusive Presidential Task Force and Campus Climate Log Committee.

**Making Excellence Inclusive:**

Making Excellence Inclusive (MEI) is an initiative meant to assist the Wesleyan community in identifying ways to further institutional diversity and inclusion. Wesleyan's initiative draws on the Making Excellence Inclusive project of the American Association of Colleges & Universities (AAC&U), which re-envisioning diversity and inclusion as "a multi-layered process for achieving excellence in learning, research and teaching, student development, institutional functioning, local and global community engagement, workforce development, and more." MEI involves all parts of the University and is overseen by a Presidential Task Force, which is charged with oversight of the initiative, examining internal data and external information so as to determine specific areas for further study, reviewing departmental process and outcomes, and making recommendations to the president regarding institutional change.

**Campus Climate Log Committee:**

The goal of the Campus Climate Log Committee and the communication teams is to share information within divisions, coordinate an institutional response and educational efforts, and provide up-to-date information across the campus. The Campus Climate Log serves three purposes:

1. Institutional memory: Inform the campus community of educational interventions and prevention efforts organized by staff members and students
2. Transparency: Notify the campus community about hate incidents and acts of intolerance
3. Dialogue: Serve as an educational tool to engage the entire campus in moving towards a hate free learning environment

**The full-time equivalent of people employed in the diversity and equity office:**

3

**The website URL where information about the diversity and equity committee, office and/or officer is available:**

<http://www.wesleyan.edu/partnerships/mei/taskforce.html>

**Does the institution make cultural competence trainings and activities available to all members of the following groups?:**

	<b>Yes or No</b>
<b>Students</b>	Yes
<b>Staff</b>	Yes
<b>Faculty</b>	---

**A brief description of the cultural competence trainings and activities:**

The Office of Student Affairs does training formally (conferences) and informally (regular staff meetings within the entire staff structure and within individual offices) on diversity issues. Since 2006, Wesleyan's Martin Luther King Planning Committee has organized a series of events that celebrate the life of Dr. King and address systemic issues facing people of color at Wesleyan and beyond through a diversity training and keynote speaker. The training is open to all staff, faculty, and students. Last year's theme was "Diversity University: Moving from Theory to Practice;" this year's theme will be ACCESS. The President's Office encourages all faculty and staff to attend.

The Social Justice Leadership Conference (SJLC) is a part of Black History Month and is a collaborative effort that provides a space for students, student groups, community members, alumni, faculty, and staff to discuss social justice and to learn and refine leadership skills. SJLC seeks to empower its participants to create change by applying the skills and knowledge acquired during the conference. Participants facilitate sessions in their area of interest or expertise. Sessions focus on leadership skills that may be applied to any social movement and on the many manifestations of injustice and how participants can be involved in creating change. SJLC provides participants with resources and opportunities for engagement on campus, in Middletown, in Connecticut and across the globe.

**The website URL where information about the cultural competence trainings is available:**

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# Assessing Diversity and Equity

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## Responsible Party

**Renee Johnson-Thornton**

Dean for Diversity and Student Engagement & Associate Coordinator, Mellon Mays Undergraduate Fellowship  
Office of Diversity and Strategic Partnerships

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## Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
  2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
  3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
  4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
- 

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

## Has the institution assessed diversity and equity in terms of campus climate?:

Yes

## A brief description of the campus climate assessment(s) :

Students, faculty and staff were sent a survey in March 2013 that will bring together information about the climate of diversity, equity, and inclusion on campus. For students, Wesleyan used the Diverse Learning Environments (DLE) Survey hosted by the Higher Education Research Institute (HERI) at UCLA. It asks about students' perceptions of the climate on campus, of academic work, of interaction with faculty and peers, of participation in campus activities, and of the use of campus services. Faculty and staff received a separate survey aimed to better understand perceptions of community, career development, access to resources, and to collect general feedback on the culture of the institution.

## Has the institution assessed student diversity and educational equity?:

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## A brief description of the student diversity and educational equity assessment(s):



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**Has the institution assessed employee diversity and employment equity?:**

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**A brief description of the employee diversity and employment equity assessment(s):**

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**Has the institution assessed diversity and equity in terms of governance and public engagement?:**

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**A brief description of the governance and public engagement assessment(s):**

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

<http://www.wesleyan.edu/partnerships/mei/files/CampusClimateSurveyReportAugust2013.pdf>

# Support for Underrepresented Groups

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## Responsible Party

**Renee Johnson-Thornton**

Dean for Diversity and Student Engagement & Associate Coordinator, Mellon Mays Undergraduate Fellowship  
Office of Diversity and Strategic Partnerships

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## Criteria

### Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

### Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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## Submission Note:

Mellon Mays Undergraduate Fellowship Program:

[http://www.wesleyan.edu/mellon\\_program/](http://www.wesleyan.edu/mellon_program/)

Ronald E. McNair Post-Baccalaureate Achievement Program:

<http://www.wesleyan.edu/mcnair/>

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Administrators and Faculty of Color Alliance:

<http://afca.blogs.wesleyan.edu>

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

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

Yes

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

The Mellon Mays Undergraduate Fellowship Program's fundamental objective is to increase the number of minority students, and others with a demonstrated commitment to eradicating racial disparities, who will pursue PhDs in core fields in the arts and sciences. The program aims to reduce over time the serious underrepresentation on faculties of individuals from certain minority groups, as well as to

address the attendant educational consequences of these disparities. The program serves the related goals of structuring campus environments so that they will be more conducive to improved racial and ethnic relations, and of providing role models for all youth.

The Ronald E. McNair Post-Baccalaureate Achievement Program at Wesleyan University was established in 2007 and assists students from under-represented groups in preparing for, entering and progressing successfully through post-graduate education. Since 2007, the program has supported a total of 59 students: 20 male and 39 female. 40 of the students were first generation college attendees and 19 were from under represented minority groups.

Administrators and Faculty of Color Alliance is a volunteer organization comprised primarily of administrators, faculty, and staff of African, Latino, Native American, and Asian descent. AFCA provides fellowship and support to all students, faculty, and staff on campus paying particular attention to the needs of the people of color in the community.

**The website URL where more information about the support programs for underrepresented groups is available:**

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**Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

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**A brief description of the institution's discrimination response policy, program and/or team:**

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**The website URL where more information about the institution's discrimination response policy, program and/or team is available:**

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**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:**

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# Support for Future Faculty Diversity

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## Responsible Party

**Renee Johnson-Thornton**

Dean for Diversity and Student Engagement & Associate Coordinator, Mellon Mays Undergraduate Fellowship  
Office of Diversity and Strategic Partnerships

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## Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
  - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
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## Submission Note:

In recruiting its own faculty, the Office of Diversity and Institutional Partnerships works very closely with Academic Affairs on all faculty search processes and assists in developing outreach and interviewing strategies to attract diverse faculty.

Mellon Mays Undergraduate Fellowship:

[http://www.wesleyan.edu/mellon\\_program/](http://www.wesleyan.edu/mellon_program/)

Ronald E. McNair Post-Baccalaureate Achievement Program:

<http://www.wesleyan.edu/mcnair/>

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

**Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:**

Yes

**A brief description of the institution's programs that help increase the diversity of higher education faculty:**

Wesleyan's Mellon Mays Undergraduate Fellowship and Ronald E. McNair Post-Baccalaureate Achievement Program prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.

Wesleyan does not have programs for Master's degree students, but all PhD students spend 1-2 years as teaching assistants in undergraduate courses.

**The website URL where more information about the faculty diversity program(s) is available :**

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# Affordability and Access

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## Responsible Party

**Renee Johnson-Thornton**

Dean for Diversity and Student Engagement & Associate Coordinator, Mellon Mays Undergraduate Fellowship  
Office of Diversity and Strategic Partnerships

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## Criteria

### *Part 1*

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### *Part 2*

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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### Submission Note:

Upward Bound Math-Science:

[http://www.wesleyan.edu/ubms/math\\_science/index.html](http://www.wesleyan.edu/ubms/math_science/index.html)

Ronald E. McNair Post-Baccalaureate Achievement Program:

<http://www.wesleyan.edu/mcnair/>

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Prospect Project:

<http://www.wesleyan.edu/ubms/prospect/index.html>

Ascend:

<http://www.wesleyan.edu/ubms/ascend/index.html>

Making Excellence Inclusive:

<http://www.wesleyan.edu/partnerships/mei/overview.html>"

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

**Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

Wesleyan offers only need-based aid. A student's/family's cost is related to its income/assets and ability to pay based on Wesleyan's review of this information. Wesleyan meets 100% of demonstrated need; therefore, low-income students and families would expect to pay less. Wesleyan has made a commitment to its highest need students (for families that have a total income under \$40K) by offering them need-based aid with no loans. The standard loan package for a graduating student reflects approximately \$19K in loans; by comparison, the highest need students would graduate with \$0 loan.

**A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:**

Wesleyan's Making Excellence Inclusive initiative is meant to assist the Wesleyan community in identifying ways to further institutional diversity and inclusion. MEI involves all parts of the University, including faculty and staff. With regards to students, this initiative focuses specifically on ways in which students currently explore issues of difficult differences (such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power), engagement in learning communities such as the Wesleyan Diversity Education Facilitation Program (Wes DEF) and certain student fora, implementation of programs and networks that promote awareness of and engagement with diversity on campus.

For the past two years, the Chief Sustainability Officer, Director of Student Leadership Development, and the Dean of the Class of 2014 have co-led "Connections," a program that pairs students with faculty and staff mentors, many of whom are part of AFCA (Administrators and Faculty of Color). Connections was initially aimed at men of color on Wesleyan's campus in response to feelings of isolation, but expanded in its second year to reach out to all students of color. The current model involves groups containing an employee, upperclass student, and first-year student to facilitate mentoring on multiple levels. This model has proved successful, with 22 mentors and 44 students participating in 2012-13.

Connections' goal is to reach out to students before they begin to feel isolated, provide a safe space for discussing issues of inclusion and racism, and foster one-on-one relationships between classes. Connections hosts two forums each semester in which students and mentors can share a meal and discuss issues on campus. Connections also encourages mentoring groups to get together socially and to meet with other mentoring groups. In the 2013-14 school year, Connections will be open to all first-year students. The program's eventual goal is to develop mentoring "families," so that each group has a freshman, sophomore, junior, senior, faculty/staff mentor, and alumnus/a, all of whom can mentor one another in different ways.

**A brief description of any programs to prepare students from low-income backgrounds for higher education:**

The Upward Bound Math-Science program is designed to help low-income and first-generation college students recognize and develop their potential, to excel in math and science, pursue post secondary degrees, and ultimately careers in the math and science professions. Activities, trips, and involvement are designed to help students become more familiar with S.T.E.M. (Science Technology Engineering Math) education.

The Prospect Math/Science Project is a comprehensive enrichment experience which includes field trips and Saturday workshops focusing on hands-on math and science activities during the school year; a four-week summer program with classes in math, science, language arts, foreign language, and visual and performing arts with classroom and field trips linked to a science theme; summer activities include science labs, field trips, brain teasers, math challenges, writing prompts, art projects, and instruction in a foreign language. Prospect emphasizes critical, analytical, and higher order thinking skills.

Ascend is an exciting program designed to help students prepare for future educational goals through tutoring, hands-on enrichment programs, cultural field trips, and special events. Ascend is managed by Wesleyan University Public Schools Collaborative and is funded by Wesleyan University and the Middletown Board of Education. The program serves students at Bielefield School, Farm Hill School, and Macdonough School. Approximately twelve students from each school in grades 4 and 5 will be accepted into Ascend.

### **A brief description of the institution's scholarships for low-income students:**

Wesleyan offers only need-based aid. A student's/family's cost is related to its income/assets and ability to pay based on Wesleyan's review of this information. Wesleyan meets 100% of demonstrated need; therefore, low-income students and families would expect to pay less. Wesleyan has made a commitment to its highest need students (for families that have a total income under \$40K) by offering them need-based aid with no loans. The standard loan package for a graduating student reflects approximately \$19K in loans; by comparison, the highest need students would graduate with \$0 loan.

### **A brief description of any programs to guide parents of low-income students through the higher education experience:**

Admission deans participate in programs across the country to talk about the admission and financial aid process and explain the value of a liberal arts education. Community based organizations (CBOs) often assist us with setting up these annual presentations and the students they work with tend to be low-income, first-generation students. Parents are always welcome at these programs.

### **A brief description of any targeted outreach to recruit students from low-income backgrounds:**

Admission deans travel broadly to meet students from a variety of backgrounds in both private and public schools. They also work directly with CBOs across the country while they are on the road to sponsor programming and actively recruit students from low-income backgrounds. The Travel Assistance Program (TAP) brings low-income students to campus for Wesleyan's two fall open house dates. TAP applicants come from across the country, and the program gives them the chance to be on campus, learn more about Wesleyan and experience student life for two days. Wesleyan also offers travel grants in the spring for admitted students who have not had the chance to visit campus. These students are provided with transportation, housing, and meals, and participate in WesFest, Wesleyan's admitted student celebration.

The Wesleyan admission office hosts a CBO Conference annually, transporting 25-30 CBO directors to campus from across the country. Wesleyan brings in a guest speaker, and the admission deans, along with people from other departments on campus, run sessions to discuss best practices and issues of access in higher education. This program has been very successful, and the CBO directors are able to return to their organizations and share what they learn with their staff so that they are better able to assist the low-income students they work with.



**A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:**

Wesleyan is a QuestBridge partner school. QuestBridge matches high achieving, low-income students with some of the top colleges across the country. These students apply early using a special application, and if admitted, Wesleyan commits to meeting their full need with no loans.

Wesleyan is also a partner with the Venture Scholars program. The Venture Scholars Program works with high achieving underrepresented students and first-generation students who are interested in pursuing careers in math and science. These students are connected with partner schools, like Wesleyan, and they are given the tools they need to be successful in a selective admission process.

Wesleyan also has a long standing relationship with A Better Chance (ABC) and Prep For Prep. These CBOs place low-income, underrepresented, and first-generation students into some of the best college prep schools in the country. These students receive a quality education for free, and get significant help with the college search and application process. Wesleyan works closely with ABC and Prep For Prep students, and has admitted several of their scholars over the years.

**A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:**

N/A

**A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:**

N/A

**Does the institution have policies and programs in place to support non-traditional students?:**

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**A brief description of any scholarships provided specifically for part-time students:**

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**A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:**

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**A brief description of other policies and programs to support non-traditional students:**

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**Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:**

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**Indicators that the institution is accessible and affordable to low-income students::**

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

**The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

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**The website URL where information about the institution's affordability and access programs is available:**

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# Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

<b>Credit</b>
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

# Employee Compensation

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## Responsible Party

**Patrice Melley**

Director of Human Resources

Human Resources

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## Criteria

### *Part 1*

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

### *Part 2*

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

**Number of employees:**

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**Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:**

---

**Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:**

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**Number of employees of contractors working on campus:**

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**Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:**

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**A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:**

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**Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:**

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**Number of staff and faculty that receive sustainable compensation:**

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**Number of employees of contractors that receive sustainable compensation:**

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**A brief description of the standard(s) against which compensation was assessed:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,**

**full-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:**

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**A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):**

---

**The local legal minimum hourly wage for regular employees:**

---

**Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:**

Yes

**Does the institution offer a socially responsible investment option for retirement plans?:**

Yes

**The website URL where information about the institution's sustainable compensation policies and practices is available:**

[http://www.wesleyan.edu/hr/wesleyan\\_handbook.pdf](http://www.wesleyan.edu/hr/wesleyan_handbook.pdf)

# Assessing Employee Satisfaction

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## Responsible Party

**Patrice Melley**

Director of Human Resources

Human Resources

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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## Submission Note:

Wesleyan last administered an employee satisfaction evaluation in 2002-3.

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

**Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:**

No

**The percentage of employees (staff and faculty) assessed, directly or by representative sample:**

---

**A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

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**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

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**The year the employee satisfaction and engagement evaluation was last administered:**

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**The website URL where information about the institution's employee satisfaction and engagement assessment is available:**

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# Wellness Program

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**Responsible Party**

**Patrice Melley**  
Director of Human Resources  
Human Resources

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**Criteria**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
  - Staff
  - Faculty
- 

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

**Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:**

	Yes or No
<b>Students</b>	---
<b>Staff</b>	Yes
<b>Faculty</b>	---

**A brief description of the institution’s wellness and/or employee assistance program(s):**

Wesleyan offers a wellness program to all faculty and staff. The program includes biometric screenings, adult fitness classes, a points program, fitness challenges, and lunchtime wellness series.

**The website URL where information about the institution's wellness program(s) is available:**

<http://www.wesleyan.edu/hr/wellness/index.html>

# Workplace Health and Safety

## Criteria

### *Part 1*

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

### *Part 2*

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

# 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.

<b>Credit</b>
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

# Committee on Investor Responsibility

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## Responsible Party

**Nathan Peters**

Associate Vice President for Finance  
Finance and Administration

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## Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

**Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:**

Yes

**The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

"Charter:

<http://cir.wsa.wesleyan.edu/page-2/>

The Committee for Investor Responsibility shall:

1. Consider issues of ethical, moral, and social responsibility in the investment policies of Wesleyan University

**Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):**

<http://cir.wsa.wesleyan.edu/members/>

Xiyue (Michelle) Li, Chair (Non-WSA)

Jessica Hanway (Non-WSA)

Joli Holmes (Non-WSA)

Mira Klein (Non-WSA)

Angus McLean (Non-WSA)

Joel Michaels (Non-WSA)

Ellen Paik (WSA member)

Christiaan Hogendorn (Economics)

Nathan Peters (Associate VP of Finance)

Brendan Coughlin (Vice President at Devonshire Investors, Fidelity Investments private equity group)

Michael Klingher (Senior Managing Director at Westbridge Capital)

**Examples of CIR actions during the previous three years:**

CIR End of Year Report FY 13:

<http://cir.wsa.wesleyan.edu/files/2010/04/End-Of-Year-Report.pdf>

Current Projects:

<http://cir.wsa.wesleyan.edu/current-projects/>

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

<http://cir.wsa.wesleyan.edu/>

# Sustainable Investment

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

# Investment Disclosure

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## Responsible Party

**Nathan Peters**

Associate Vice President for Finance  
Finance and Administration

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## Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

**Does the institution make a snapshot of its investment holdings available to the public?:**

No

**The percentage of the total investment pool included in the snapshot of investment holdings:**

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**A copy of the investment holdings snapshot:**

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**The website URL where the holdings snapshot is publicly available:**

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# 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

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

## Innovation 2

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

## Innovation 3

### Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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# Innovation 4

## Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
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