



Western Michigan University

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

Date Submitted: March 18, 2015

STARS Version: 2.0

Table of Contents

Institutional Characteristics	3
Institutional Characteristics	3
Academics	11
Curriculum	11
Research	32
Engagement	40
Campus Engagement	40
Public Engagement	70
Operations	89
Air & Climate	89
Buildings	98
Dining Services	108
Energy	116
Grounds	124
Purchasing	134
Transportation	153
Waste	164
Water	175
Planning & Administration	183
Coordination, Planning & Governance	183
Diversity & Affordability	207
Health, Wellbeing & Work	221
Investment	232
Innovation	240
Innovation	240

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Extended University Programs is a separate entity.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

222,408,499 US/Canadian \$

Total campus area:

1,200 Acres

IECC climate region:

Cold

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

8,000,000 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

298,791 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:

1,053,978 Square Feet

Electricity use by source::

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

Biomass	0.39
Coal	14.89
Geothermal	0
Hydro	0
Natural gas	81.15
Nuclear	3.16
Solar photovoltaic	0.13
Wind	0.07
Other (please specify and explain below)	0.20

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

Oil and Other Fossil fuels, as reported in the 2009 RFCM Egrid Region

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	0
Fuel oil	0
Geothermal	0.20
Natural gas	99.80
Other (please specify and explain below)	0

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

7

Number of academic departments (or the equivalent):

54

Full-time equivalent enrollment:

20,725

Full-time equivalent of employees:

2,898

Full-time equivalent of distance education students:

2,210

Total number of undergraduate students:

19,198

Total number of graduate students:

5,096

Number of degree-seeking students:

23,349

Number of non-credit students:

945

Number of employees:

3,370

Number of residential students:

5,598

Number of residential employees:

12

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.

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

Responsible Party

Tim Greene

Provost
Academic Affairs

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,777	1,272
Number of sustainability courses offered	47	6
Number of courses offered that include sustainability	150	59

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

44

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

54

Number of years covered by the data:

One

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

[Sustainability Inventory Courses - Undergraduate & Graduate Split - 081314.xlsx](#)

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

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

<http://wmich.edu/sustainability/reporting>

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

Using WMU's definitions of sustainability and the guidelines presented by STARS, a team of graduate students sorted through course descriptions and course syllabi to determine sustainability courses and courses that include sustainability. Once this list was compiled, it was sent to department chairs for verification and input. Faculty input was reviewed and incorporated into the inventory. A listing of courses offered during the 2012-2013 academic year was pulled from the registrars office; the inventory was crosschecked to include only those courses.

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

Each course was counted as a single course regardless of the number of offerings or sections

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Tim Greene

Provost

Academic Affairs

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.

Submission Note:

We are considering methods for collecting this data on an annual basis.

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

Undergraduate Program

Responsible Party

Tim Greene
Provost
Academic Affairs

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental and Sustainability Studies

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

Environmental and sustainability studies programs at Western Michigan University include:

-A "coordinate" major in environmental and sustainability studies (students enroll as dual majors—environmental and sustainability studies major and a second major of the student's choice).

Environmental and sustainability studies:

- Encourages students to develop a personally fulfilling, environmentally responsible way of living.
- Offers rigorous pre-professional training to prepare students for careers in a wide range of environmentally-related fields.
- Offers sound academic standards and principles that continually challenge students to excel.

- Teaches concern for the long-term health and well being of our planet.

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

<http://www.wmich.edu/environment>

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

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

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

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

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

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

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

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

Yes

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

Environmental and Sustainability Studies

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

Environmental and sustainability studies programs at Western Michigan University include:

-A minor in environmental and sustainability studies.

Environmental and sustainability studies:

- Encourages students to develop a personally fulfilling, environmentally responsible way of living.
- Offers rigorous pre-professional training to prepare students for careers in a wide range of environmentally-related fields.
- Offers sound academic standards and principles that continually challenge students to excel.
- Teaches concern for the long-term health and well being of our planet.

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

<http://www.wmich.edu/environment>

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

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

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

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

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

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

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

Graduate Program

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*.

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

Immersive Experience

Responsible Party

Shawn Tenney

Director of Service-Learning
CASP

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.

"---" 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:

Several colleges incorporate social sustainability by providing services to nonprofit organizations at no charge. For example, the College of Health and Human Services students and faculty extend the energy of the college and Western Michigan University through significant community engagement and service. With required internships, field placements and clinical rotations alone, faculty supervised College of Health and Human Services students provide more than 450,000 hours of service annually to children and families in the community and region. Substantial volunteerism increases this positive impact. For example, the School of Social Work offers a community organizing course in which students serve as block organizers. The project is a collaborative effort of community organizations, including Building Blocks of Kalamazoo (BBC), to involve local residents in the physical and social revitalization of their neighborhoods, strengthening social bonds and increasing participation in the development of their own communities.

Utilizing grants and organizing support from the BBC, students organize neighborhood residents and help facilitate planning and implementation of a broad range of repair and beautification projects such as painting, landscaping and minor repairs.

Residents volunteer their labor and work together to improve not only their own homes, but also their neighbors' homes. They also volunteer their time preparing food, supervising, or volunteering their homes for meeting space. Most importantly, through cooperation and involvement in the project activities, residents bond with each other and ensure a sense of commitment to their street and neighborhood association.

As resident leaders emerge throughout the activities, students become facilitators and residents assume primary responsibility for completing project tasks, including recruitment, planning, choosing project activities, making arrangements for food, materials, and supplies.

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

<http://www.wmich.edu/hhs/community>

Sustainability Literacy Assessment

Responsible Party

Jeff Spoelstra

Sustainability Coordinator
Office for Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

Submission Note:

The Office for Sustainability researched, developed, and pilot tested our first WMU sustainability literacy assessment during the Fall of 2013.

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

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

0

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

100

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

[Survey Results.pdf](#)

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

1. Please indicate your level of awareness of the Office for Sustainability.
2. Have you ever been to the Office for Sustainability?
3. Did you take the Student Sustainability Survey last year?
4. Are you interested in working on campus sustainability projects?
5. Are you aware that you paid an \$8.00 Sustainability Fee this semester along with your tuition?
6. Have you received a free EcoMug?

7. How would you rank the following campus initiatives?
8. How would you rank the following food-related initiatives on campus?
9. How would you rank the following pollution-prevention initiatives on campus?
10. How would you rank the following initiatives for sustainability across the curriculum?
11. If we did not touch on an area or project that interests you, please name and briefly describe it/them in the box below.
12. Which of the following is a resource that is renewable on the scale of your lifetime?
(oil, iron ore, trees, coal, don't know)
13. Ozone forms a protective layer in the earth's upper atmosphere. What does ozone protect us from?
14. On July 25, 2010, the Kalamazoo river experienced one of the largest pollution events in its history. What was the source of the pollution?
15. Michigan contains a number of wetlands. What is the primary benefit of wetlands?
16. PCBs, a toxic chemical, can be found in very low levels in the Great Lakes. The PCBs are absorbed by small shellfish that live in the water. Which will have the highest concentration of PCBs?
17. For a person to get the most food energy out of 100 pounds of vegetables or grain, the person should...
18. Fragmentation and destruction of habitats threatens the survival of thousands of plant and animal species worldwide. Which of the following answers contributes most to habitat loss?
19. Which of the following sectors is the largest contributor of greenhouse gas emissions in the United States?
20. How many people in the world were forced into slavery to produce the goods owned by a typical American today?
21. If a single lily pad, starting at the first of the month, began doubling on a pond each day until the pond was covered completely at the end of the 30 days, on what day would the pond be $\frac{1}{4}$ covered?
22. When did the global population of humans reach 1 billion?
23. The environment provides a variety of free services to humans which are called ecosystem services. These services provide the cleaning of air and water, food and fiber production, climate regulation, and spiritual benefits. What is the current state of the world's ecosystem services?
24. The City of Kalamazoo has the _____ highest per capita poverty rate in the United States?
25. Which is being lost at a faster rate?
26. 40% of the world's wealth is controlled by what percentage of the world's population?
27. I expect my quality of life (overall wellbeing—happiness, emotional wellbeing, amount of free time, access to healthcare, access to nature, etc.) to be _____ my parents when I am their age.
28. To what extent do you believe that the topics addressed above impact your and future generations quality of life?
29. Which of the following best characterizes your vision of the core focus of sustainability?
30. While studying at Western Michigan University, how many courses have you taken that address the topics presented in this survey?
31. "I am happy with how Sustainability Fee monies are being allocated and managed."
32. "My concerns regarding how to spend the Sustainability Fee are being adequately heard and addressed."
33. What is your gender?
34. What is your student classification?
35. How many years have you attended WMU?
36. Please select your college(s) from the following list.
37. How did you hear about this survey?

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

Graduate and undergraduate students worked with Office for Sustainability staff. The team reviewed existing surveys from other higher education institutions. A research-based custom survey was pilot-tested with Office employees.

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

The online assessment was paired with the annual Student Sustainability Survey. The entire student body was invited to take the survey using advertisements across all standard university communication platforms. Minor prizes were offered and awarded to randomly selected participants.

There were 1346 participants (84% undergraduate and 16% graduate students).

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

See uploaded questions with results above.

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

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

Incentives for Developing Courses

Responsible Party

Jeff Spoelstra

Sustainability Coordinator
Office for Sustainability

Criteria

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

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

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

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

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

Yes

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

WMU's Office for Sustainability conducted a survey of faculty, in January 2012, to help identify and prioritize the types of initiatives and policy changes faculty believe are important for facilitating the infusion and integration of sustainability into research and teaching. The result of this survey was the creation of the Sustainability Across Research and Teaching (StART) Initiative, a ground-up, faculty-driven effort in the form of a new University-wide learning community. The intent of the learning community was to build understanding, develop skills, and promote conditions to improve quality of life for all through sustainability teaching and research.

After a very successful series of four StART-I luncheons with faculty in 2012, the Office of the Provost, the Office of Faculty Development, and the Office for Sustainability launched StART-II in early 2013. The StART-II Initiative offered opportunities for a cross-disciplinary group of participants to study pedagogical topics of shared interest in an in-depth, ongoing, scholarly, and systematic manner. StART-II participants met once every two weeks for two hours, delved into existing research on their common area of inquiry, then reviewed examples of sustainability infusion as a working group.

The StART Initiative luncheon series built new relationships in an expanding group of faculty dedicated to the infusion of sustainability and climate change-related issues across all colleges. While we could not identify new courses or content that directly resulted from the Faculty Learning Community/StART-II effort, several new course requests referenced the StART efforts as foundational to course updates in areas from behavior, to business, and to food systems administration.

During this same time period, the Office for Sustainability established an annual university-wide Sustainability Event Series. The annual Spring event focuses on the infusion of sustainability across the curriculum. Dr. Mitchell Thomashow was the inaugural visiting scholar and keynote. He also participated in a workshop for faculty and administrators.

Finally, though it is not specifically called out as a topic or focus area, the Office of Faculty Development offers Instructional Development Project Grants, which support instructional and curricular development projects at WMU. The maximum level of award is \$5,000 each, with up to approximately \$50,000 awarded annually. Group, department, and interdisciplinary projects are given priority.

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

The StART-II community had faculty co-facilitators, knowledgeable in the field of sustainability, and a small operating budget to invest in materials and resources to promote the actions of the community. StART-II participants furthered their individual professional skills, and actively promoted curricular development in the area of sustainability across the curriculum and within their colleges. Participants reviewed foundational policy, university and departmental strategic plans, and other initiatives in sustainability outside of academics and research at WMU. Incentives (\$1,000) were offered by Academic Affairs for faculty who submitted revised sustainability courses before October 13, 2013.

The Sustainability Event Series and Instructional Development Grants provide community and financial support for faculty interested in sustainability infusion.

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

<http://www.wmich.edu/sustainability/research/resources/start-ii-flc>

Campus as a Living Laboratory

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

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

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

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

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

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

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

	Yes or No

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

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

Greenhouse gas inventories have been conducted by students in years past, and most recently again in 2012. The Office for Sustainability provides guidance, assistance, and oversight during the process and verifies the final inventory. A first ever City of Kalamazoo inventory is currently underway, led by an undergraduate student and guided by Dr. Brian Peterson, WMU Environmental & Sustainability Studies.

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

The Office for Sustainability is increasingly promoting and integrating Living Building Challenge principles into its plans and initiatives including a vision for a future Deep Green Building for research and teaching on campus. Our current student-led outdoor education space design competition is inspired by the Living Building Challenge. Senior theses research and video projects have been completed, and Living Building Challenge public presentations are regularly delivered to campus and community audiences. These efforts push the limits and begin to reach far beyond the more common LEED program.

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

Numerous student projects have involved collaborations with Dining Services to conduct food waste audits to develop baseline data needed for pre- and post-consumer food waste interests. Dining services also collaborates with the Office for Sustainability on the EcoMug program and allows EcoMugs in campus cafeterias for take out beverages.

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

Class projects supported by the Office for Sustainability have resulted in several office energy audits as well as paperless office investigations.

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

Student-led integrated pest management research has been conducted in campus gardens. Landscape Services has tested and now increasingly uses xeriscaping to reduce water use. Native plantings are increasing while the use of standard plants decreases over time, reducing invasive species risk.

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

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

A student-led research project determined the feasibility of doing a bicycle rental program for the university. Since the research, the Office for Sustainability has instituted a bicycle rental program that will begin Fall 2014. Also, students in the Office for Sustainability are testing the feasibility for cargo bicycle use as a substitute for campus vehicles.

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

Students created the plastic bag initiative to limit the use and subsequent waste of plastic bags on campus. The initiative encourages vendors to limit their use of plastic bags. It also proposes utilizing marketing strategies to encourage the use of reuseable bags.

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

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

The annually distributed, student-led Student Sustainability Survey serves to measure student opinions on campus sustainability projects. By taking the survey, students can directly influence how sustainability fee funds are spent aligning the sustainability fee directly with students' priorities while promoting a culture of campus sustainability that has the potential to benefit all WMU students. Students also conduct an annual Town Hall is convened to review results and encourage deeper discussion. Participation grows every year.

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

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

Student work informed the review, research, and institutionalization of a tobacco-free WMU. Recognizing the health, safety, and comfort benefits of smoke-free air and tobacco-free spaces WMU will be a tobacco-free campus September 1, 2014.

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

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

WMU's Annual Sustainability Event Series emphasizes town and gown connections. Each free event contains components open to the public and designed to connect students with the greater community on- and off-campus. Students create an interactive display or activity and attend their station during Event open house, meeting, and summit tabling sessions. Projects highlighted change with the season and location of the Sustainability Event. Students promote and educate about their projects such as, design competitions, production gardening, permaculture, aquaponics, bicycle maintenance, native landscaping, apiculture, etc. Students have also designed and led campus walking tours and group bicycle rides for the Annual Event Series. These events promote an increased awareness of sustainability and positive local media coverage.

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

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

<http://www.wmich.edu/sustainability/reports-publications>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Daniel Litynski
Vice President of Research
Research

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

139

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

712

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

32

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

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

[AC 9 - SustainabilityResearch_ByName.xlsx](#)

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

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

Chairs or directors of each campus unit were queried as to whether each of their faculty and staff were 1) engaged in research and 2) were engaged in sustainability research. Copies of the definition of sustainability research from the STARS 2.0 Technical Manual and a copy of the definition of sustainability research developed by the President's University-wide Sustainability Committee were provided for use in determining research that is considered sustainability research. For departments that did not respond to the survey, it was assumed that all faculty were engaged in research and no faculty were engaged in sustainability research.

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

The website URL where information about sustainability research is available:

<https://wmich.edu/sustainability/reporting>

Support for Research

Responsible Party

Daniel Litynski

Vice President of Research
Research

Criteria

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

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

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

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

Yes

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

The Student Sustainability Grant (up to \$75,000 annually) is available to all students who pay the sustainability fee. Any proposal that promotes a campus culture of sustainability and potentially benefits all students is eligible. Proposals must be safe, legal, adequately budgeted, and possible within existing university infrastructure to qualify. Selection is through a blind-review process by student peers.

Gibbs House Fellowships are year-long opportunities open to all students who pay the sustainability fee. Fellows participate in leadership and discovery-driven learning opportunities and are paid to research and work on campus sustainability projects and policies.

Wesustain Internships are year-long opportunities open to all students who pay the sustainability fee. Interns participate in leadership and discovery-driven learning opportunities and are paid to research and work on campus sustainability projects and policies.

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

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

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:

Sustainability Across Research & Teaching (StART), a ground-up, faculty-driven effort in the form of a new University-wide learning community on education and research in the broad areas of sustainability. The intent of the learning community is to build understanding, develop skills, and promote conditions to improve quality of life for all through sustainability teaching and research.

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

<http://www.wmich.edu/sustainability/research>

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:

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

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:

Ongoing library support for sustainability research and learning in the form of:

Research guides - within the Environmental Studies subject guide at

<http://libguides.wmich.edu/environ>

we point to 2 databases that refer to sustainability.

One of these is called GREENR and the other is GreenFILE. Those same databases are referred to in the Communications Media and Social Change library class guide

<http://libguides.wmich.edu/content.php?pid=510843&sid=4203354>

Materials selection are driven according to teaching departments, faculty requests and identified focus areas. No particular funds are dedicated to supporting sustainability research as such, instead it is generally covered as a subsection of environmental studies (or possibly business, technology or social science as appropriate). Now that sustainability has been identified as a research focus area at WMU we have ensured that this topic is included in our book purchasing profile. There would also be greater support for journals and databases that address sustainability if these come before the collection development committee for consideration.

The Office for Sustainability also maintains a growing sustainability resource library (books, journals, and digital materials). It was established in 2012 and is focused on appropriate technology, ecological design, curriculum development, and sustainability literacy. It is accessible to all students and faculty.

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

<http://www.wmich.edu/library>

Responsible Party

Daniel Litynski
Vice President of Research
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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

8

Number of divisions covered by a policy assuring open access to research:

0

A brief description of the open access policy, including the date adopted and repository(ies) used:

The library maintains an open access repository called ScholarWorks at WMU. The library actively promotes the concept of open access and encourages faculty, staff, and students to deposit their works in ScholarWorks. The University does not mandate the submission of research to this repository, but the policy and procedures governing open access submission to ScholarWorks are available on the website:

<http://scholarworks.wmich.edu/>

The Graduate College requires that all students who submit a thesis or dissertation complete a ScholarWorks permission form (see

http://wmich.edu/grad/forms/diss_checkform.pdf

and

http://libguides.wmich.edu/scholarworks_permissions

) at the time the thesis or dissertation is submitted to the Graduate College for review.

Faculty and staff that conduct research are required to follow all applicable sponsor guidelines (

<http://www.wmich.edu/research/pdf/policies/research-misconduct-policy2006.pdf>

). At this time, this means that all researchers funded by NIH are required to deposit publications resulting from their research in PubMed, an open access repository (

<http://publicaccess.nih.gov/policy.htm>

). The NSF is indicating that it may in the future require open access, and WMU faculty will then be required to follow their guidelines.

A copy of the open access policy:

The open access policy:

WMU does not have a formally adopted open access policy.

The website URL where the open access repository is available:

<http://scholarworks.wmich.edu/>

A brief description of how the institution's library(ies) support open access to research:

The website URL where information about open access to the institution's research is available:

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Laura Darrah
Assistant Director
Residence Life

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

23,349

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

Ecothon

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

4,349

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

Ecothon is an energy reduction, recycling and sustainability education competition among the residence halls each February. The four weighted factors of the competition are energy reduction (25%), Recycling Round Ups (weighed recycling collections; 25%), resident assistant programming on sustainability (rubric used to assess events; 35%), and leadership council involvement (5%). There is an overall winner, as well as energy, recycling and programming category winners for the two geographic areas of campus. The program is facilitated by resident assistants (RAs) and leadership council (LC) members. They promote the competition, encourage resident participation, educate students, and try to elicit behavior change. Depending on the hall, RAs or LC volunteers will go door-to-door weekly to collect and weigh recyclables. Advertised “blackouts” (power down your room and come do something with neighbors) speaks to energy conservation. Both RAs and LCs do bulletin boards, passive programs and active programs on a wide variety of sustainability subjects. Spring 2013 examples include creative ways to reuse items, crafts using recyclable items, making your own water filter with sand, cooking without using your oven (no bake cookies), planting flowers, natural beauty products, sustainable living tips, rewards for turning off your room light, recycling facts and clothing swaps. During Ecothon 2013, there were 49 RA and LC events planned, 2.72 tons of recyclables collected, and six of 11 LCs participated. The overall competition winner receives \$500 to purchase a sustainable item for the hall (eg. water bottle hydration station), a tree planted outside the hall, traveling plaque, and \$300 for a hall celebration using local foods. The energy reduction and recycling category winner receive a traveling plaque and either \$150 for a hall celebration or \$200 toward a sustainable purchase.

<http://www.wmich.edu/housing/about/sustainability>

;

<http://www.wmich.edu/sustainability/projects/eco-thon>

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

Resident assistants are selected via an application (resume, essay questions), group interview and individual interview process. Leadership Council members are volunteer student leaders in the hall who chose to participate or are elected into a leadership council position (eg. president, programming chair, promotion chair).

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

RAs receive two weeks of training prior to students arriving on campus regarding all aspects of their position. Specific to sustainability and Ecothon, RAs can attend a one-hour development session on sustainability program ideas. There are also in-hall conversations and planning for Ecothon that happen with the RA staff team and their supervisors. LC members receive training on how to plan and promote events, as well as other leadership topics like time management, running meetings, and team dynamics.

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

Residence Life allocates each residence hall \$3,000 to use for all hall programming activities. Supplies for in-hall Ecothon events come from those funds. Leadership Councils have an independent budget based on their residence hall occupancy. Depending on the hall size, that can be \$700-1,300 per semester. Additional one-time funds can also be requested from the Assistant Director of Residence Life who

oversees programming and sustainability efforts. Residence Life allocates \$2,000 for Ecothon overall and category prize winners. Facilities Management donates the tree planted at the overall winner's hall.

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

Residence Hall Sustainability Programming

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

4,349

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

Residence Life programming expectations require all residence halls to offer at least one program or event per semester that educates residents on sustainability topics. These programs are planned and implemented by resident assistants, Residence Life student staff members who live on each floor of the residence halls. All sustainability programs are reported on monthly hall program summaries. In addition, resident assistants fill out a program worksheet describing what the program was, evaluating it and summarizing student's response/feedback to the program. These worksheets are reviewed by the hall supervisor and an assistant director of Residence Life, and log of all sustainability programs offered in an academic year is created. From July 1, 2012 to June 2013, 68 sustainability programs were conducted. Some programs were passive educational campaigns for an entire residence hall, but most were events students could attend. During the time frame stated above, 759 students were reported as attending a sustainability program, or an average of 11 students per event (10 program forms did not indicate audience size). Examples of resident assistant sustainability programs include a clothing swap, reusing objects (T-shirts, plastic bottles, magazines), making totes for shopping, recycling trivia, blackout events (turn off electronics in your room), comparing hybrid and plug-in cars, calculating your carbon footprint, collecting recyclables door-to-door, water conservation, campus tours with a naturalist, and benefits of a vegetarian lifestyle.

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

Resident assistants are selected via an application (resume, essay questions), group interview and individual interview process. Successful candidates must have a 2.6 GPA, lived in the residence halls at least two semesters, have excellent interpersonal skills, demonstrated leadership potential and be a positive role model for fellow students.

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

Resident assistants attend two weeks of training prior to the residence halls opening. Three hours during that time is allocated for programming training, which covers how to plan events, promotion, assessing resident needs, and community building. Additional time is spent in-hall with each staff to further discuss programming specific to that residence hall and developing an event calendar for the semester. In addition to fall training, there are ongoing development/training sessions during the school year. In January, one of those sessions topics is programming about sustainability.

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

Residence Life allocates each residence hall \$3,000 to use for all hall programming activities. Supplies for sustainability programming would come from those funds. In addition, program forms of successful past sustainability programs are available in a binder at each hall and on a shared server for resident assistants to access for ideas.

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

Wesustain Interns

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

23,349

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

Wesustain Interns participate in leadership and discovery-driven learning opportunities and are paid to research and work on campus sustainability projects and policies. Interns study campus sustainability initiatives, develop presentations about sustainability programs and opportunities, and deliver office tours, campus tours, and classroom presentations for their student peers.

For example Interns reach new students annually and share information during Orientation Tours, EcoMug distribution, and numerous campus tabling and outreach events (e.g., how to recycle on campus). Interns also recruit students for events, hands-on volunteer opportunities (e.g., harvest), and our Annual Sustainability Events Series. Students working on non-motorized transportation efforts reach out and "tag" bikes with safety and bike repair opportunities in our student bicycle cooperative.

Interns advance rapidly in the Office for Sustainability, serve all students on campus numerous times per year, and become Sustainability Ambassadors. Interns often take on additional responsibilities like program management and best practice research.

Interns activities are highlighted across our social media platforms.

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

Internships are recommended for sophomores, juniors, seniors, and graduate students and they require a six month commitment of 4-8 hours per week. Internship applications are accepted on a rolling basis at the Office for Sustainability and are highly competitive. Students are encouraged to volunteer, secure a part-time position, or complete a sustainability-related course before applying for internships.

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

Each year, cohorts of Interns:

- View presentations on campus sustainability
- Participate in several group discussions per month on sustainability topics
- Review campus sustainability initiatives and ongoing projects
- Train as tour guides
- Develop shout-outs for classroom promotion and recruitment
- Complete leadership development exercises and team building outings (e.g., high ropes)
- Provide regular feedback to the Office for Sustainability through surveys and brainstorming sessions

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

A subset of the "Green Jobs" provided through the Office for Sustainability are reserved for Wesustain Internships. More than \$60,000 is available annually. Office for Sustainability full-time staff maintain office and field space for daily research, meetings, permaculture, and residential living (for Gibbs House Fellows). Staff supervise, mentor, and evaluate intern performance and recommend advanced opportunities.

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

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

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

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

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

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

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

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

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

Responsible Party

Toni Woolfork-Barnes

Director of First Year Experience Programs
First Year Experience

Criteria

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

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

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

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

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

78

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

New student orientation:

1. The Orientation program has included the Office for Sustainability (OfS) as a permanent part of its tour route. Each student attending Orientation via the tour is exposed to the physical location of the office, an OfS staff member who provides specific information about the Office; campus sustainability projects and information about the EcoMugs that each first-year student receives during Fall Welcome prior to the start of fall semester.
2. The OfS provides training and talking points for the Orientation Student Leaders, who are tasked with sharing key points about WMU's sustainability efforts.
3. Information about sustainability is also included in the Orientation 'Bronco Way' theater production that each student attends.

Transfer student orientation:

1. OfS hosts a table at all Transfer Transition Program (TTP) sessions and Spring Orientation (SO).
2. At the end of each TTP and SO session, students and guests view the OfS award winning video prior to dismissal.
3. Student ambassadors incorporate discussion of sustainability features while taking students and guests on tours.
4. A short message is included in emails regarding use of electronic communication versus mail and printing of posters, etc.

Orientation that prominently includes sustainability is not currently available to incoming graduate students.

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

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

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

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

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

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

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

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

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

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

The WMU Clean Water Project is a student organization dedicated to fundraising and advocating for every human's right to clean water around the world.

BioClub - WMU Biology Club is a great way for students to meet professors and other students who share similar interest in the biological sciences. This club promotes study in the field of biology through campus and community involvement.

Students for a Sustainable Earth - The goal and mission of SSE to promote attitudes and behaviors on campus and in the wider Kalamazoo community that are environmentally and culturally sustainable. To accomplish this goal, SSE employs a variety of tactics including events, campaigns, and projects.

The website URL where information about student groups is available:

<https://wmich.collegiatelink.net/>

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:

A) The Stadium Drive Community Garden is a 15,000 square foot garden operated by Western Michigan University. Garden plots are available to the campus community and the public. Community garden participants are encouraged to plant a row for the hungry and donate their extra produce to local food banks. In 2011, the Student Garden Organization partnered with nearby campus-owned Stadium Drive apartments so residents could co-manage the community garden. In 2012, the garden transitioned from a student project into a project of the Office for Sustainability. In both 2012 and 2013, the garden increased in size to accommodate the growing interest in growing on campus! After two years of management, the Office for Sustainability passed stewardship responsibilities to Students for a Sustainable Earth and the BioClub. (Student Governed)

B) WMU also has a Student Farm, or Production Garden, that has been operated at the Gibbs House and more recently adjacent to the Community Garden. A variety of heirloom and organic vegetables are cultivated and distributed through catering events, cooking classes (WMU Dietetics and Catering Services), and free giveaways to the campus community. The farm serves as a living laboratory for research on sustainable food systems, ecology, biology, composting, and permaculture. Campus and community groups may book educational tours or volunteer on the farm from early spring through late fall. (Student Governed)

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

<http://www.wmich.edu/sustainability/projects>

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

The Campus Beet, is a sustainable campus lunch that features vegetarian and vegan meals for the campus community. In its current location at the Wesley Center the Beet offers a cafe' atmosphere and sometimes features live music.

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

A brief description of the sustainable investment or finance initiatives:

WMU students pay a student sustainability fee, which funds annual Student Sustainability Grants. Up to \$75,000 is available to fund student-authored proposals which promote a campus culture of sustainability and have the potential to benefit all WMU students. The SSG Allocations Committee is 100% student led and includes representatives from all academic colleges and both undergraduate and graduate students. (Student Governed)

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

<http://www.wmich.edu/sustainability/sustainability-fee-explained>

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

The Office for Sustainability is a gathering place for information about campus and community opportunities for sustainability education. Any campus speakers, seminars, or events connected to sustainability are posted on the home page. Campus offices, departments, and student groups often collaborate to support and promote sustainability activities.

Students at the Office for Sustainability coordinate WMU's annual National Campus Sustainability Day, which over the past three years has showcased a variety of free events such as a community roundtable discussions, expert speakers, and campus tours. (Student Governed)

Student groups led by Office for Sustainability collaborate to host an annual SustainabiliBASH at the end of each academic year. The BASH is a celebration of campus and community sustainability efforts, skill sharing, music, and activism. (Student Governed)

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

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

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

Spare Change - the Art of Climate (2013) was a juried, student art exhibit guided by the following:

"Climate change is the immersive, lasting statistical distribution of weather exceeding average norms over given time brackets from millions of years to decades -caused naturally and by human-specific impacts."

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

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

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

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

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

The First Year Seminar video contest is a collaboration between the Office for Sustainability and First Year Experience that offers incoming students an alternative research project. Since Fall 2011, students have worked to create over 50 videos focusing on campus sustainability topics. Students have the opportunity to learn basic research methods, gain knowledge of sustainability on campus, advance their video production and communications skills, have fun, and spread the word about WMU's sustainability achievements. Videos may range from 2-3 minutes and students formally script, storyboard, shoot, and edit their videos with support from section instructors.

The website URL where information about the theme is available:

<http://www.wmich.edu/sustainability/projects/first-year-seminar>

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

The Bike Stable is a clearinghouse for non-motorized transportation education, advocacy, and policy efforts. It leads workshops, group rides, guided tours, weekly open shop nights, and research. The Stable is run by students with the Office for Sustainability. (Student Governed)

Gibbs House Fellowships provide a year-long residential fellowship for students who want a more seamless sustainability experience with their education. Fellows participate in leadership and discovery-driven learning opportunities and are paid to research and work on campus sustainability projects and policies. Fellows live in the 150 year old Gibbs House across from Asylum Lake, which also serves as a community sustainability resource center.

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

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

A brief description of sustainability-focused student employment opportunities:

The Office for Sustainability offers an average of 20 student "Green Jobs" a semester. These paid positions include part-time positions at the Office for Sustainability, Wesustain Internships, Gibbs House Fellowships, and graduate assistantships. The Green Jobs are funded by the student Sustainability Fee, and additional students are hired from a facilities operation fund to work on waste reduction and recycling efforts. All jobs are promoted on Bronco Jobs - WMU's Career and Student Employment Service job database.

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

<http://www.wmich.edu/sustainability/opportunities>

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

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

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

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

Outreach Materials and Publications

Responsible Party

Jeff Spoelstra
Sustainability Coordinator
Office for Sustainability

Criteria

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

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

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

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

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

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

A sustainability newsletter	---
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	---
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	---
Navigation and educational tools for bicyclists and pedestrians	---
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	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Maintained by the Office for Sustainability.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

Facebook, Twitter, Youtube

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

<https://www.facebook.com/WMU.Sustainability>

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

Area of OfS website for several types of student research.

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

<http://www.wmich.edu/sustainability/reports-publications>

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

Office for Sustainability building

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

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

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

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

Stormwater signage

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

http://www.fm.wmich.edu/engineering/energy_management/campus_initiatives/water_management

A brief description of the sustainability walking map or tour:

Our campus sustainability highlights map documents visible (infrastructure and research) and invisible (policy) elements of campus sustainability.

The website URL of the sustainability walking map or tour:

<https://wmich.edu/sustainability/about/campus-sustainability-features-map>

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

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

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

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

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

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

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:

See WMU Herald, the student newspaper; keyword search "sustainability".

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

<http://www.westernherald.com/>

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

2012 Highlights Report

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

<http://www.wmich.edu/sustainability/reports-publications/office-sustainability-publications>

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

Yes

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

Office for Sustainability Promotional Brochure Series covering the Student Sustainability Fee and Wesustain Internship.

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

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

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

President's Universitywide Sustainability Committee Annual Presentation

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

<http://www.wmich.edu/sustainability/about/committee/presidents-universitywide-sustainability-committee-meeting-minutes>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Laura Darrah
Assistant Director
Residence Life

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?:

Yes

The name of the campaign (1st campaign):

Green Opening

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

The Green Opening campaign promotes a green residence hall move-in by increasing the visibility and ease of recycling cardboard and Styrofoam, the two largest recyclables generated during move-in. A fenced-in area is erected next to additional recycling roll-off dumpsters brought in for move-in week. Signage on residence hall floors, lobbies, exit doors and at the fenced area encouraged students and families to drop their cardboard boxes and Styrofoam at the site. Volunteers at each site break down boxes and set them in the recycling dumpsters. Each evening, the dumpsters are covered to prevent contamination. No additional landfill dumpsters are rented for move-in. In summer 2013, information about moving green was added to the Residence Life "What to Bring" packing list mailed to parents and handed out at orientation. The Green Opening campaign is a collaboration among Residence Life, Office for Sustainability, and Landscape Services.

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

The Green Opening campaign significantly increased the weight of recyclables collected during fall move-in. Prior to its implementation in 2011, most additional recycling dumpsters brought in for move-in went to the landfill due to contamination. Since the Green Opening campaign, only one dumpster has been contaminated during move-in week. Total tons of cardboard and Styrofoam collected includes 7.27 tons (2.97 lbs/resident) in 2011, 7.69 tons (3.27 lbs/resident) in 2012 and 7.06 tons (3.02 lbs/resident) in 2013.

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

<http://www.wmich.edu/housing/about/sustainability>

The name of the campaign (2nd campaign):

RecycleMania

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

A national competition ranking school's abilities to reduce waste and increase recycling. The 10-week competition has 630 colleges participating, and WMU compares its participation with other participating Michigan institutions. Students and staff collect approved recyclable materials within their areas and take them to any of the recycling locations on campus. Promotion of RecycleMania happens via the Western Herald student newspaper and WMU News, a faculty/staff newsletter. Updates on WMU's status are provide online and, depending on the year, via posters in the residence halls. WMU usually participates in the following categories: Grand Champion, which is the percent of all waste produced that is recycled; Stephen K. Gaski Per Capita Classic, the amount of recyclables produced per person; and Waste Minimization, the amount of total waste including recycled and trash produced per person.

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

WMU was ranked 71 of 266 schools in the 2012 Grand Champion category, with a 37.37% recycling rate of WMU's overall waste generation. In 2014, WMU was ranked 115 of 199 schools, with a 29.87% recycling rate. The total pounds per person recycled fell from 11.38 pounds in 2012 to 6.32 pounds in 2014, but so did the per person amount overall waste generated. In 2014, WMU produced 30.46 pounds of recyclables and trash per person, and in 2014 WMU produced 21.17 pounds per person. WMU did not participate in RecycleMania in 2013.

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

[STARS Reporting Tool | AASHE](#)

http://www.fm.wmich.edu/operations/recycling/recycle_mania

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

Trash to Treasures: During residence hall move out, residents can bring down gently used items to donate to the Deacons Conference. Items accepted include clothes, books, household items, furniture and appliances. The Deacons Conference then distributes the donations to families and individuals in need within the Kalamazoo area. WMU has not significantly increased its residence hall closing landfill volume since the program began. In April 2012, WMU spent \$13,589.91 on move-out waste disposal, and in April 2013 move-out waste disposal costs were \$13,786.89, a 1% increase. The Deacons Conference collects 1.5-2 moving trucks full of donations annually.

<http://www.wmich.edu/housing/about/sustainability>

Employee Educators Program

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

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*.

"---" 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?:

Yes

Total number of employees:

2,898

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

Faculty Learning Community

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

913

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

The WMU Office of Faculty Development invites all faculty to participate in its various faculty learning communities.

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

The Office of Faculty Development trained facilitators prior to beginning the new learning community session. Facilitators also consult with the Executive Director of Campus Sustainability for a history and overview of current campus sustainability programming.

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

The Office of Institutional Effectiveness provides funding. The Office of Faculty Development provides planning and logistical support. Facilitators are paid a stipend and provided some support for supplies. Future support may come from internal general funds or internal/external grant funding.

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

<http://wmich.edu/sustainability/research>

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

Number of employees served by the program (2nd program):

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

The website URL where information about the program(s) is available (all other programs):

Employee Orientation

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

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

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

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

100

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

All new employees receive an audio/video presentation and handouts. The video presentation includes an introduction to university sustainability efforts from the Executive Director of Campus Sustainability.

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

<http://www.wmich.edu/hr>

Staff Professional Development

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

Annually the Office for Sustainability produces events including National Campus Sustainability Day, the Sustainability Event series, SustainabiliBASH, the Student Sustainability Fee Survey Town Hall and others. A current listing of sustainability related events can be found on the Office for Sustainability homepage. The Office for Sustainability regularly attends staff meetings to provide updates and connect with new sustainability champions (e.g., business managers, executive assistants).

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Jeff Spoelstra
 Sustainability Coordinator
 Office for Sustainability

Criteria

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

Each partnership conforms to one of the following types:

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

C.Transformative

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

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

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

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

"---" 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:

Stormwater (ongoing) - WMU participates in sub-watershed (Arcadia Creek) and watershed (Kalamazoo River) management with the Portage-Arcadia Creek Watershed working group, the Stormwater Working Group (MS4 permittees), and other water resource organizations. These efforts are ongoing and involve planning, best management practice implementation, and evaluation of numerous efforts targeted at education, groundwater, and stormwater.

Community Garden (ongoing) - The Stadium Drive Community Garden is a 15,000 square foot community garden operated by WMU partners (primarily student organizations). Garden plots are available to students and the public. We encourage students, staff, faculty, and Kalamazoo community members to actively participate in growing local and sustainable food. The garden is a place to learn, interact and have fun with others interested in growing fruits and vegetables. We encourage community garden participants to plant a row for the hungry and donate their extra produce to local food banks.

Non-motorized transportation collaboration (ongoing) - Our Bike Stable and other student staff attend and contribute to community efforts to increase non-motorized transportation. Recent examples include efforts to re-envision a critical barrier to walkers and bikers located between downtown Kalamazoo and two college campuses (including WMU) and efforts focused on opportunities to convert one-way streets to two-way streets in downtown Kalamazoo. A WMU research team recently created the Center for Liveable Communities, a grant-funded national research network, focused on several related transportation efforts.

City of Kalamazoo Greenhouse Gas Inventory (ongoing) - Faculty and students in Environmental and Sustainability Studies are working with partners at the City of Kalamazoo to assemble the first-ever City of Kalamazoo Greenhouse Gas Inventory.

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

Yes

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

Southwest Michigan Sustainable Business Forum - The mission of the Southwest Michigan Sustainable Business Forum is to promote business practices which demonstrate environmental stewardship, economic vitality, and social responsibility.

Guiding Principles

The Guiding Principles of the Southwest Michigan Sustainable Business Forum are to fulfill its mission as stewards in our community.

The SWMSBF and member organizations will endeavor to:

- Promote sustainability as business practices that encompass the environment, economy and social responsibility.
- Strive to surpass conformance to environmental regulations using compliance as the minimum standard.
- Follow the waste hierarchy of eliminate, reduce, reuse, recycle, compost, incinerate, and landfill.
- Develop awareness programs and practices, and implement technologies that safeguard and preserve the environment.
- Identify the environmental impacts of facilities and materials used in our products, processes and services in order to minimize environmental impact.
- Encourage environmental organizations, businesses and governmental agencies to cooperate on common issues.
- Create opportunities to expand the Forum's concept into a national network of sustainable business forums.

WMU is a dues paying member of the organization. Members cross promote events and hold regular gatherings (approximately quarterly) covering an array of sustainability topics. Most recently, the Forum contributed to the success of the 2014 Sustainability Leadership Summit. The Forum also hosts informal, monthly "Green Drinks", an organic, self-organizing network, with the intent of creating an ongoing community dialogue about local sustainability issues.

The 2009 Southwest Michigan Sustainability Covenant committed numerous signatories (leading community institutions) to social learning through community collaboration.

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

Yes

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

WMU was a key partner, organizer, founding signatory, and supporter of the 2009 Southwest Michigan Sustainability Covenant, which reads as follows:

The Southwest Michigan Regional SUSTAINABILITY COVENANT shall be a joint initiative of several organizations in the Southwest Michigan Regional area that are committed to promoting the development of a sustainable infrastructure by the interconnection of economic, social and environmental sustainability principles throughout the region and within their respective community and organizations.

The “Southwest Michigan Regional Sustainability Covenant” provides an opportunity for government, academia and other participating stakeholders to lead the community towards meeting the “triple bottom line” goal of environmental, economic, and social responsibility that provides an improved quality of life for all future generations – a concept that we define as “Community Sustainability”. The Covenant creates a partnership of stakeholders who are uniquely positioned to have a profound impact on the overall sustainability of this community.

This covenant shall symbolize the joining together of government, academia, healthcare, and other stakeholders for the purpose of working together to ensure that the Southwest Michigan Region continues to be an excellent place to live and that each organization shall commit to the community’s betterment through economic, social and environmental strategies germane to their mission for the benefit of future generations. This shall be accomplished by each participating organization’s acknowledgement and embracement of the concept of community sustainability in its activities. Sustainability includes the careful consideration of life cycle costing and careful consideration is given to environmental and human consequences and continued improvement in the efficient use of energy resources.

As signatories to this Sustainability Covenant, we commit to take the following actions in collaboration with other participating organizations:

1. Generate a regional and community sustainability vision statement, goals and objectives.
2. Establish a ‘blue print for sustainability’ to include the identification of sustainability indicators, methods for monitoring progress, reporting successes, and development and sharing of best practices to assure continuous improvement.
3. Assessing sustainability in a manner that allows each member organization to develop methodologies, systems, policies and programs that follow the above blueprint.
4. Share sustainability successes on a regular basis for the mutual benefit of participating organizations and to bring consistency and accountability to sustainability assessment.
5. Build a sustainability constituency within each member organization and throughout the Southwest Michigan Region through education, community outreach and sharing of best practices.

As signatories to this ‘Southwest Michigan Regional’ Sustainability Covenant, we shall adhere to the purpose and terms of this commitment and pledge our best efforts in developing and promoting Sustainability through our organization and to the Southwest Michigan Region.

Signatories are available at -

<http://www.wmich.edu/sites/default/files/attachments/sustain-covenant.pdf>

Subsequent activities and explorations in 2010 include Community Sustainability Indicators exploration, a community survey, and stakeholder meetings. See -

<http://www.wmich.edu/sustainability/reports-publications/office-sustainability-publications>

WMU regularly updates partners on institutional sustainability efforts including green building, greenhouse gas emissions inventories, community sustainability indicators research, and climate change awareness and outreach. Office for Sustainability and university leaders have increasingly been called upon to advise community leaders including other local colleges and the Kalamazoo Community Foundation on transformative institutional change.

We meet regularly with covenant supporters (e.g., Kalamazoo Mayor, Kalamazoo Nature Center, Sustainable Business Forum Leaders) to seek implementation opportunities and support. Recent WMU actions supporting the Covenant and its signatory institutions include our community visioning events exploring "What does sustainability mean to me?" at a our Community Roundtable and Sustainability Slam [STARS Reporting Tool](#) | [AASHE](#)

event. WMU also signed on to the Alliance for Resilient Communities (ARC) in 2014.

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

The website URL where information about sustainability partnerships is available:

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

Inter-Campus Collaboration

Responsible Party

Jeff Spoelstra
Sustainability Coordinator
Office for Sustainability

Criteria

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

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

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

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

Yes

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

WMU publicly shares all progress, technical, and best practice research reports for students, staff, and faculty affiliated with our strategic sustainability initiatives across the university. We have just begun to arrange to use ScholarWorks to add appropriate documentation and publications to the university's growing open source database.

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:

- AASHE
- ACUPCC (Dunn Steering Committee Member)
- Billion Dollar Green Challenge
- Students in the Michigan Student Sustainability Coalition
- College and University Recycling Coalition
- Michigan Recycling Coalition
- Alliance for Resilient Campuses

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

WMU sustainability partners maintain regular contact with other higher education sustainability partners at Kalamazoo Valley Community College and Kalamazoo College (an ACUPCC signatory).

Community projects including BikeShare research, Complete Streets, and Stadium Drive re-envisioning involve partners from all of our schools. All of our events with a public component involve special invitations to these partner institutions, and our largest events target higher education institutions in a 200 mile radius.

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

<http://www.wmich.edu/sustainability/reports-publications/office-sustainability-publications>

Continuing Education

Responsible Party

Sharon Russell

Director

Extended University Programs

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

13

Total number of continuing education courses offered:

171

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

[STARS EN11 - Continuing Education Course Inventory 61014.xlsx](#)

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

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

Yes

A brief description of the certificate program:

1. The Certified Green Supply Chain Professional Online Training Program gives the specialized knowledge to enable a company to achieve its environmental sustainability goals through global sourcing, materials management, procurement and buying, transportation and logistics, and new product development.
2. The Certified Indoor Air Quality Manager Online Training and Certification Program shows how to diagnose, resolve, and prevent indoor air quality (IAQ) complaints. Also to establish a comprehensive IAQ plan specific to your buildings.
3. The Certified Indoor Environmentalist Prep online program prepares participants to pass the CIE examination through a series of video lectures on exam topics such as contaminants, health effects, building science, HVAC, equipment, assessments, mold remediation, and industry standards and guidelines.
4. The Senior Certified Sustainability Professional Online Training Program will prepare participants for an exciting career as a leader in the green-collar economy.

Year the certificate program was created:

2,012

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

<http://www.wmich.edu/extended/professional/>

Community Service

Responsible Party

Shawn Tenney

Director of Service-Learning
CASP

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:

http://myproject.nationalservice.gov/honorroll/VariableContent/PDFApplications/WesternMichiganUniversity_15893_2014.pdf

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

Number of students engaged in community service:

20,526

Total number of students :

24,294

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:

1,148,930

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:

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

<http://www.wmich.edu/servicelearning/>

Community Stakeholder Engagement

Responsible Party

Robert Miller
Vice President
Community Outreach

Criteria

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

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

And

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

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

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

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

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

Yes

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

1. Development of Partnership Levels
2. Memo of Understanding used to identify goals and expectations when creating partnerships
3. Performance objectives and standards developed for the Community Outreach and Engagement Scholarship Tactical Action Community

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

The Office of Community Outreach is involved with several different entities in the community, through which partnerships and community stakeholders are identified. The Associate Vice President for Community Outreach is involved directly with several local organizations that serve underrepresented populations; he identifies methods of bringing resources to bear in order to benefit these organizations. Through the Office of Community Outreach, WMU partners with Kalamazoo Communities in Schools, Local Initiative Support Corporation, and various other organizations.

The Office of Diversity and Inclusion (ODI) invites members of the community to the Excellence in Diversity Awards. The Real Talk Diversity Series is also open to the public. LBGT Student Services in conjunction with CSES work with local businesses that are LBGT friendly during their Ready to Work series where a LBGT-friendly career field is held. DMA also works with businesses to support employment for their students. ODI has worked with Mercantile Bank to assist underrepresented students in gaining internships or employment.

Additionally, through the 2014 Islam in Global Perspectives Speaker Series eight experts from a range of disciplinary and/or activist backgrounds were brought to campus to examine how Islam as a globalized moral, legal, and cultural system adapts itself to situations of plurality, minoritization, and modernity. The goal of the series was to spark campus and community-wide discussion on themes critical to understanding contemporary Muslim cultures and societies, as well as to foster a network of scholars who are located in and around Michigan.

List of identified community stakeholders:

- Community In Schools (Educational organization)
- Downtown Development Authority (private sector)
- Brownfield Redevelopment Authority (private sector)
- Economic Development Corporation (government bodies)
- Development of the Business Technology and Research Park
- Development of the BTR Park (other)
- United Way of Battle Creek Kalamazoo Region (NPO)

See link for a detailed list:

https://webmail.wmich.edu/service/home/~/~community%20partnerships.pdf?auth=co&loc=en_US&id=19423&part=2.2

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

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

Participation in Public Policy

Responsible Party

Greg Rosine

Vice President

Government Affairs and University Relations

Criteria

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

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

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

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

Yes

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

The WMU Office of Government Affairs (OGA) is the chief public policy advocacy arm for the university. That said, advocacy may occur elsewhere within the University consistent with specific academic disciplines of where the office may provide assistance for those advocacy efforts. An example of that occurred this year when Dr. Denise Keele of the Environmental Studies Program, under the direction of the OGA, arranged for a student "lobby day" at the state capitol to address an environmental issue chosen by the students. The 36 students focused on educating state legislators on the potential for a catastrophic oil leak into the Great Lakes from an old oil pipeline running beneath the Straits of Mackinac. Prior to the students going to the state capitol, the OGA provided them with instruction on effective lobbying practices and identification of key legislators. The OGA also provided the students with t-shirts identifying them as WMU students.

The Office of Government Affairs advocacy efforts are centered on securing state appropriations for the University and addressing public policy issues that arise in the state legislative process that can either benefit or harm the efficacy of the institution in meeting its principal directive of meeting the needs of its students. It does not undertake advocacy on behalf of the University on public policy issues that may have merit, but are not directly related to the institution.

The OGA is working on a funding that will allow the University to have a greater influence on sustainable groundwater management within Michigan. Two years ago the OGA worked to effect legislation that transferred the Michigan Geological Survey to WMU from state government. The office is working with the director of the Geological Survey, housed within the Department of Geosciences, to secure state and federal funding to support the Survey's work to map groundwater resources to improve the accuracy and reliability of the STARS Reporting Tool | AASHE

state's water withdrawal model.

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

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

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

<http://wmich.edu/government>

Trademark Licensing

Responsible Party

Robert D'Amelio

Assistant Athletic Director for Marketing and Promotions/Licensing Intercollegiate Athletics
Visual Identity Program

Criteria

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

Submission Note:

The website details the institutions that participate in the WRC. Western Michigan University is number 176 on the list.

"---" 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? :

Yes

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

<http://www.workersrights.org/about/as.asp>

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.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.002 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-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.

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

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

Yes

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

The "Clean Air Cool Planet" spreadsheet was used to for data calculations with proper emissions factors. An undergraduate Environmental and Sustainability Studies Student performed each inventory for both the baseline and performance years.

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:

Office for Sustainability Staff and Dr. Harold Glasser, Executive Director of Campus Sustainability & Professor, reviewed and verified the GHG inventory.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	<i>65,909 Metric Tons of CO2 Equivalent</i>	<i>57,521 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>4,536 Metric Tons of CO2 Equivalent</i>	<i>2,133 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>5,312 Metric Tons of CO2 Equivalent</i>	<i>24,939 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

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

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	0	0
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	19,811	20,214
Full-time equivalent of employees	0	0
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

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

The baseline was adopted because it was the first complete inventory consistent with ACUPCC reporting guidelines.

Gross floor area of building space, performance year:

7,218,655 Square Feet

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	191,917 <i>Square Feet</i>
Healthcare space	56,157 <i>Square Feet</i>
Other energy intensive space	1,861,575 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	6,454 <i>Metric Tons of CO2 Equivalent</i>
Commuting	15,530 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	366 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	525 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	5,936 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	2,886 <i>Metric Tons of CO2 Equivalent</i>

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

Wastewater.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/2716/>

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

Outdoor Air Quality

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

Part 1

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

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

PM=PM10

Data are from calendar year 2012. ODCs from FY13.

"Other standard categories..." = VOCs

<http://www.fm.wmich.edu/ap/dashboard/>

"---" 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:

Western Michigan University's Mission Statement includes:

To advance responsible environmental stewardship

One way of doing this is by reducing pollution and conserving fuel.

It is expected that all university vehicles will be turned off if they are idle for more than five minutes. There are times when diesel powered engines may be exempt from this policy such as when temperatures or special situations require them to stay on longer. This will be an infrequent event and should be the exception rather than the rule.

http://www.fm.wmich.edu/operations/transportation/garage_services

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:

Emissions numbers come from our Michigan Air Emission Reporting System report to the Michigan Department of Environmental Quality. Fuel usage or hours of operation for the previous year are entered along with emission factors into the on-line annual reporting system, which calculates the tons of each pollutant for the calendar year. Included in the WMU data are the stationary devices in our air permits. This includes boilers, emergency generators, turbines, cold cleaners, and printing/paper presses.

The Federal Clean Air Act requires that each state maintain an inventory of air pollution emissions for certain facilities and update this inventory every year. Michigan's emission inventory is the Michigan Air Emissions Reporting System (MAERS). The Michigan Department of Environmental Quality, Air Quality Division (AQD) maintains MAERS reports for commercial, industrial and governmental sources of air pollution in Michigan. Emissions data is submitted to the United States Environmental Protection Agency (U.S. EPA) to be added to the national data bank. This information is used to track air pollution trends, determine the effectiveness of current air pollution control programs, serve as a basis for future year projections of air quality, track source compliance, provide information for permit review and calculate the emissions portion of the air quality fee.

Individual units, and or service providers, track refrigerants added to mechanical systems and units can query that data using our maintenance database.

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

	Weight of Emissions
Nitrogen oxides (NOx)	54.20 Tons
Sulfur oxides (SOx)	1.70 Tons
Carbon monoxide (CO)	14.10 Tons
Particulate matter (PM)	4.50 Tons

Ozone (O3)	---
Lead (Pb)	0 Tons
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	0.48 Tons
Other standard categories of air emissions identified in permits and/or regulations	4.60 Tons

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

The University converted the existing 50,000 ton/year coal fired power plant previously owned and operated by another entity to a natural gas fired cogen plant when it transferred to WMU in 1994. WMU strives to reduce overall natural gas use and therefore emissions through various energy conservation initiatives both at the power plant and on campus. Recent initiatives (last 3 years) include boiler blowdown system improvements; boiler wet layup system enhancements; feedwater control system upgrades; variable speed control on a number of pumps and fans in the plant; and reductions in various parasitic steam and electric loads in the plant.

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

http://www.fm.wmich.edu/operations/power_plant1

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Chris Caprara

Manager, Energy Administration
Facilities Management - Engineering

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.

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

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

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

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

WMU has three buildings certified under the USGBC Existing Building Rating System. The College of Health and Human Services is certified as Gold, the Chemistry building is certified as Silver, and Brown Hall is certified.

http://www.fm.wmich.edu/engineering/energy_management/leed_eb

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

7,003,996 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	58,298 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	83,331 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	240,000 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	---

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

	Certified Floor Area
Minimum Level	---

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

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

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

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

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

921,303 *Square Feet*

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

[OP-03 WMU Buildings Upload.pdf](#)

The date the guidelines or policies were formally adopted:

June 28, 2005

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

Green Cleaning: Policy is in affect for all campus buildings where applicable.

CFC Phase Out Program: Was initiated for New Sangren Hall, and will ultimately affect New Sangren, Sindecuse, Schnieder, and Fetzer.

Integrated Pest Management: IPM plan is part of Landscape Services BMP and applies to the entire campus

Energy Star Purchasing Policy: Applies to the entire campus.

Storm Water Management Policy: Applies to the entire campus.

Environmental Tobacco Smoke Policy: Applies to the entire campus.

Solid Waste Management Plan: Will apply to the entire campus.

Lifecycle Costing: Applies to all new construction projects.

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

It is the responsibility of the department that creates the policy to determine how to enforce it. Sustainable building operation policies fall under various departments.

For example, Engineering is responsible for energy related policies and guidelines, whereas custodial is responsible for the green cleaning policy. Recycling falls under the Office for Sustainability.

Each department is responsible for maintaining and enforcing their respective guidelines/policies. These fall under the university's strategic plan (Goal 5: Advance social, economic, and environmental sustainability practices and policies).

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

<http://www.fm.wmich.edu/>

Building Design and Construction

Responsible Party

Conn Macomber

Director

Projects/Construction Division

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

WMU utilizes the US Green Building Councils LEED rating System, NC-2009. WMU buildings which have been certified and their subsequent certification include:

- Brown Hall - Certified
- Legacy Collections Center - Certified
- Health and Human Services - Gold
- Lee Honors College - Silver
- Chemistry - Silver
- Sangren Hall - Gold
- Western View Apartments Phase I - Certified
- Western View Apartments Phase 2 - Certified
- Richmond Center for the Visual Arts - Not Certified
- South Kohrman Hall - Not Certified
- College of Engineering - Not Certified

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

1,402,889 *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)	284,390 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	92,668 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	406,232 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major

renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

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

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

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

0 Square Feet

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

0 Square Feet

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

619,599 Square Feet

A copy of the guidelines or policies :

[Life Cycle data 5.pdf](#)

The date the guidelines or policies were adopted:

April 26, 2011

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

WMU utilizes the US Green Building Council LEED Rating System on all newly constructed facilities and renovation of existing facility projects. Design professionals engaged by WMU are directed to adhere to said guidelines. Project reviews are conducted at each phase using the LEED checklist.

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

WMU utilizes the US Green Building Councils LEED Rating System NC-2009 as an expectation for building performance on all new facility construction and renovation projects.

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.cf.wmich.edu/campusfacilities/Green/index.html>

Indoor Air Quality

Responsible Party

Chris Caprara

Manager, Energy Administration
Facilities Management - Engineering

Criteria

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

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

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

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

3,365,757 Square Feet

Gross floor area of building space:

8,000,000 Square Feet

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

WMU's IAQ management program includes all campus buildings that have one form or another of IAQ monitoring. All campus buildings are served by the Bronco Fix-it work order system that allows building occupants to register complaints.

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

http://www.fm.wmich.edu/index.php/download_file/-/view/2459

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Judy Gipper
Director
Dining Services

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).

"---" 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:

45

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

[STARS OP 6 Inventory -81314.xlsx](#)

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

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

No

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

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

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

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

WMU Dining Service is committed to serving products grown and/or processed in the Great Lakes states (Michigan, Indiana, Illinois, Ohio and Wisconsin). Items that are grown and/or processed in this region are labeled with our Locally Sourced logo in the dining halls. The purpose of the Locally Sourced initiative is to reduce the carbon foot print of transporting goods from processors to end users by reducing the miles that food travels before it reaches the plate. WMU Dining Services supports the growth of this initiative that provides economic support to the Great Lakes region. The Great Lakes region provides us with a diverse agricultural base, which gives us the economic opportunity to use locally sourced food items that are produced, processed and distributed in this region.

There are many items regularly served in the dining halls and Campus Cafés, or purchased for our special events that fall within this definition of Locally Sourced. Most entrees and many of the side dishes, soups, salads and desserts are prepared in our kitchens. Food items prepared from recipes using primarily a particular food, or a significant majority of ingredients from the Great Lakes region will also be labeled with the Locally Sourced logo.

Our dairy products are from a local dairy in Battle Creek, Michigan. Groups of items from our dairy are not labeled with our Locally Sourced label sticker, but have information in a posted format. This is true for other items that are routinely available, such as bagels

baked in Kalamazoo.

Our produce is from a local distributor in Niles, Michigan who obtain much of their produce from this region. Produce items are labeled with the Locally Sourced label when they have been grown within the Great Lakes region.

Dining Services will pursue opportunities to expand our purchasing practices to take advantage of products available locally, always weighing food safety, economics, reliability and availability of products, and student preferences in these purchasing practices.

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

Use of a proprietary reporting system of Gordon Food Service (one of the broadline distributors) to replicate the actual/probable percentage of locally sourced items.

Personal interviews with company personnel.

Recap of dollar sales from the accounting system of food suppliers located less than 250 miles from WMU.

Recap of dollar sales from the accounting system of food suppliers located more than 250 miles from WMU.

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	Yes	Yes
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

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

<http://www.wmich.edu/dining/green/>

Low Impact Dining

Responsible Party

Judy Gipper
Director
Dining Services

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:

36

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

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”):

WMU Dining Services offers a number of vegan items as part of our daily menu options. Here are some of the highlights from our services that focus on vegan dining:

- Six residence hall dining rooms and six campus cafes offer an array of vegan choices.
- The dining hall menu is posted on our website:

http://www.sais.wmich.edu/DS_Menus/Default.aspx

- All vegan menus on our dining menu are identified.
- Our menu is accessible via mobile devices.
- A guide to our vegan items is located in all six of our dining halls, as well as our website:

<http://www.wmich.edu/dining/pdf/vegan-guide.pdf>

- Vegan items are available throughout the entire day.
- Every dining hall features an extensive salad bar with at least one vegan salad dressing available.
- Salad bar protein choices include tofu and several types of beans.
- Ope’s vegan burger and cookies, which are locally produced, are available at all six dining locations. Vegan burgers can be made upon request in all of our dining halls.
- Three specialty concepts located in various dining halls on campus that allow customers to create customized entrees.
- Bistro3 features four micro-restaurants that offer an array of choices from stir-fry to grilled items like vegan burgers and vegetable kabobs.
- Special event menus incorporate vegan entrees and side dishes.
- A Registered Dietitian is available to meet with students and discuss the vegan options available in dining services.

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

WMU Dining Services has collaborated with local farmers of Bear Foot Farm and Natural Meats & Fresh Produce in Paw Paw, MI to create a Food Diversion Initiative. Dining Services has purchased labeled bins used for gathering and transporting food waste to the farm, located about 25 miles from campus. The farmers pick up the food waste three times per week and feed the vegetables and fruit scraps to their pigs. Listed below are the total food scraps amount diverted since the initiation of the program:

- September 2011 through December 2011: 14,740 lbs
- January 2012 through December 2012: 65,627 lbs
- January 2013 through June 2013: 38,545 lbs

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

<http://www.wmich.edu/dining/vegan.html>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Anand Sankey

Director, Engineering Division and Maintenance Services
Facilities Management

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.

Submission Note:

http://www.fm.wmich.edu/engineering/energy_management/policies

http://www.fm.wmich.edu/engineering/energy_management/campus_initiatives

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

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

	Performance Year	Baseline Year
Total building energy consumption	872,918 <i>MMBtu</i>	850,702 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	23,934.76 <i>MMBtu</i>	26,935.13 <i>MMBtu</i>

District steam/hot water	0 MMBtu	0 MMBtu
--------------------------	---------	---------

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,000,000 <i>Gross Square Feet</i>	8,000,000 <i>Gross Square Feet</i>

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	298,791 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,311
Cooling degree days	951

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.34
District steam/hot water	1

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

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

Baseline Year	July 1, 2009	June 30, 2012
---------------	--------------	---------------

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

Opted to use the three year average in order to account for seasonal variations in energy use. July-June was used because it is the universities fiscal year, and is the common time period that records are kept in.

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

See link for temperature set point policy:

http://www.fm.wmich.edu/index.php/download_file/-/view/520

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

WMU is utilizing LED technology for new exterior applications, as well as certain interior applications. We have also eliminated the use of HID, incandescent, and CFL fixtures in new construction. New construction will exclusively utilize T8 fluorescent and LED.

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

Occupancy/Vacancy sensors are utilized in new construction per ASHRAE 90.1, and have been retrofitted across campus.

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:

N/A

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

WMU utilizes 2 natural gas cogeneration turbines as part of the main campus power plant. These turbines have a combined output of approximately 11 Mw.

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

N/A

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

WMU meters all utilities at the building level. Some buildings are also sub metered. WMU also manages energy consumption through its Building Automation System.

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

WMU has a Energy Star purchasing policy for all qualifying energy consuming appliances, including but not limited to computers, printers, monitors, and refrigerators.

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

N/A

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

N/A

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

WMU utilizes a heat recovery system to transfer waste heat from its ice arena to its swimming pool. WMU utilizes CO2 monitoring to reduce the required outside air brought into buildings.

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

http://www.fm.wmich.edu/engineering/energy_management/policies

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

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

Total energy consumption, performance year:

1,362,247 MMBtu

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

Sangren Hall roof mounted array - 235 kW solar photovoltaic array.

Miller Auditorium Parking Structure rack mounted array - 50 kW solar photovoltaic array; paired with 15 adjacent electric vehicle charging stations.

Wood Hall roof mounted array - 12 kW solar photovoltaic array feature several different types of photovoltaic panels.

A wind turbine was put on-line and made operational at the WMU Parkview Engineering campus on July 31, 2007. The wind turbine is a Skystream 3.7 from Southwest Wind, and is rated at 1.8 kW nominal, and 2 kW maximum.

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

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

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

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

<http://www.cf.wmich.edu/campusfacilities/Green/index.html>

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Tim Holysz

Director

Landscape Services

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

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

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

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

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

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

	Area
Total campus area	<i>1,233 Acres</i>
Footprint of the institution's buildings	<i>74.07 Acres</i>
Area of undeveloped land, excluding any protected areas	<i>131 Acres</i>

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>0 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>699 Acres</i>
Managed organically, third party certified and/or protected	<i>328 Acres</i>

A copy of the IPM plan:

[WMU Landscape Services BMPs_Final.pdf](#)

The IPM plan :

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

WMU Landscape Services is committed to sustainability as we tackle our day to day duties and future planning. Such management practices include but are not limited to grinding our woody plant debris into usable landscape mulch to be applied back on campus. Using mowers that have mulching decks to return grass back to the soil which in turn takes advantage of the available nutrients and returns them back to the soil for plant uptake. In 2013 alone we used 250 gallons of recycled vegetable oil in our vegetable oil converted mower. Beet juice is added to our salt for ice removal. The beet juice lowers the eutectic temperature allowing the salt to be more effective at lower temperatures. Beet juice also aids in increasing the weight of the salt lowering the percentage of off target applications by reducing the “bounce off” effect. Compost is added to planting beds to help retain moisture which decreases water usage. The compost also helps to retain available nutrients while reducing fertilization. Automatic irrigation systems are in use to help control water usage. Roof top gardens are in place to help lower building heating and cooling cost plus deal with storm water. Continued and future plans include: Expanding our irrigation systems’ use of evapotranspiration rates; investigating the use of soil sensors; investigating the use of lower

emission equipment such as: back pack blowers, weed whips, mowers and transport vehicles; investigating the recycling of storm and grey water to irrigate; continuing to work on our best management practices so they are as efficient as possible; working toward having Landscape Services located in one location rather than the current separation to increase efficiency while reducing wasted travel time as well as a new facility that would include a pesticide loading bay and storage.

http://www.fm.wmich.edu/lss/governing_documents

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

WMU Landscape Services and Natural Areas and Preserves professionals review all campus landscape plans for appropriate plant material. Priority is given to incorporating the existing native and horticultural material existing on site as well as selecting new plant material that is adapted to the site and design. Michigan grown native plants and horticultural varieties adapted to Michigan soils and climate are given priority. Plants considered to be exotic and/or invasive are removed from the plant list and suitable substitutions provided.

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

WMU Landscape Services is committed to reducing the amount of water lost due to irrigation. This has been dealt with by using ET rates to better understand watering needs, watering during times when evaporation loss is reduced, using appropriate plant material, encouraging the development of our soils to help retain moisture rather than promote runoff. Landscape Services has been managing our plant waste by stockpiling then grinding into suitable mulch for our landscape. Mulching mowers have eliminated the land fill usage needed to deal with grass clippings. Any plastic containers used for flowers are recycled at local recycling locations. Soilless plant mixes used for planting containers is composted later to be used in landscape beds. We continue to enhance and establish new storm water features to manage storm water. We are working toward having Landscape Services located in one location rather than the current separation. This would increase efficiency while reducing wasted travel time.

http://www.fm.wmich.edu/lss/governing_documents

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

WMU Landscape Services is committed to improving soil life and conditions. Inorganic fertilizers have been replaced with organic grade fertilizers such as Milorganite in most areas. A few smaller turf areas are still fertilized with inorganics. Lawn areas are bi-annually aerated and some are top dressed with compost. Our lawns also benefit from the mulching mower decks that are used to return finely cut clippings back to the soil. We have also begun the process of using compost tea as a soil builder. We are currently in the process of improving our "brew" and finalizing a management plan for its use. Our tree care program also takes advantage of the planting process to improve soil life. Mycorrhizae and compost are incorporated into the planting hole soil to help with the establishment period and beyond. We also use leaf mold where appropriate to mulch. All landscaped trees are mulched using our hardwood mulch produced during our chipping process. We are also committed to working with our campus planning team to plan in the protection and installation of healthy soil. Construction work takes quite a toll on the soil so construction specifications are in place to protect the soil from excessive compaction, tilling during wet conditions and removing and storing top soil for later use. The website URL where information about the

institution's sustainable landscape management programs and practices is available at:

http://www.fm.wmich.edu/lss/governing_documents

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

Native plant material used in landscape construction is purchased from Michigan sources with Michigan genotypes preferred. Native plants propagated from native seed collected on University properties and grown in University greenhouse facilities have been used in rain gardens, storm water features and gardens throughout the University. Wood chips generated from the take down of damaged campus trees are used for mulch in gardens and for tree rings.

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

WMU is committed to a goal of storm water neutrality. In order that rain and snow melt falling on impervious surfaces is processed prior to retuning to surface waters or the aquifer, all new construction provides for capture, retention, detention and infiltration in the design. Campus construction includes the use of cisterns, basins, rain gardens, plant buffer zone and green roof material to accomplish this goal. The WMU Business Research Technology Park includes 20 acres of landscape that acts as a storm water management area.

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

Our truck mounted beet juice and brine sprayer has been calibrated to reduce the usage per lane mile. Beet juice is also used to impregnate our rock salt. This helps to reduce the eutectic temperature and adds weight keeping the salt in place and reducing off target application.

<http://www.fm.wmich.edu/lss/snow>

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

Asylum Lake Preserve is a 278 acre parcel including two lakes, prairie reconstruction, Oak savanna and mature Oak woodlands and wetland. The Preserve is governed by a council made up of University and community members and is actively managed for "ecosystem health, passive recreation, education and research." Kleinstuck Preserve is a 48 acre wooded wetland in the heart of Kalamazoo managed by WMU under a 1922 deed specifying the preserve to be used for "education and research."

http://www.fm.wmich.edu/operations/landscaping/natural_areas/kleinstuck_preserve

<http://www.wmich.edu/asylumlake/>

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

Yes

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

http://www.fm.wmich.edu/lss/governing_documents

Responsible Party

Tim Holysz
Director
Landscape Services

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.

Submission Note:

http://www.fm.wmich.edu/lss/natural_areas

http://www.fm.wmich.edu/lss/governing_documents

<http://www.wmich.edu/asylumlake/>

<http://www.wmich.edu/kleinstuck/>

http://www.fm.wmich.edu/lss/tree_campus

http://www.fm.wmich.edu/operations/landscaping/natural_areas/wmu_campus_woodlots

http://www.fm.wmich.edu/operations/landscaping/natural_areas/coeas___btr_park

<http://www.fm.wmich.edu/lss/backyard>

http://www.fm.wmich.edu/lss/tree_tours

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

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

Asylum Lake Preserve covers 278 acres and is the site of a former State of Michigan Colony Farm for the mentally ill. The Preserve includes two lakes totaling 56 acres, 106 acres of Oak forest, 51 acres reconstructed prairie, 32 acres of savanna, and 15 acres of wet meadow. The site was historically Oak savanna and in close proximity to a former tallgrass prairie and Burr Oak opening. Kleinstuck is a historic glacial kettle bog in the heart of the City of Kalamazoo with 28 acres of upland forest, 7 acres of transition woodland, 5 acres of Marsh, 5 acres of swamp forest and, 2 acres sedge meadow. The preserve is surrounded by neighborhoods with an additional contiguous 40 acres of private woodland that is not separated by fencing from the Preserve. The WMU business Research and Technology Park includes 20 acres of landscape devoted to storm water management and 140 acres of low maintenance natural landscape that includes reconstructed prairie, woodlots and buffer zones.

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

Yes

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

Yes

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

Ecological surveys have been accomplished using a mix of private restoration companies, faculty, staff, and students. These assessments are based on site plant identification, GIS technology, photographic evidence and, academic resources.

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

As recent as 2013 the woodlot assessment project has identified on University property the first recorded population of Dwarf Hackberry (*Celtis tenuifolia*) in Kalamazoo County, a tree of special concern in Michigan. University property also supports populations of Eastern Box Turtle (*Terrapene Carolina Carolina*) a reptile of special concern in Michigan. Previous surveys have found remnants of prairie and savanna species on or adjacent to University properties including: Starry Campion (*Silene stellata*), Rough Liatris (*Liatris aspera*) among others. University Preserves also support robust populations of many woodland ephemeral spring wildflowers including Large flower Trillium (*Trillium grandiflora*), Stinking Benjamin (*Trillium erectum*), Bloodroot (*Sanguinaria canadensis*), Trout Lily (*Erythronium americanum*), Dutchman's Breeches (*Dicentra cucullaria*), Toothwort (*Cardamine diphylla*), Spring Beauty (*Claytonia virginica*), Marsh Marigold (*Caltha palustris*), Blue Cohosh (*Caulophyllum thalictroides*), among others.

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

When unique, rare or historically significant native species are identified on University properties the Landscape Services Department works to inform the community and Campus Planning concerning the best management practices and protocols to preserve, protect and enhance these significant feature. Recently a student initiated grant was secured to manage the remnant savanna site on which the Dwarf Hackberry (*Celtis tenuifolia*) was found. In addition to department labor and equipment, this grant will help accelerate the clearing of invasive species, establishment of additional native savanna species, as well as provide for informational signage on the site.

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

http://www.fm.wmich.edu/lss/natural_areas

Purchasing

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

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

Electronics Purchasing

Responsible Party

Robert Reed

Supervisor, Computer Services
Auxiliary Enterprises

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.

Submission Note:

Data are from July 1, 2013 through January 2014. WMU electronic purchasing is conducted by Auxiliary Enterprises as of April 2013. Prior to that date, computer purchasing was handled by another entity, Total Tech. Due to this change, earlier data were not accessible.

"---" 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:

[Policy June 2011 \(1\).pdf](#)

The electronics purchasing policy, directive, or guidelines :

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

College deans, department chairs, department unit/heads designate an individual to be responsible for implementation and administration of this policy. Equipment available for purchase previously through the WMU bookstore, Total Tech, and now through Auxiliary Enterprises is restricted to compliant models.

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

Yes

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

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	23,700 US/Canadian \$
EPEAT Gold	576,504.31 US/Canadian \$

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

1,057,413.67 US/Canadian \$

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

<https://www.wmich.edu/techpurchases/?q=home>

Cleaning Products Purchasing

Responsible Party

Steve Gilsdorf

Director

Building Custodial and Support Services

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

Yes

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

[OP-13 policy upload.pdf](#)

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

Green Cleaning Policy

1. To reduce the exposure of building occupants and maintenance personnel to potentially hazardous chemical, biological and particulate contaminants, which adversely affect air quality, human health, building finishes, building systems and the environment.
2. Scope
 - 2.1. WMU BC&SS will encourage purchasing of certified green cleaning equipment.
 - 2.1.1. Cleaning, hard floor, and carpet care products meeting the Green Seal GS-37, for general purpose, bathroom, glass and carpet cleaners used for industrial and institutional purposes. Disinfectants, metal polish, floor finishes, strippers or other products not addressed by Green Seal GS-37 must follow Green Seal GS-40, for industrial and institutional floor care products.
 - 2.1.2. Vacuum cleaners are certified by the Carpet and Rug Institute “Green Label” Testing Program for vacuum cleaners and operate with a sound level of less than 70dBA.
 - 2.1.3. Carpet extraction equipment used for restorative deep cleaning is certified by the Carpet and Rug Institute’s “Seal of Approval” Testing Program for deep-cleaning extractors.
 - 2.1.4. Powered floor maintenance equipment, including electric and battery-powered floor buffers and burnishers, is equipped with vacuums, guards and/or other devices for capturing fine particulates and operates with a sound level of less than 70dBA.
 - 2.1.5. Propane-powered floor equipment has high-efficiency, low-emissions engines with catalytic converters and mufflers that meet the California Air Resources Board (CARB) or Environment Protection Agency (EPA) standards for the specific engine size and operate with a sound level of less than 90dBA.
 - 2.1.6. Automated scrubbing machines are equipped with variable-speed feed pumps and on-board chemical metering to optimize the use of cleaning fluids and minimize the use of water. Alternatively, the scrubbing machines can maximize the use of only tap water with no added cleaning products.
 - 2.1.7. Battery-powered equipment will be equipped with environmentally friendly gel batteries, preferred.
 - 2.1.8. Power equipment is ergonomically designed to minimize vibration, noise, and user fatigue to insure health and safety of users.
 - 2.1.9. Equipment is designed with safeguards to reduce potential damage to building surfaces e.g. rollers, bumpers.
 - 2.2. BC&SS has established standard operating procedures to address how an effective cleaning, hard floor, and carpet maintenance system will be consistently utilized, managed, and audited. This will specifically address cleaning to protect vulnerable building occupants, such as those with asthma, other respiratory conditions, or sensitive or damaged skin.
 - 2.2.1. A written floor maintenance plan and log will be kept that details the number of coats of floor finish applied, including base and top coats, along with relevant maintenance and restoration practices and the dates of these activities.
 - 2.2.2. The duration between stripping and refinishing cycles will be documented.
 - 2.3. BC&SS will develop strategies for promoting and improving hand hygiene, including the following:

2.3.1. Hand washing

2.3.1.1. Offering of an educational program.

2.3.1.2. Posters will be provided in lavatories.

2.3.2. Use of alcohol-based waterless hand sanitizers.

2.3.2.1. Alcohol-based hand sanitizer must be readily provided in public areas

2.3.3. Hand soaps must not contain antimicrobial agents (other than as a preservative system), except where required by health codes and other regulations.

2.3.4. Hands-free dispensers must be used for custodial paper products to eliminate levers and cranks that users share.

2.4. BC&SS has developed guidelines addressing the safe handling and storage of cleaning chemicals used in the building, including a plan for handling hazardous spills or mishandling incidents.

2.4.1. A log should be kept that details all housekeeping chemicals used or stored on the premises.

2.4.2. Cleaning products procured for use in the building should meet the requirements stated in section 2.1.

2.4.3. Proper containment, storage and dispensing techniques should be implemented

2.4.4. Proper hot and cold water supplies and drain systems in custodial closets for the use of chemical dispensing and dilution should be installed

2.4.5. Portion controlled dilution equipment or pre-measured pouches of chemical concentrates should be used.

2.5. BC&SS will develop requirements for staffing and training custodial personnel appropriate to the needs of the building. These requirements will specifically address the training of custodial personnel in the hazards of use, disposal, and recycling of cleaning chemicals, dispensing equipment, and packaging. Staffing is based on meeting the needs of APPA level 2 standards with defined cleaning frequencies. ISSA cleaning times have been used as a standard by which to measure the productivity (sq ft per hr) produced by each custodian. It is to be noted that a “relief crew” is being utilized to cover any planned or unplanned absences within the department. Should the relief crew number exceed the number of absences for the day, they are automatically assigned detail work to increase the cleaning service level for their assigned area.

2.5.1. Training records certifying each person’s specific training dates should be documented.

2.5.2 Employee training is to contain comprehensive training upon hire, and implement a quarterly review. Topics will rotate within the quarterly review. Training will include classroom review, computer based training and assessment and hands-on work. Topics will include: “green cleaning” basics and “Why go green” education; cleaning for appearance and health- “what’s the difference?”; green chemicals; equipment (proper use to avoid repetitive motion injuries); practical procedures. Practical procedures include some of the science behind cleaning chemicals – where to use what and when and why; cleaning approaches to various areas (restrooms, classrooms, hallways, offices, stairwells, entrances, floor care maintenance, carpet care ...)

2.6. BC&SS has developed provisions for collecting occupant feedback and continuous improvement to evaluate new technologies, procedures, and processes:

2.6.1. Implement an occupant survey and compliant response system

2.6.2. Document survey results and remedial actions taken.

2.7 Paper supplies (paper towel, toilet paper) are 100% green seal certified post consumer recycled paper.

3. Performance Metric

3.1. Green cleaning equipment purchases should meet the guidelines in Section 2.1

3.2. Documentation of the type of chemical, volume, and concentration used in all cleaning processes must be maintained.

3.3. Documentation of the frequency of each cleaning process must be maintained.

3.4. Records and documentation for all guidelines, training, occupant feedback, and other strategies must be maintained.

3.5 Quality Assurance / Quality Control- APPA standards have been used to set the expectation for the cleaning service provided. A level 2 has been set as a goal. With individual task frequencies set accordingly. Inspection guidelines have been developed to promote consistency of expectation i.e. individual items per area – baseboards, window sills, corners- floors, corners- walls, corners- ceiling.

Parties responsible for quality control are as follows: custodians- self monitor work completed; supervisors- follow up custodians once work is completed, supervisors will have one official inspection area of a building per day (e.g. classrooms); managers- follow up with the custodians and supervisors once work is completed and to insure consistency among supervisors and custodians, managers will have one official inspection area of a building per day (e.g. “Sample” Hall restrooms on 2nd floor); inspectors- inspectors will follow up with the custodians, supervisors and managers once work is complete to insure consistency among the different groups and to inspect larger areas on an on-going basis (i.e. one building, all areas per day). Inspection items are either acceptable or unacceptable and will generate a passing (above 80%) or failing percentage grade (below 80%) for the area inspected (i.e. “Sample” Hall 2nd floor restroom 205- 87%). Items that failed will be noted i.e. mirror is spotted; partition walls had graffiti. This information is then passed along to the supervisor to assign the task for completion. Inspections will be gathered for the week to generate an overall grade for the building, as well as a building area grade i.e. “Sample” hall restrooms 87%. Monthly building grades and building area grades will be tracked on a weekly and monthly basis to develop a tracking system to monitor progress.

4. Performance Goals

4.1. BC&SS will strive to identify and use low-environmental-impact chemicals in its cleaning policies while reducing exposure of occupants to chemical hazards. BC&SS will also dispose of and/or recycle cleaning materials and chemicals in a sustainable manner.

5. Procedures and Strategies

5.1. BC&SS are responsible for:

5.1.1. Adopting a purchasing policy for sustainable cleaning products and equipment.

5.1.2. Establishing and enforcing standard operating procedures for consistent use of floor cleaning system. .

5.1.2.1. Providing ongoing documentation of enforcement.

5.1.3. Implementing strategies to improve hand hygiene.

5.1.4. Developing and enforcing guidelines for handling safe storage and cleaning chemicals.

5.1.4.1. This must include plan for managing hazardous spills.

5.1.5. Implementing training for staff and maintenance personnel.

5.1.6. The collection of occupant feedback.

6. Responsible Parties

6.1. Custodians- Custodians are knowledgeable of and responsible for the hands-on implementation of the department's green cleaning policy. They will implement and follow the cleaning frequencies set forth in the department's SOP (standard operating practices) utilizing the prescribed equipment, materials and chemicals. Custodians will utilize a daily check list to insure proper completion of cleaning frequencies and assigned duties

6.2. Supervisors- Supervisors are knowledgeable of and responsible for overseeing the department's green cleaning policy. Supervisors will train and correct custodians as needed- chemical usage, proper equipment use and maintenance. Supervisors will follow up with assigned duties to insure proper cleaning has taken place, following the department's SOPs and to monitor quality of completed tasks. Supervisors will monitor and track supply/chemical/equipment usage.

6.3. Managers- Managers are knowledgeable of and responsible for overseeing the proper adherence to the department's green cleaning policy. Managers will coordinate and direct supervisors and employees to meet the needs of the customer and match them with the resources of the department.

7. Time Period.

7.1. This policy will remain in effect going forward from its inception date, (06/15/2012).

What is Green Cleaning?

Green Cleaning is defined as cleaning to protect health without harming the environment. Green Cleaning is a new cleaning movement that takes into account: (1) the health, safety, and environmental risks of products and processes associated with cleaning; (2) the mission and use of the facility to be cleaned and the behavior of the facility occupants; and (3) the cleaning, maintenance, and sanitation needs of the facility and its occupants.

In other words, it is an approach to cleaning that involves the use of alternative products, procedures, and equipment to reduce environmental and health risks while maintaining a satisfactory level of cleanliness.

Why do we Green Clean?

Studies have shown that facilities that go green have healthier occupants and employees, higher worker productivity, lower operating costs, and a positive environmental impact.

Green cleaning helps improve indoor air quality and reduce health problems that traditional products and processes can cause. With green cleaning building occupants experience fewer incidences of irritations or sensitivities to the indoor environment.

Healthier employees mean happier employees. Statistics show worker satisfaction, improved morale, reduced absenteeism and increased productivity and efficiency can occur when a facility is maintained using green cleaning processes and chemicals. Employees and customers appreciate knowing that green practices are used in the building they occupy. A green cleaning program also helps WMU be the environmentally conscious university it is.

Green cleaning has the same effectiveness as traditional cleaning, and has little or no cost increase; the return on investment for switching to green cleaning is immense.

The bigger picture associated with green cleaning is that it is better for the environment. In the United States, commercial buildings consume 17% of the water, 33% of the energy, 40% of the raw materials, and 71% of the electricity. They produce, directly or indirectly, 40% of the landfill waste, 33% of the carbon dioxide, 49% of the sulfur dioxide and 10% of the particulate emissions.

When we take on the responsibility of switching to green cleaning and other green building practices, together we, as a university and a world, can make an enormous improvement to our overall environment...and that is why we green clean.

How do we Green Clean?

Building Custodial & Support Services achieves green cleaning through the use of green equipment, processes, and products.

Employing the use of green equipment and processes saves energy and increases productivity. BC&SS uses several different types of equipment that allows for buildings to be cleaned effectively, while also promoting sustainability. These items and processes include:

- KaiVac Cleaning Systems
- CRI Vacuums
- Clarke CR28 BOOST Rider
- Strive Rider with Ready Space Automatic Extractors
- RODI (Reverse Osmosis De-Ionizing) window cleaning system

WMU has switched to the use of green paper products within BC&SS. Toilet paper is 20% post-consumer waste and paper towels are 100% post-consumer waste as well as 100% recycled fiber. BC&SS also has an ongoing donation program of partial paper product rolls to community service organizations.

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

Building Custodial and Support Services conducts an annual review of purchases.

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:

301,388 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

410,703 *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:

Building Custodial and Support Services is pursuing the Green Seal Standard for Commercial and Institutional Cleaning Services GS-42, which establishes environmental requirements for cleaning service providers of commercial, public, and institutional buildings, including in-house and external cleaning services.

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

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

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

<http://www.fm.wmich.edu/operations/custodial/greencleaning/>

Office Paper Purchasing

Responsible Party

Tom Ramsdell
Purchasing Agent
Purchasing

Criteria

Part 1

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

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

Part 2

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

Submission Note:

April 2001 memo from then Vice President for Business and Finance, Robert M. Beam, describes our "commitment to the dedicated utilization of recycled paper products whenever possible."

"---" 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:

[OP-14 data2 Office Depot Site Recycled Paper Statement.pdf](#)

The paper purchasing policy, directive or guidelines:

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

Office paper available from Office Depot is system restricted to paper with recycled content or FSC certified wherever possible.

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

Yes

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

	Expenditure Per Level
10-29 percent	5,775.21 <i>US/Canadian \$</i>
30-49 percent	228,865.93 <i>US/Canadian \$</i>
50-69 percent	747.27 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	2,785.65 <i>US/Canadian \$</i>

Total expenditures on office paper :

242,778.80 *US/Canadian \$*

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

<https://business.officedepot.com/billboard/billboard.do>

Inclusive and Local Purchasing

Responsible Party

Don Penskar
Director
Logistical Services

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

[Penskar - Documentation.pdf](#)

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

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

No

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

4.50

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

<http://www.wmich.edu/logisticservices/docs/diversity-procurement-program.pdf>

Life Cycle Cost Analysis

Responsible Party

Don Penskar
Director
Logistical Services

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.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

The LCCA policies seek to minimize building life cycle costs, direct and indirect, relating to energy use, maintenance, waste disposal and occupant health & productivity. LCCA policies also aim to minimize environmental impacts throughout the building life cycle, including product manufacturing, construction, use/occupancy, and demolition or renovation/reuse as well as optimize indoor environmental quality. See the attached link for LCCA policy details.

The website URL where information about the institution's LCCA policies and practices is available:

http://www.fm.wmich.edu/ap/sg/guidelines/Admin_Guidelines_Life%20Cycle%20Design__current.pdf

Guidelines for Business Partners

Responsible Party

Don Penskar
Director
Logistical Services

Criteria

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

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

And/or

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

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

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

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

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

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

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

None

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

All

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

[AA Form.pdf](#)

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

- Working Conditions: All work shall be done in accordance with all regulations governing the contractor and the University including MIOSHA, EPA, and MDNRE standards/regulations and any local laws or ordinances, with minimum possible interference with proper functions of the University. In particular, all jobs requiring entry into a University designated confined space will require the Contractor to have a Confined Space Entry Program and the appropriate equipment. Any Contractor whose employees may be exposed to an unintended release of energy whether mechanical or electrical shall have a Lockout Program. The University Confined Space and Lockout Policies are available for viewing, although each Contractor's program should be tailored to the individual Contractor's work. Materials, tools, etc. shall be limited to those essential so as to not unduly encumber the premises. Each bidder shall be held to have visited the site and checked with the University's Representative, the working conditions and the methods of carrying out the work and to have included in bidders proposal all costs for meeting such working conditions.

- The Contractor shall take all necessary precautions for the safety of employees and shall comply with all applicable provisions of Federal, State and municipal safety/health laws and building codes to prevent accidents or injury to persons on, about or adjacent to the premises where the work is being performed. Contractor shall erect and properly maintain at all times, as required by the conditions and progress of the work, all necessary safeguards for the protection of workers and the public and shall post danger signs warning against the hazards created by such features of construction. Contractor shall designate a responsible member of their staff to coordinate the project. The person designated the team leader for this project shall be reported to the Architectural Engineer.

- No work connected with the Contract shall be started until the Contractor has submitted evidence to the University Purchasing Department that:

- The Contractor shall carry Worker's Compensation Insurance in the amounts required by Michigan Statute upon all of its employees engaged in the work and shall be responsible to ensure that all Subcontractors maintain equal Worker's Compensation Coverage. The Worker's Compensation policy should also provide Employers Liability Insurance with minimum limit requirements of at least \$500,000 Bodily Injury by Accident, \$500,000 Bodily Injury by Disease, and \$500,000 Policy Limit by Disease.

- Contractor is to carry Commercial General Liability Insurance with minimum limit requirements of \$1 Million each occurrence, \$1 Million Personal Injury and Advertising Injury, \$1 Million Products and Completed Operations Aggregate and \$1 Million General Aggregate. Coverage should include Premises and Operations, Products and complete Operation, Blanket Contractual and Broad Form Property Damage Liability.

- The Contractor shall carry Automobile Liability insurance with minimum limit requirements of \$1 Million each accident. All of this insurance shall be maintained during the life of this order and/or Contract. Western Michigan University shall be endorsed as an additional insured to the Commercial General Liability policy.

- Contractor shall advise their carrier to provide a certificate of insurance for this insurance coverage to the University Purchasing Department, and this certificate of insurance shall contain a provision that will provide a 60-day written notice in the event of major policy change, cancellation or non-renewal. Words modifying the cancellation clause such as "endeavor to provide notice" and "but failure to mail such notice shall impose no obligation or liability of any kind upon the company" are unacceptable.

- The Contractor further agrees to indemnify, save and hold harmless the University, its employees or agents, President and Board of Trustees from any and all suits, claims, liability, damages, loss, cost and expenses of every kind of nature, including attorney fees, which

may be asserted against the University, employees or agents, President or Board of Trustees by another or others resulting from the performance of the work herein described.

- Non-Discrimination: The parties agree that in the performance of any Contract they shall not discriminate in any manner on the basis of race, creed, color, national origin, age, religion, sex, sexual orientation, marital status or handicap protected by law. Such action shall include, but is not limited to, the following: employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation. By submitting a proposal, vendors certify that they will conform to the provisions of the Federal Civil Rights Action of 1964, as amended.

- Sanitary Arrangements: Contractor shall provide suitable sanitary facilities for the use of all workers. These facilities will be kept in a sanitary condition in accordance with local regulations.

- Minority/Female Project Participation: Western Michigan University is firmly committed to the principle of nondiscrimination and Affirmative Action. University Purchasing policy is to actively pursue and promote opportunities for minority/female Vendors and Contractors to furnish the University with goods and services. Therefore, minority and female General Contractors /Subcontractors are encouraged to be part of this project and should be sought out and included in this bid proposal.

- Michigan Workers: Pursuant to 1979 PA 194, fifty percent (50%) of persons working on this project and employed by prime Contractor or his Subcontractor shall have been residents of the State of Michigan for not less than 1 year before beginning work. Fifty percent (50%) requirement shall be reduced to extent that Michigan residents are not available. This requirement will not be operative or shall be reduced to extent necessary to comply with federal law or regulation concerning federal funds used for project. This requirement shall not apply to employers who are signatories to collective bargaining agreements, which allow for portability of employees on interstate basis. Failure to comply with this requirement shall be considered material breach.

- Unfair Labor Practice: Public Act No. 278 of 1980 prohibits State of Michigan from awarding Contract or Subcontract to employer who has been found in contempt of court by Federal Court of Appeals, on not less than three (3) occasions involving different violations during preceding seven (7) years, for failure to correct unfair labor practice as prohibited by Section 8 of Chapter 372 of National Labor Relations Act, 29 U.S.C. 158. Employer who has Contract with State of Michigan may not in relation to that Contract subcontract with such employer. State of Michigan may rescind contract if name of employer or name of Subcontractor, manufacturer, or supplier of employer subsequently appears in register of such employers which will be compiled by Michigan's Department of Labor, pursuant to Section 2 of manufacturer, or supplier of employer subsequently appears in register of such employers which will be compiled by Michigan's Department of Labor, pursuant to Section 2 of Public Act No. 278 of 1980.

- Prevailing Wage and Fringe Benefits: For this project, the University requires that the rates of wages and fringe benefits to be paid to each class of mechanics by the bidder and all of his/her subcontractors, shall be not less than the wage and fringe benefit rates prevailing in the locality in which the work is to be performed. Contractor shall be required to 1) collect all certified payroll records from Contractor and subcontractors and sub-subcontractors; 2) provide and require subcontractors and sub-subcontractors to provide the University access to supporting documentation, and 3) shall provide this information, records, and/or access to documentation* to the University promptly on request. A record of all prevailing wage and fringe benefit rates prescribed in this contract and an accurate record showing the name and occupation of, and the actual wages and benefits paid to each construction mechanic in connection with this contract shall be maintained by the contractor at all times and available to the University to inspect upon request. All apprentices utilized on this University project must be registered in a recognized apprentice program, i.e., one that is certified by the Bureau of Apprenticeship (BAT), U.S. Department of Labor. The University reserves the right to audit all contractors, subcontractors, and sub-subcontractors for compliance with wage and hour requirements, prevailing wage, employee classifications, etc. Contractors shall, and shall also require all subcontractors and sub-subcontractors to, promptly provide information relating to payroll and job classification and work duties to University upon request.

If the requested information and/or records are not promptly provided pursuant to University's request, in addition to all other rights and remedies it has pursuant to law, equity and contract, the University, by written notice to Contractor and the sureties of the contractor known to the University may, but has no obligation or duty to, 1) terminate the contract with Contractor and University owe Contractor

and be liable only for that prorated portion of satisfactorily completed work up to the dated of termination; 2) withhold further payments owed until Contractor supplies the requested information and records and/or otherwise complies with the request for records and/or access to documentation; and 3) inform the Vice President for Business and Finance of what has been requested and what has not been provided by Contractor and/or subcontractor or sub-subcontractor. Contractor is hereby given express notice that failure to comply with University's requests for information and records may disqualify Contractor and/or non-complying subcontractors/sub-subcontractors from bidding and/or receiving work on future University projects. The University may proceed to complete this contract by separate agreement with another contractor or otherwise and the original contractor and contractor's sureties shall be liable to the University for any excess cost occasioned thereby.

It is expressly understood by both parties that the above are supplemental all of University's other rights and remedies, and University retains all other rights and remedies it has pursuant to this contract, or otherwise, to enforce its rights to require that prevailing wages and fringe benefits be paid for the construction work on this project, but the University shall have no duty or contractual obligation to enforce these provisions. Contractor agrees that it shall be solely responsible for ensuring that these requirements are met and shall handle and defend all complaints or claims regarding wage payments to construction mechanics without assistance or involvement of the University. Contractor shall permit its employees and workers, and its subcontractors and sub-subcontractors and their employees and workers, to discuss payment and work duty information with University staff, but otherwise Contractor shall continually prohibit its employees and workers, and all subcontractors and sub-subcontractors and their employees and workers, from directing or making any claims or complaints regarding the payment of wages to any employee or official of the University, and shall indemnify and reimburse University for all expenses and fees, including attorney fees, which it incurs for defending or representing itself against such claims or complaints.

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

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

<http://wmich.edu/logisticservices/index.html>

Transportation

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

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

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

Responsible Party

Jeffrey Alexander

Manager of Garage and Transportation Services
Transportation Services

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

270

Number of vehicles in the institution's fleet that are::

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	1
Plug-in hybrid	1
100 percent electric	7
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:

In October 2012 Western Michigan University partnered with the Michigan based Clean Energy Coalition in a two year program. WMU participated in a fleet assessment to identify alternative fuel replacement options and agreed to explore and potentially adopt university wide policy changes that would establish alternative fuel vehicle procurement/replacement practices. At this time and whenever possible, Western Michigan University will purchase vehicles that have the capability of using an alternative fuel, hybrid technology or electric drive technology while balancing sustainable technologies with cost effective practices.

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

Student Commute Modal Split

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

Total percentage of students that use more sustainable commuting options:

46

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

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

Collaborators from the Office for Sustainability, Parking Services, and Auxiliary Enterprises conducted an online survey of student, faculty, and staff in 2011.

The website URL where information about sustainable transportation for students is available:

Employee Commute Modal Split

Responsible Party

Jeff Spoelstra

Sustainability Coordinator
Office for Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options:

23

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)	---
Walk, bicycle, or use other non-motorized means	---
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

Collaborators from the Office for Sustainability, Parking Services, and Auxiliary Enterprises conducted an online survey of student, faculty, and staff in 2011.

The website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Jeff Spoelstra
Sustainability Coordinator
Office for Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

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:

The university maintains 96 outdoor bicycle racks.

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?:

No

A brief description of the bicycle/pedestrian policy and/or network:

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

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

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

Students, Faculty, and Staff can ride campus buses for free with a Bronco ID (Bronco Transit), and they can ride regional buses for free (Metro Transit).

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

No

A brief description of the carpool/vanpool program:

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?:

No

A brief description of the car sharing program:

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:

WMU maintains more than 20 Level 2 electric vehicle recharging stations currently on the ChargePoint network.

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution 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:

The Office for Sustainability supports a student-led bicycle cooperative open to all. Participants learn basic bicycle maintenance and safe operation through peer-to-peer learning. The office also maintains a free outdoor 24-hour Dero Fixit station.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://www.wmich.edu/sustainability/projects/bike-stable>

Waste

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

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Carolyn Noack

Manager-Waste Reduction Services

Office for Sustainability

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	778.23 Tons	1,266.54 Tons
Materials composted	109.77 Tons	140.84 Tons
Materials reused, donated or re-sold	86.11 Tons	52.62 Tons
Materials disposed in a solid waste landfill or incinerator	1,606.46 Tons	1,388.65 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	5,598	5,947
Number of residential employees	10	15
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	20,873	21,486
Full-time equivalent of employees	2,891	2,850
Full-time equivalent of distance education students	756	650

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2011	June 30, 2012

A brief description of when and why the waste generation baseline was adopted:

This is the most accurate data we have due to better data collection processes.

A brief description of any (non-food) waste audits employed by the institution:

WMU has done building waste audits several times over the past few years. The most recent was at Schneider Hall to obtain baseline and then performance data while implementing new waste handling procedures. All waste was collected by the custodial staff, sorted and weighed by solid waste reduction staff and then properly disposed.

A brief description of any institutional procurement policies designed to prevent waste:

WMU has a 30% copier paper policy. In addition, the Green Cleaning Policy states that paper towel and toilet paper used by building custodial & support services will be 100% post consumer waste content recycled.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

WMU maintains a Surplus department for many office supplies and furnishings. All unwanted office equipment and supplies are supposed to be routed through Surplus for reuse by other departments or for sale to the general public. Items that don't sell but are still useable are donated to other organizations.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

All course catalogs and schedules are only available on-line. Directory is available on-line and in print. Many courses are using E-Learning to provide course materials rather than printing.

A brief description of any limits on paper and ink consumption employed by the institution:

Undergrads are limited to 500 pages/semester. Graduate students are limited to 750 pages/semester. There are not limits on faculty/staff printing.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

WMU has had a move-in and move-out program for many years. At move-in, residents are requested to pack in reusable totes rather than cardboard boxes. A special program is set up to collect cardboard and polystyrene foam during move-in. For move-out, WMU has a Trash-to-Treasures program. Useable items are collected and donated to a local social service organization.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

WMU provides all new students with an EcoMug to reduce use of disposable cups. WMU Dining does not use disposable tableware for meals. Carryout containers are recyclable. Electronic storage of files is encouraged. We have a surplus operation for equipment, furniture and supplies.

A brief description of any food waste audits employed by the institution:

WMU completed food waste audits in 2008, 2011, 2013 and 2014 in select dining halls. Food waste was separated into pre-consumer and post-consumer, and further sorted into fruits/vegetables/paper, dairy/meat, and liquids.

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:

Pre-consumer fruit and vegetable peels/rinds are collected and donated to a local hog farmer for feed.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

Audits have been conducted several times. Currently there are not appropriate local facilities to compost post-consumer food waste.

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):

None at this time.

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):

WMU has always used reusable service ware for meals, except in emergencies.

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:

WMU’s EcoMug program allows students eating in dining halls to carry out drinks. Disposable cups are not available. In addition, local businesses have partnered with WMU to provide drink and/or food discounts when using an EcoMug.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

<http://www.fm.wmich.edu/rs>

Responsible Party

Carolyn Noack

Manager-Waste Reduction Services
Office for Sustainability

Criteria

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

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

1,377.53 Tons

Materials disposed in a solid waste landfill or incinerator :

1,606.46 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:

WMU's waste reduction program is housed in the Office for Sustainability. There is an extensive recycling program from common recyclables such as paper and cardboard to less common materials such as electronic media, gypsum board and antifreeze. The university is writing a formal solid waste management plan which is expected to be implemented by fall 2014. We recycle paper, cardboard, metal containers, plastic containers #1-#7, brown, green and clear glass containers, batteries (rechargeable and non-rechargeable), carpet, electronics, electronic media, fluorescent bulbs, scrap metal, motor oil, polystyrene foam, tires, antifreeze and inkjet and toner cartridges. We compost yard waste and have a pilot vermicomposting system for pre-consumer food waste. Dining Services collects all pre-consumer food waste from kitchens and donates to a local farmer for animal food. Some prepared food is distributed to local shelters. Our surplus operation handles sales and donations of all useable materials and equipment from vehicles and furniture to electronics and laboratory supplies.

Starting in January of 2012, WMU has been transferring the handling of recyclables from buildings from student staff to regular custodial staff. This has shifted some of the responsibility for handling waste materials to the generator, thereby making him/her more aware of which materials are recyclable. Also, custodians are always in building so unsightly overflows have been eliminated.

In addition to the transfer of recycling to custodial staff, we are phasing in new stainless steel recycling and trash stations to replace our plastic recycling bins and multiple types of trash containers. These new stations have updated signage in bold colors explaining what can be placed into each container and where the contents will go (landfill, recycling or compost).

A brief description of any food donation programs employed by the institution:

WMU collects kitchen prep waste (fruit and vegetable only) and donates it to Bearfoot Farms for use as hog food. Bearfoot Farms provides the transportation. Last year (calendar year 2013) we donated 78,500 pounds.

For all other food donations we work with the Kalamazoo Gospel Mission. The Gospel Mission uses a volunteer driver to come to campus most Saturdays to pick up donated food. At the end of the fall and spring semester, they come to each dining unit to pick up food.

The primary food donated is produce items. At the end of the semesters, we also donate left over dairy products and in some cases, bread products. Occasionally, we have left over prepared food that has been properly cooled per Food Code, and these items are donated, such as Macaroni and Cheese or Lasagna. At the end of the semesters, we may have some items to donate that are getting close to a manufacturer's best used by date such as cereals or salad dressings.

A food product is only donated if we are certain it cannot be used in Dining Services. It is never our plan to purchase or produce food that will be donated or disposed of. Purchasing and production are the keys to minimizing food waste, and that is what we emphasize and put our effort into. Given that we want to provide all customers with a choice of all menu items, we do generate waste as the student entering five minutes before we close should have the same choices as the student entering when we open. Some of the items that do get disposed of are items we cannot reuse or save or donate, such as left over French Fries. If items were on a customer's plate or could have been contaminated by a customer, we dispose of the item.

We have recipes for every item we prepare and the cooling instructions is at the bottom of every recipe per Food Code requirements.

Dining Service moves food around campus to avoid letting it go out of date. The idea is food is rotated throughout all of campus, in addition to each individual dining location.

A brief description of any pre-consumer food waste composting program employed by the institution:

WMU has a pilot vermicomposting project in our greenhouse. We collect food waste and paper towel from the Office for Sustainability for this project.

A brief description of any post-consumer food waste composting program employed by the institution:

None.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes

Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

None.

Construction and Demolition Waste Diversion

Responsible Party

Conn Macomber

Director

Projects/Construction Division

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

30,219.02 Tons

Construction and demolition materials landfilled or incinerated :

5,420.65 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:

WMU Construction Standards require the use of LEED consideration for all projects. As a result, LEED MR Credit 2 for Construction Waste Management, and MR Credit 3 for Materials Reuse are regularly incorporated into every construction and renovation project undertaken involving campus owned assets.

Additionally, University Surplus Sales is used to re-purpose and salvage any viable materials, furniture, or items that could be reused in another project or re-purposed and sold to the general public.

Lastly, all receipts, weight tickets, and other records associated with material hauling off site to landfill or recycling centers are required to be submitted to WMU by the contractor.

Hazardous Waste Management

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

WMU hires a licensed hazardous waste contractor to remove all of the hazardous waste & non-regulated waste that is collected for offsite management every 90 days. Universal waste is also managed by a licensed contractor for recycling. Hazardous waste minimization is provided via on-going training to students, faculty, and staff.

Hazardous waste training is provided annually which covers waste minimization, waste segregation of hazardous and non-hazardous wastes, to reduce the quantity of ordering new chemicals to only what is needed, and if possible, to try to use less toxic chemicals.

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

WMU safely disposes of hazardous, universal, and non-regulated chemical waste by utilizing only State and/or Federal licensed waste haulers.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

None.

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 Logistical Services for resale back to the university or public at Surplus Sales. If the electronic device is broken or obsolete, the item will be dismantled according to recyclable materials and taken to a reputable recycler.

Students have the option to utilize Logistical Services/Surplus Sales through out the year. At the end of the year collection of electronic waste and hazardous waste is conducted during student move out.

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

Environmental and safety staff members have evaluated the workers safety and have provided PPE. The e-waste is recycled by a reputable recycler where they follow the state and federal regulations.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

<http://www.esem.wmich.edu/>

Water

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

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Anand Sankey

Director, Engineering Division and Maintenance Services
Facilities Management

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:

High

Total water use::

	Performance Year	Baseline Year
Total water use	208,448,920 Gallons	191,653,126 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	208,448,920 Gallons	191,653,126 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	5,598	5,623
Number of residential employees	10	15
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	20,873	21,658
Full-time equivalent of employees	2,891	2,861
Full-time equivalent of distance education students	756	533

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,000,000 <i>Square Feet</i>	8,000,000 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	327 <i>Acres</i>	327 <i>Acres</i>

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

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

A brief description of when and why the water use baseline was adopted:

Opted to use the three year average in order to account for seasonal variations in water use. July-June was used because it is the university's fiscal year, and is the common time period that records are kept in.

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:

WMU does not currently recycle/reuse water on campus.

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

All buildings are metered at the building level for water consumption. Evaporative systems such as cooling towers and building automation system controlled irrigation systems are metered. At a minimum all water meters are monitored on a monthly basis.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

WMU has retrofitted low flow fixtures in many of its existing buildings, and is currently in the process of converting some fixtures to even lower flow. Fixtures include water closets, urinals, faucets, and showers.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

WMU worked with the laundry vendor to upgrade laundry machines to Energy Star washing machines, which use less water.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

WMU has the ability to monitor and control irrigation systems through the Building Automation System. WMU also utilizes native plants and vegetation to minimize the need for irrigation.

A brief description of any weather-informed irrigation technologies employed by the institution:

WMU has the ability to but is not currently employing weather informed irrigation technologies.

A brief description of other water conservation and efficiency strategies employed by the institution:

N/A

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

Responsible Party

Anand Sankey

Director, Engineering Division and Maintenance Services
Facilities Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

No new outfalls or discharges to the Arcadia Creek will be installed. Existing outfall(s) and discharges will be maintained as necessary to operate at their existing capacities. New project sites will be designed to attain a "0%" volume discharge increase or impact on the existing storm water drainage system. At minimum, effluent limits and monitoring shall meet the State of Michigan "minimum treatment volume standard" and "channel protection criteria" as defined in The University's Storm Water Discharge Permit. WMU Stds DG31-12

Rev: 9/23/2008 Storm Water Mgmt.doc Printed: 12/18/2008. Designs shall utilize retainage and detainage systems to minimize the impact of the existing storm water system. Designs shall include maintainable sediment control. All addition(s) & renovation(s) on campus shall require the use of computer modeling to determine and evaluate the design flow conditions of storm water systems and track changes to existing storm water system(s) downstream. Copies of these files are to be submitted to WMU Campus Facilities Department. These calculations shall include detention area sizing. All additions & renovations project(s) on campus are required to provide electronic detailed site grading plans and specifications identifying: on-site drainage patterns, on site detention areas, storm drainage structure(s), pipe(s) with size and material selection, invert elevation(s), and geometric location(s) to WMU Campus Facilities Department. Testing shall be specified and performed on all new project storm/sanitary drain systems to insure no cross connects are installed in the systems. Streets and parking areas shall utilize runoff areas as much as can be accommodated to encourage infiltration.

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:

Upon completion of the installation of a best management practice (BMP) as outlined by the State of Michigan department of Environmental Quality (MDEQ), a detailed maintenance plan is developed and strictly adhered to as part of ongoing grant eligibility. These maintenance procedures are outlined in our Campus Stormwater Control Measures Maintenance Plans. These plans are site specific and cover various green infrastructure including, detention ponds, rain gardens, porous pavements, and pre-treatment ponds.

A brief description of any rainwater harvesting employed by the institution:

We do not harvest rainwater due to our concerns of transferring pollutants from parking lots and roofs to community green space.

Rainwater harvested directly and stored/used by the institution, performance year:

0 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

Western Michigan University employs extensive use of not only vegetative pre- treatment ponds (for bays), but aqua swale inlet basins that retain sediment. This sediment not only affects turbidity in stream water but contain phosphorus that promotes algae growth.

A brief description of any living or vegetated roofs on campus:

The 230,000 sf Sangren Hall completed in 2012, received a LEED gold certification features a green roof as well as several other rainwater retention features.

A brief description of any porous (i.e. permeable) paving employed by the institution:

Sangren Hall completed in 2012 features a low point of its parking lot is porous. In addition, new construction projects on campus, new dining facility, and new residence hall projects are being evaluated for porous pavement use. Read Field house boasts a portion of their

sidewalk as porous.

A brief description of any downspout disconnection employed by the institution:

Downspout disconnections are not utilized.

A brief description of any rain gardens on campus:

Chemistry Building – Completed in 2007 this features a rain garden utilizing native plant species. The rain garden is designed to treat a drainage area of 10.6 acres and up to a 3 inch rain event. Brown Hall – A smaller rain garden that features native plants is 0.78 acres in size and is able to capture 0.88 inches of rain.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

The University currently has 32 storm water retention/detention basins on our main campus, another 10 detention basins at our College of Engineering, with more being added every year in an effort to achieve our goal of zero net storm water discharge to Arcadia creek. These basins are located throughout both campuses and are maintained by our landscaping staff per our outlined maintenance plans. (See attached map)

A brief description of any bioswales on campus (vegetated, compost or stone):

Parking lot 23 features a large vegetative swale intended to drain water from the southeastern portion of the lot. Cass/Ottawa street storm water control measures. Two grass swales were installed to pre-treat storm water coming from Cass Street prior to being delivered to infiltration controls on site.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The University is employing stormwater impoundment structures located underneath parking lots at Sangren Hall in conjunction with other measures. The upcoming east campus renovation project will also feature these same impoundment structures under a renovated parking area.

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

http://www.cf.wmich.edu/docs/dg-docs/DG31-1_Stormwater_Management_Policy_9-25-08.pdf

Wastewater Management

Responsible Party

Anand Sankey

Director, Engineering Division and Maintenance Services
Facilities Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Jeff Spoelstra

Sustainability Coordinator
Office for Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

"---" 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:

Recognition and Office for Sustainability (OfS) Transparency:

- Named a 2013 Michigan Green Leader in the public sector category by the Detroit Free Press.
- Named a top green college by Princeton Review and the US Green Building Council in the 2013 Green Guide.
- Named one of 80 National Campus Sustainability Leaders in the 2011 SEI College Sustainability Report Card.
- Became a Founding Circle member of the Billion Dollar Green Challenge (2011).
- Created communication, engagement, and transparency initiatives including: (1) a new website utilizing WMU CMS; (2) videos encompassing a campus sustainability overview, a short overview of the OfS created for and presented at Fall Welcome, and project specific videos; (3) an OfS brochure; (4) a campus sustainability features map; and, (5) an HTML e-mail service to complement our social media presence (Facebook and Twitter).
- Completed our first OfS Highlights Report (2012) and submitted for UI Green Metric World University Ranking.

Experiential Learning:

- Established an annual National Campus Sustainability Day, SustainabiliBASH, and Event Series; recent events included a Sustainability Roundtable and Slam and visiting scholars Mitchell Thomashow and Dorceta Taylor.
- Co-designed, built-out, initiated programming, and gave over 100 tours in a new OfS building and Studio including the Bike Stable, a student bicycle cooperative (over 340 campus and community members served).
- Provided extended experiential learning opportunities for 101 students (52 men and 49 women; 11 graduate students; 8 Seita Scholars; [STARS Reporting Tool](#) | [AASHE](#)

14 Gibbs House Fellows; 53 Wesustain Interns; 3 Asian, 6 Hispanic, 13 African American, 79 White). Countries of origin include: China, Japan, Dominican Republic, Haiti, Ethiopia, Kenya, Nigeria, Poland, and the United States. Dozens of additional volunteers have worked on sustainability initiatives.

- Delivered experiential learning and research opportunities, through a video project, to 37 sections of FYS and engaged over 750 students to date; sponsored 7 CEAS Senior Design Projects (ME and EE).
- Supported 18 students attending two leading national campus sustainability conferences (13 gave presentations).
- Advanced and improved the nationally recognized Student Sustainability Grant Program (20 projects were awarded totaling \$110,433); recent projects include aquaponics (fish and plants) and apiculture (bees).
- Increased annual 2012 - 2013 Student Sustainability Survey participation by 50% to 1,250 participants.
- Supervised 3 Lee Honors College theses, one MA, and one Ph.D. (ongoing).

Academic and Administrative Initiatives:

- Created a university-wide faculty Sustainability Across Research and Teaching (StART) Survey (with over 150 respondents) and a StART Initiative that included 42 faculty from all seven colleges. Prepared a report on the Initiative (in review) and advanced and broadened the Initiative with the StART II Faculty Learning Community (a 2-year collaboration with the Office of Faculty Development to advance this effort).
- Conducted foundational Learning for Sustainability research including core competencies, sustainability course and research definitions, and a best-practice review of sustainability graduate certificate programs (report in prep).
- Worked with the Associate Provost for Institutional Effectiveness to support AASHE STARS self-study.
- Led the President's Universitywide Sustainability Committee and hosted a Faculty Learning Community.

Operational Initiatives:

- Fulfilled 2012 and 2013 ACUPCC requirements by creating an approved Climate Action Plan. Conducted and reported on a Greenhouse Gas Inventory, which revealed significant emissions reductions since 2009.
- Achieved a waste diversion rate of 77% and recycling rate of 62% in 2012 (includes construction/demolition).
- Added 15 filtered water hydration stations in campus buildings; distributed EcoMugs™ to over 12,600 students.
- Erected a 50 kW PV array and added 15 EV charging stations as part of a \$700,000 Clean Energy Coalition / Department of Energy grant, making WMU one of the most "plugged in" universities in the nation.
- Created a Waste Reduction and Recycling Strategic Plan (in review); added 30 combined waste/recycling stations.

Research, Program, and Community Partnership Development:

- Garnered over \$960,000 in external funding (summary: 4 grants; 4 rejections; \$16,000 EcoMug™ sponsorships; over \$12,000 donations).
- Completed White Papers and Project Reports (e.g., Tobacco Free Campus and Bikeshare).
- Conducted foundational efforts to build support for the creation of a facility that will inspire broad university / community collaboration and research on real-world sustainability and sustainable development issues.
- Designed Gibbs House property master plan with permaculture research, education, and leadership development features; produced 3,000 lbs. of produce in our student production garden and 35-member community garden.
- Delivered more than 60 presentations to diverse audiences (FYS, Fall Welcome, Faculty Senate, Provost's Council, HR, Office of Faculty Development, Michigan Radio's Issues and Ale Program, Engineer's Week, Great Lakes Renewable Energy Association, AASHE, Ball State, Taiwan EPA, Financing the Future of Energy Efficiency Summit, Association for Behavior Analysis, Michigan Association of Planners, and others).

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 President's Universitywide Sustainability Committee is the advisory body for the president and the Office for Sustainability. The Committee maintains strategic sustainability initiatives for the University, which have led to the numerous accomplishments listed herein.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Betsy Aller - Associate Professor, Industrial and Manufacturing Engineering
Kate Binder - Graduate Student, Psychology
Chris Caprara - Energy Manager
Anne Copeland - Administrative Assistant, Office for Sustainability
Bill Davis - Associate Professor of Photography and Intermedia, College of Fine Arts
Mervyn Elliott - Master Faculty Specialist, College of Aviation
Paul Farber - Professor, Teaching, Learning, & Educational Studies
Judy Gipper - Director, Dining Services (Student Affairs)
Harold Glasser - Chair - Executive Director for Campus Sustainability & Professor
Jamie Hirsh - Office for Sustainability - Doctoral Graduate Student
Leah Omilion Hodges - Assistant Professor, Communications
Derek Kanwischer - Coordinator of Sustainability Projects, Office for Sustainability
Patricia Holton - Director of Environmental Safety and Emergency Management
Denise Keele - Assistant Professor, Political Science, ENVS
Carolyn Noack - Manager Solid Waste Reduction, Office for Sustainability
Timothy Palmer - Director, Center for Sustainable Business Practices; Haworth College of Business
Paul Pancella - Vice Chair, Professor, Physics
Mary Peterson - Clinical Faculty Specialist II, Audiology
Sarah Pratt - Office for the Vice President of Research, Research and Program Officer
David Reinhold- Assoc. Provost, Institutional Effectiveness
Jorge Rodriguez - Professor, Industrial Engineering
Anand Sankey - Director of Engineering and Maintenance Services
John Schmitt - Business Consultant, Michigan Small Business & Technology Center, Haworth College of Business
Kahler B. Schuemann - Assistant to the President
Jeffrey Spoelstra - Secretary - Sustainability Coordinator, Office for Sustainability
Andrew Targowski - Professor, College of Business
Lu Tavares - Environmental Specialist, Environmental Safety & Emergency Management
Paul Terzino - Alternate for Judy Gipper
Nicole Davenport - Western Student Association, Sustainability Chair
Caroline Webber - Associate Professor, Dietetics, Department of Family and Consumer Sciences
Joe Wilson - Extended University Programs
David Dakin, ex officio - Director, Campus Facility Planning
Dawn Gaymer, ex officio - Extended University Programs
John Greenhoe, ex officio - Director of Foundation Relations and Development Communications
Tim Holysz, ex officio - Manager, Landscape Services
John-Mark Cuarto, ex officio - President WSA
Janice Van Der Kley, ex officio - Vice President for Business & Finance
John Patten, ex officio - Professor & Chair, Manufacturing Engineering & Director, Manufacturing Research Center

Pete Strazdas, ex officio - Associate VP, Facilities Management

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

<http://www.wmich.edu/sustainability/about>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office for Sustainability

The mission of the Office for Sustainability is to guide and assist the Western Michigan University community in fulfilling and growing its sustainability commitments. Through building a diverse and flourishing learning community around sustainability, we will continually explore and develop new opportunities to create a culture of sustainability and improve quality of life for all.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Director of Campus Sustainability, Manager of Waste Reduction Services, Sustainability Coordinator, Sustainability Projects Coordinator

A brief description of each sustainability officer position:

Director of Campus Sustainability - Directs the Office for Sustainability including Waste Reduction and ongoing initiatives across operations, academics, research, and community.

Manager of Waste Reduction Services - Manages Waste Reduction programs and initiatives including waste minimization, recycling, and related student research.

Sustainability Coordinator - Office for Sustainability financial management, reporting, and development.

Coordinator of Sustainability Projects - Office for Sustainability program manager and student staff research/project coordinator.

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

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

Sustainability Planning

Responsible Party

Jeff Spoelstra

Sustainability Coordinator
Office for Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	No	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	No
Water	Yes	Yes
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

Academic Affairs Strategic Plan, 2012.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

The faculty will continually examine curricula and course content, including general education, to ensure that the following skills, knowledge, and attitudes are integrated into undergraduate education: 1) Global understanding and sensitivity; 2) Communication skills; 3) Critical thinking; 4) Environmental sustainability; 5) Diversity and inclusion; 6) Civic and social responsibility; 7) Health and wellness; 8) Quantitative and reasoning skills; 9) Artistic literacy; and, 10) Information literacy.

Performance Metrics - develop a sustainability literacy assessment; support the Sustainability Across Research & Teaching Initiative.

Accountable parties, offices or departments for the Curriculum plan(s):

Academic Affairs.

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Office for the Vice President of Research has Research Discovery Plans. Sustainability has been listed as one of the six Discovery Focus Areas for WMU. The Board of Trustees has been briefed but the plan has not been formally adopted.

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

Office of the Vice President for Research.

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Office for Sustainability Mission, Goals, and Operation:

The mission of the Office for Sustainability is to guide and assist the Western Michigan University community in fulfilling and growing its sustainability commitments. Through building a diverse and flourishing learning community around sustainability, we will continually explore and develop new opportunities to create a culture of sustainability and improve quality of life for all.

Goals:

Make Western Michigan University a national higher education sustainability leader

Identify and help implement innovative and cost-effective strategies for reducing WMU's ecocultural wake, which span all of our policies, programs, and activities

Facilitate interdisciplinary and cross-college collaboration, research, and inquiry around sustainability

Encourage and support weaving sustainability and climate change education into existing curriculum

Assist in the development and implementation of new undergraduate and graduate sustainability courses, certificates, and degree programs

Support active learning and real-world problem solving through student sustainability research, internships, and co-curricular activities

Graduate knowledgeable, open-minded, well-prepared, and engaged planetary stewards

Serve as a resource and advocate for sustainability on campus and in the community, region, and state

Collaborate with all Offices and Colleges across campus to secure resources for these efforts

Report regularly and transparently on both our achievements and shortcomings in these endeavors

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Office for Sustainability 2-year objective:

Accelerate academic initiatives including graduate programming, undergraduate general education, sustainability course updates, and a faculty fellows program; contribute to the STARS report and strategic plan implementation.

Advance development through increasing collaborative grant proposals to both foundations and federal agencies.

Report on campus sustainability indicators including Greenhouse Gas Emissions and Solid Waste Reduction; develop new indicators (e.g., stormwater treatment) as well as a robust indicators on the academic side.

Redevelop the Gibbs House property and re-establish programming; increase Sustainability Studio programming.

Refine the Wesustain Internship and integrate the Waste Reduction and Recycling Strategic Plan and operations.

Conduct annual student research and grant programming, sustainability events, and first year seminar outreach/education.

Refine President's Universitywide Sustainability Committee annual schedule and subcommittee structure.

Improve Office for Sustainability internal procedures (e.g., budget and annual planning and reporting, strategic communications).

Maintain ongoing responsibilities, track indicators, and document campuswide progress toward climate neutrality.

Accountable parties, offices or departments for the Campus Engagement plan(s):

The Office for Sustainability

A brief description of the plan(s) to advance Public Engagement around sustainability:

WMU is signatory to the Southwest Michigan Regional Sustainability Covenant. The Covenant is a joint initiative of several organizations in the Southwest Michigan Regional area that are committed to promoting the development of a sustainable infrastructure by the interconnection of economic, social and environmental sustainability principles throughout the region and within their respective community and organizations.

Related Office for Sustainability 2-year objective:

Maintain or advance existing community and campus collaborations (Deep Green Building/Living Building Challenge, tours, Sustainable Communities Initiative, non-motorized transportation, Kalamazoo Mayor's Office, Nature Center, SW Michigan Sustainable Business Forum, SW Michigan Regional Sustainability Covenant).

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Generate a regional and community sustainability vision statement, goals and objectives.

Establish a "blue print for sustainability" to include the identification of sustainability indicators, methods for monitoring progress, reporting successes, and development and sharing of best practices to assure continuous improvement.

Assessing sustainability in a manner that allows each member organization to develop methodologies, systems, policies and programs that follow the above blueprint.

Share sustainability successes on a regular basis for the mutual benefit of participating organizations and to bring consistency and accountability to sustainability assessment.

Build a sustainability constituency within each member organization and throughout the Southwest Michigan Region through education, community outreach and sharing of best practices.

Accountable parties, offices or departments for the Public Engagement plan(s):

Office for Sustainability

A brief description of the plan(s) to advance sustainability in Air and Climate:

2012 Western Michigan University Climate Action Plan

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Net-zero carbon by 2065 with interim milestones.

Areas:

Recommended Strategies for Accomplishing Reductions

General Energy Demand Reduction

Stationary Combustion (Power Plant)

Purchased Electricity

Alternative Energy Supplies—Distributed

Commuting

Campus Vehicles

Air Travel, Including Study Abroad
Solid Waste and Wastewater
Negative Contributions to GHG Emissions
Trajectory for GHG Reductions
Educational Efforts
Research Efforts
Community Outreach
Financing the Recommendations

Accountable parties, offices or departments for the Air and Climate plan(s):

Office for Sustainability

A brief description of the plan(s) to advance sustainability in Buildings:

Facility Life Cycle Design Guidelines

WMU designs facilities to minimize environmental impact and requires Leadership in Energy and Environmental Design (LEED) certification for all major projects.

When applied to design and construction of facilities and landscapes, this translates into the allocation and application of resources such that energy consumption is minimized, construction and demolition wastes are recycled to the greatest extent possible, landscaping uses native species, and stormwater runoff is captured and treated before entering the watershed. A healthy indoor environment is produced, by employing such strategies as natural daylighting, low off-gassing materials, and fresh air regulators, materials, finishes, and equipment, and mechanical, electrical, and plumbing systems are chosen with total Life Cycle Costs taken into considerations, and not just the initial cost of purchase and installation.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

<http://cf.wmich.edu/campusfacilities/Green/>

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Dining Services participates in the WMU sustainability initiative to reduce waste, conserve vital resources, and protect the campus environment.

Locally Sourced foods WMU Dining Service is committed to serving products grown and/or processed in the Great Lakes states (Michigan, Indiana, Illinois, Ohio and Wisconsin). Items that are grown and/or processed in this region are labeled with our Locally Sourced logo in the dining halls.

WMU Dining Service is trayless in all six of our dining halls. The trayless initiative began in 2008. Based on food waste audits conducted in 2008, food waste was reduced by up to 30% when trays were removed. In addition to reducing food waste, there are also environmental savings that result from the decreased dish washing volume when trays are no longer used. Fewer cleaning chemicals are used, less energy is consumed to run dish machines, and there is less water waste. WMU students are applauded for their leadership in the national move to trayless dining and their immediate acceptance of this service style.

WMU Dining Services introduced the Wesustain EcoMug as an eco-friendly alternative to disposable packaging. The insulated travel cup can be used at any Dining Services Campus Café for fountain beverages, coffee, tea and cappuccino drinks. In addition to getting a discount on the price of drink refills, the reusable Wesustain EcoMug helps to reduce unnecessary landfill waste normally generated by styrofoam and paper cups.

Dining Services replaced table napkins with new Tork Xpress napkin dispensing systems. To minimize waste and reduce the environmental impact, the new dispensers.

WMU Dining Services has collaborated with local farmers from Bear Foot Farm Natural Meats & Fresh Produce in Paw Paw, MI to create a Food Diversion Initiative (FDI).

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

WMU Dining Services

A brief description of the plan(s) to advance sustainability in Energy:

2012 Climate Action Plan; a campus energy management strategic plan is in development.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Climate Neutrality by 2065

General Energy Demand Reduction - continue general energy demand use strategies; conduct a campus wide energy audit; follow facilities life cycle design guidelines; enforce Green Grid and Energy Star purchasing policies.

Stationary Combustion - replace current co-generation natural gas power plant in 30 years; continue process efficiency efforts for remaining operational life.

Purchased Electricity - connect the Parkview Campus to the WMU power plant.

Alternative Energy Supplies - install distributed alternative energy infrastructure = 9% electricity demand from solar PV by 2065.

Accountable parties, offices or departments for the Energy plan(s):

Office for Sustainability

A brief description of the plan(s) to advance sustainability in Grounds:

Facilities Management Landscape Services Master Plan - December 2011.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The Landscape Services Master Plan guides future landscape planning and design. The Master Plan aims to identify specific recommendations for principles of land use, access, image, and environment and to provide direction to better maintain, preserve, and enhance University facilities. The plan puts a strong focus on increasing environmental stewardship and sustainability on campus.

<http://www.fm.wmich.edu/lss/>

- Provide Educational Opportunity
- Improve Public Relations
- Promote Professional Development
- Encourage Educational Opportunities
- Create a Campus Image
- Create a Sense of Place
- Plan a Four Season Campus
- Develop Landscape Features
- Develop Campus Edges and Entrances
- Protect the Valleys
- Increase Environmental Stewardship
- Restore Ecosystem Health, Structure, and Function
- Increase Awareness Concerning Road Salt
- Manage Campus Woodlots
- Implement Storm Water BMPs
- Reduce Pesticide and Fertilizer Usage
- Increase Sustainability of Campus Landscape
- Promote Safety and Enhance Community
- Improve Visibility
- Retain Integrity of Open Spaces
- Create Community Destinations

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

Energy Star purchasing policy - all products, appliances, and equipment purchased by WMU shall be Energy Star qualified wherever practical and/or possible

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Ongoing implementation.

Accountable parties, offices or departments for the Purchasing plan(s):

Purchasing.

A brief description of the plan(s) to advance sustainability in Transportation:

Campus Master Plan 2001; 2008-2009 update

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The University is committed to promoting increased bicycle use – as well as encouraging walking and improving transit service – to reduce vehicular congestion, parking demand, and the land and financial resources devoted to roadways and parking.

Plan Alternate Forms of Transportation:

- Place greater emphasis on safe and efficient transit, bicycle, and pedestrian circulation on and off campus.
- Plan for and promote the use of non-traditional, environmentally sustainable vehicles and transit systems.

Accountable parties, offices or departments for the Transportation plan(s):

Campus Planning.

A brief description of the plan(s) to advance sustainability in Waste:

Solid Waste Reduction Strategic Plan

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Elements of our solid waste reduction program and plans have been implemented during the past 2 years including: the transfer of recycling collection from the Office for Sustainability to Building and Custodial Services; research-based signage improvements; research-based combined waste and recycling unit design and installation both indoors and outdoors; reductions of in-room (office and

classroom) individual waste and recycling containers paired with combined waste/recycling units that serve multiple offices/classrooms.

Accountable parties, offices or departments for the Waste plan(s):

Office for Sustainability and Facilities Management.

A brief description of the plan(s) to advance sustainability in Water:

Facilities Management Landscape Services Master Plan - December 2011

The measurable objectives, strategies and timeframes included in the Water plan(s):

Install and implement green infrastructure (rain gardens, green roofs, etc.)

Create and/or maintain permanent 25-foot-wide buffer zones around all detention basins, retention ponds, and waterways when possible.

Reduce pesticide and fertilizer use

Increase educational signage

Use Integrated Pest Management (IMP) principles to develop BMPs for fertilizer and pesticide usage.

Continue to research and implement safer alternatives (all natural herbicides, compost tea.)

Reduce overall water usage (addition of native plants, reduction in grass cover, etc.)

Continue to investigate and implement the use of alternate water sources. (Example: substitute captured rain water for municipal water.)

Return storm water runoff to pre-development volume, quality, timing

Filter storm water passing through campus.

Manage invasive plants and use native plantings where feasible/appropriate.

Preserve existing natural sites and restore damaged sites to provide wildlife habitat and promote biodiversity.

Increase awareness of negative impacts of road salt on water bodies, vegetation, etc.

Expand the use of all eco-friendly tools and products for de-icing to minimize the use of road salt. Beet juice is one option currently being used on campus.

Accountable parties, offices or departments for the Water plan(s):

Landscape Services

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

For long-term assessment at the institutional level, the following should assess progress toward six broad diversity and multiculturalism goals:

1. Positive changes in student, faculty, staff, and administrator perceptions of the WMU climate and their experiences.
2. Increased diversity in the composition of the WMU student, faculty, staff, and administrator populations as well as the multicultural programs, services, policies, practices, and outreach efforts.
3. Measurements of persistence (graduation) among diverse groups of students.
4. Positive institutional changes to the decision-making processes, personnel, budget, and plans put in place to address the needs and interests of all those recruited.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office of Diversity and Inclusion

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

University Strategic Plan.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

WMU's Department of Human Resources is leading a campus-wide wellness initiative to develop and implement a program to improve and maintain employee health and manage healthcare costs. The department is sponsoring healthcare and other benefit programs to increase awareness, and also maximize employee health and wellness. This programming is being conducted in compliance with healthcare reform and other applicable laws.

Examples include:

- Bystander intervention program - H.E.R.O.E.S
- Drug, alcohol, and crime prevention
- Disaster training exercises
- OUCH training - to understand and reduce stereotypical comments
- Implement use of 4 passenger vehicle - enhance mobility of qualified students
- Research to improve the current emergency notification system

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Department of Human Resources.

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Elements of sustainable culture are present in all of WMU's strategic planning Goals, but particularly in Goal #5 - Advance social, economic, and environmental sustainability practices and policies.

WMU supports a culture of sustainability by modeling practices and policies that result in increased flexibility to respond to economic, environmental, and social challenges.

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

<http://www.wmich.edu/strategic/>

Responsible Party

C. Dennis Simpson

President of Faculty Senate, Professor
Faculty Senate

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

Wmich.edu/facultysenate/policies_and_forms

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students of all levels participate in shared governance via the Western Student Association (WSA) and the Graduate Student Advisory Council (GSAC). Both consist of voluntary membership led by student-elected governing boards. The two organizations receive budget allocation from WMU to conduct programming and finance other registered student organizations. Both student groups are recognized by WMU's Board of Trustees and are asked to give updates on their activities and student conditions at each Board meeting.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

No

A brief description of student representation on the governing body, including how the representatives are selected:

Executive board members for both WSA and GSAC, usually the president or chair respectively, liaison between the WMU Board of Trustees/Senior administration and the general body of their organizations. They are recognized as the voice of the students on campus because it is the student body that elects them, but they are not directly represented on the WMU Board of Trustees.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Both WSA and GSAC provide student membership on all major University committees, including the University Strategic Planning Steering Committee, which was also charged with revising WMU’s mission and vision; accreditation reaffirmation committees; Faculty Senate councils; and other ad-hoc committees as they are assembled. Students also participate on college-level committees and serve in an advisory capacity to deans.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff may participate in two, non-union professional organizations: the Administrative Professional Association (APA), consisting of salaried staff; and the Professional Support Staff Organization (PSSO), consisting of hourly staff. Both organizations are voluntary and elect their own executive boards.

These organizations are regularly invited to provide representation on campus committees and are part of the standard vetting process for major University projects, including accreditation reaffirmation and strategic planning.

Staff are invited to serve alongside faculty on all Faculty Senate councils and committees. Those staff who serve are invited due to their expertise and experience in the particular charge of the council or committee. Staff also serve on ad hoc committees for strategic planning, accreditation, faculty evaluation systems, assessment, and resource allocation.

Is there at least one non-supervisory staff representative on the institution’s governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	No
Prioritization of programs and projects	No

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff are fully represented on strategic planning implementation teams. Updates to vision, mission, and goals were conducted in 2012, during which staff members were included in decision making. There are staff members of various levels on each faculty senate council and committee; these committees set the majority of academic policies and programs on campus. Decision making regarding existing or prospective physical resources is carried out through our physical plant and business and finance, of which staff at various levels participate. Staff in the division of student affairs is integral in this process as it relates to residence halls. Budgeting, staffing, and financial planning is managed by staff for each individual office on campus; processes and organization of this responsibility varies by division.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

WMU's Faculty Senate serves as the avenue for faculty participation in shared governance. The leadership is elected by the faculty and the executive leaders of the Senate liaise between WMU's Board of Trustees and the faculty body. The Faculty Senate is recognized by WMU's Board of Trustees and is asked to give updates on their activities and faculty teaching and research conditions at each Board meeting.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

Faculty are widely represented on all University committees, including, but not limited to, University strategic planning, accreditation reaffirmation, and academic program planning and review.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty represented 51% of the committee to review vision, mission, and goals in 2012. Faculty are a major part of strategic planning committees and are included on implementation teams. Policies, programs and initiatives are created through the faculty senate.

Academic program review is also a faculty led process. Creation of academic programs are under the purview of the faculty senate. Memorandums of understanding (MOUs) set policies including appropriate communication channels between administration and faculty, facilitated between faculty senate councils and committees.

The website URL where information about the institution's governance structure is available:

<http://wmich.edu/facultysenate>

Diversity & Affordability

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

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Martha Warfield

Vice President

Diversity and Inclusion

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:

Equity Office:

<http://www.wmich.edu/equity>

Cultural Competence Training:

<http://wmich.edu/facdev/Programs/EveryoneCounts.html>

;

<http://www.wmich.edu/facdev/Programs/NewFacultySeminar.html>

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Office of Diversity and Inclusion: To ensure equitable access for all, ODI provides leadership by working collaboratively with the University community to identify and overcome institutional barriers and affirm the dignity, value and uniqueness of each member of our community.

Office of Institutional Equity: Promotes equal opportunity, equity, access, and excellence for all members of the university community and provides compliance oversight regarding applicable laws, regulations, and policies to ensure a welcoming, safe, and civil and inclusive environment.

Campus Climate for Diversity, Equity, and Inclusion—Tactical Action Community: To implement the recommendations of the 2012-2013 Campus Climate Study, assuring integration and alignment with the Diversity and Multiculturalism Action Plan and the University Strategic Plan, and promote university-wide transformational change in regards to diversity, equity, and inclusion.

College-wide Diversity Councils endeavor to promote change and inclusivity within each academic college through curriculum change, access and equity, research and scholarship, and the building of a multicultural and inclusive climate throughout the college.

The full-time equivalent of people employed in the diversity and equity office:

22.92

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://wmich.edu/diversity>

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

"The university utilizes the Intercultural Development Inventory (IDI) to address and promote cultural competence in the administration.

Everyone Counts is a diversity learning community (DLC) that focuses on diversity, access, equity, and inclusive excellence in higher education. The Everyone Counts Learning community helps build understanding, capacity, and skill amongst faculty, staff, and graduate students. Multiple cross-disciplinary groups of 10 to 12 participants will meet twice per month for two hours to study and discuss topics of shared interest in an in-depth, ongoing, scholarly, and systematic manner. Everyone Counts participants will then have the opportunity to design and pursue projects, research, or courses that help them to apply and test new ideas and information about diversity, access, equity, and inclusive excellence.

The Real Talk Diversity Series serves as a catalyst to promote, celebrate, and increase awareness about diversity at WMU, to recognize cultural differences as well as similarities, and to encourage cross-cultural interaction. Participants gain an increased awareness of diversity, develop basic communication skills around diversity, gain a basic understanding of privilege and identify examples of oppression, and learn to actively resist systems of privilege and oppression in their everyday lives

New Faculty Seminar is an academic year long endeavor that seeks to orient new faculty to the university. New faculty engage with speakers and more seasoned faculty on a variety of topics to support their success including tenure and promotion, the importance of mentoring, cultural competence in teaching and research, course development, and classroom management."

The website URL where information about the cultural competence trainings is available:

<http://wmich.edu/diversity/realtalk>

Assessing Diversity and Equity

Responsible Party

Martha Warfield

Vice President

Diversity and Inclusion

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) :

All current faculty, staff and students were provided with an opportunity to participate in research designed to investigate the campus climate for diversity and inclusion at Western Michigan University (WMU) during the fall semester of 2012 via an online survey (Phase I). In Phase II of the WMU Campus Climate Study, focus groups of a diverse cross-section of students, faculty, and staff will be used to provide qualitative data to supplement and deepen the findings based on quantitative data collected in Phase I.

The purpose of this research is to assess the current climate of WMU in regard to respect for diversity and inclusion of people from all backgrounds within the university.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Various departments proposals for Diversity, Equity, and Inclusion Assessment Grant which is an internal grant where departments, colleges, and divisions can work collaboratively to assess equity and access with regard to students, faculty, and staff and develop recommendations for strategic diversity change. The Campus Climate Assessment asked a series of questions related to student access, discrimination, and experiences on campus and in the classroom. In addition, institutional data on student diversity and educational equity is available in the Office of Institutional Research.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The Campus Climate Assessment asked a series of questions related to employee access, discrimination, and experiences on campus and in the classroom. In addition, institutional data on employee diversity and employment is available in the Office of Institutional Research.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The Campus Climate Assessment and the subsequent work of the Campus Climate for Diversity, Equity, and Inclusion Tactical Action Community has sought to inquire and also follow-up on data related to governance, the centrality of diversity in mission statements and planning, and overall diversity efforts across campus.

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

<http://www.wmich.edu/diversity/initiatives>

Support for Underrepresented Groups

Responsible Party

Martha Warfield

Vice President

Diversity and Inclusion

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

Submission Note:

<http://www.wmich.edu/diversityandinclusion/lbgt/firstyearpride.html>

<http://www.wmich.edu/diversityandinclusion/lbgt/ReadytoWork.htm>

"---" 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 Martin Luther King Jr. Academy is a four-tier comprehensive program designed to offer academic, social and professional development services that assist program participants from their first year at Western Michigan University through graduation. Each tier is designed to address particular developmental milestones associated with that phase of a student's matriculation.

Western Michigan University's Steps Toward Exhibiting Mastery Program is designed to promote student success and to increase college graduation rates for academically and economically disadvantaged students. Eligible students are provided academic support through

tutoring, mentoring, counseling, advising, multicultural activities, educational seminars, career and graduate school planning, and other resources designed to enhance their education and college experience, as well as to enable them to achieve a post-secondary degree. Funding for this program is provided by the State of Michigan King-Chávez-Parks Initiative.

The purpose of the Western Michigan University College Assistance Migrant Program is to provide academic and financial support to assist migrant and seasonal farmworkers or their children in successfully completing their first undergraduate year at the University and continuing in their post-secondary education. The program provides students with academic assistance, tutoring, career counseling, financial assistance, leadership development, and personal and group counseling. Program participants also receive follow-up services after successful completion of their first year. The College Assistance Migrant Program at WMU is funded by the U.S. Department of Education's Office of Migrant Education.

The Ready to Work Series was developed by the Office of LBGT Student Services to respond to the many social, cultural and legal barriers that exist for LBGT and ally people in the work place. The series includes programs such as the Resume Writing Workshop, The Job Interview, Career Mentorship Program and the Diversity Career and Community Involvement Fair.

The First Year Pride Alliance program engages first-year students to prepare them for success at WMU by addressing many of the unique challenges facing LBGT and ally individuals. Participants learn about issues impacting the LBGT community and connect with the tools and support networks to thrive in a University environment.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.wmich.edu/multicultural/programs>

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Western Michigan University prohibits discrimination or harassment which violates the law or which constitutes inappropriate or unprofessional limitation of employment opportunity, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.wmich.edu/equity>

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?:

Yes

Support for Future Faculty Diversity

Responsible Party

Susan Stapleton

Dean

Graduate College

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

Submission Note:

<http://www.wmich.edu/grad/funding/kcp.html>

"---" 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:

Since 2006, Western Michigan University has partnered with University of Michigan, Michigan State University, Wayne State University and recently Michigan Tech to form the MI-Alliance for Graduate Education and the Professoriate (AGEP). The specific objectives of the AGEP program are:

1. Develop and implement innovative models for recruiting, mentoring, and retaining minority students in doctoral programs and
2. Develop effective strategies for identifying and supporting underrepresented minorities who want to pursue academic careers. Activities both at the individual institutions as well as across the alliance are structured to provide on going support.
3. Enhance mentoring and build communities of support for minority students

Examples of this include participation in research symposium, dissertation writing retreats, workshops on project management, grant writing and writing for publication, etc.

AGEP has been refunded by the National Science Foundation through 2017.

Additionally the Graduate College administers the Martin Luther King/Cesar Chavez future faculty fellowship. Martin Luther King/César Chavez/Rosa Parks Future Faculty Fellowship The Martin Luther King/César Chavez/Rosa Parks Future Faculty Fellowship Program is designed to increase the number of traditionally underrepresented candidates pursuing a teaching or administrative career in post-secondary education within the United States. KCP Fellowships are available to United States citizens with regular admission to a doctoral program. Preference is not given to applicants on the basis of race, color, ethnicity, gender, or national origin.

The website URL where more information about the faculty diversity program(s) is available :

<http://www.wmich.edu/agep/>

Affordability and Access

Responsible Party

Mark Delorey
Director
Financial Aid

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
-

"---" 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:

Two special programs exemplify the University's efforts to assure access and affordability to low income students with the greatest obstacles to enrollment. One is the Seita Scholars program which offers a full tuition scholarship to young people aging out of foster care. Currently, 160 students receive the scholarship along with a comprehensive academic and personal support program. The second is program without an official name. Since 2000, WMU has provided assistance to Undocumented students. In 2010, WMU became the first public school in the state to assess Undocumented students resident tuition rates. Since then, the University of Michigan and Wayne State have followed our lead. WMU remains the leader in the state in assisting Undocumented students by providing private scholarship funds to needy students as well as a Residence Hall Grant to cover the cost of living on campus.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

In December 2013, Secretary of Education, Arne Duncan, recognized four schools for providing financial literacy instruction to low income students preparing for college. The "X-Treme Reality" program designed and operated by members of the WMU Financial Aid Office was singled out along with programs at Ohio State, Kansas State, and the University of Oregon.

WMU offers the TRiO Upward Bound Program, which helps prepare low-income, first generation students for higher education.

A brief description of the institution's scholarships for low-income students:

WMU offers the Multicultural Leaders Scholarships to students from schools with high rates of eligibility for free and reduced lunch. WMU also offers WMU Grants ranging from \$1,000 to \$2,200, based on need, to supplement the needs of all Pell Grant recipients.

A brief description of any programs to guide parents of low-income students through the higher education experience:

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

Institutional need-based funding does not require full time attendance. Part time students are fully eligible, and receive awards pro-rated to their attendance (half awards for half time, etc.). Many transfer scholarships are available to students enrolled for as little as six hours, half time attendance.

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:

WMU offers on-site child care at the Children's Place Learning Center. The professional training and caring staff at the WMU Children's Place Learning Center focus on the unique needs of each child enrolled in our program. Low child-teacher ratios allow our teachers to interact and guide each child's development based on their individual needs. Parents can be confident that their children will receive specialized personal attention that contributes to a positive learning experience.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	37.50
The graduation/success rate for low-income students	44
The percentage of student financial need met, on average	68
The percentage of students graduating with no interest-bearing student loan debt	50

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://wmich.edu/finaid/>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

2,850

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

2,850

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

1,152

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

1,152

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

WMU adheres to a policy for prevailing wages on all construction and maintenance related projects - this covers worker classifications such as electricians, carpenters, etc. The prevailing wages are documented with each project and maintained within the project file in Logistical Services. With regard to service contractors, such as custodial services, we do not have a specific policy in place that governs these wages. We do request on our proposal documents the wages paid to workers employed on these contracts to establish that certain criteria are met (minimum wage, etc.). Also, WMU has collective bargaining agreements for represented faculty and staff; staff compensation system for non-rep staff; and is in compliance with Michigan's minimum wage laws.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

2,850

Number of employees of contractors that receive sustainable compensation:

1,152

A brief description of the standard(s) against which compensation was assessed:

Western Michigan University has a compensation standard that is covered by collective bargaining agreements (represented by faculty and staff), a staff compensation system represented and formalized by Aon Hewitt (an international HR firm), and the Michigan Minimum wage law (an external standard higher than federal law).

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Collective bargaining agreements

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

MI minimum wage

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

MI minimum wage

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

Collective bargaining agreements

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

Collective bargaining agreements

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

Assessing Employee Satisfaction

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

49.40

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

Western Michigan University recently evaluated employee satisfaction and engagement through the use of the campus climate survey and focus groups. Survey respondents included 493 faculty members, 924 staff members and 126 administrators. It was commissioned by Western Michigan University to take an in-depth look at diversity and inclusion issues on campus and identify those areas where improvement is needed. Campus officials say they're pleased at the overall views detailed in study results, and gratified that the work uncovered specific issues that need to be addressed and corrected.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The campus climate for diversity, equity, and inclusion tactical action community (CCDEI TAC) is inviting proposals from WMU faculty, staff, and administrators interested in conducting division, college, or unit assessments for campus-wide transformational change initiatives. Funding is available to award up to nine assessment grants of up to \$3,000 each. The CCDEI TAC is encouraging

collaboration between faculty, staff, administrators, and students to submit a proposal for the diversity, equity, and inclusion assessment grants.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://wmich.edu/president/climatesurvey>

Wellness Program

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

Submission Note:

Wellness program in place since 2009 - New wellness program with positive economic incentives for benefits-eligible employees to be implemented in 2014.

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

WMU offers the Zest for Life program, an employee wellness program for all Western Michigan University employees, retirees, and their spouses. The program is designed to enhance participants' quality of life through various health programs and fitness opportunities.

In addition, HelpNet Employee Assistance Program (EAP) offers confidential assessment, brief counseling, and referral services to employees and their household members who are concerned about marital and family issues, addictions, emotional problems, relationships, and other significant personal problems. This service is provided at no cost to WMU benefits-eligible employees.

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

<http://www.wmich.edu/wellness/>

Workplace Health and Safety

Responsible Party

Warren Hills
Associate Vice President
Human Resources

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	150	137
Full-time equivalent of employees	2,891	2,861

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

	Start Date	End Date
--	------------	----------

Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2009	Dec. 31, 2011

A brief description of when and why the workplace health and safety baseline was adopted:

The 3-year average better represents overall previous injury and illness performance. A baseline of one year's data might include a spike or valley that might be weather dependent or from another confounding factor such as a change in the occupational physician or preparer of the OSHA log.

A brief description of the institution's workplace health and safety initiatives:

Initiatives include but are not limited to: Indoor Air Quality Investigations, Ergonomic Analysis, Respirator Fit Testing, Building Safety Inspections, Safety Training (including Forklift, Respirator Fit Testing, Asbestos, Confined Space, Aerial Lifts, Bloodborne Pathogens, Personal Protective Equipment, Lockout/Tagout, Hearing Conservation, Fall protection, Hot Work, Chemical Hazards).

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.esem.wmich.edu/>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Gail Kurtz

Investment Officer

Investments and Endowment Management

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.

"---" 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?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Responsible Party

Gail Kurtz

Investment Officer

Investments and Endowment Management

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

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

Total value of the investment pool:

222,000,000 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	4,283,708 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

The sustainable investments referenced above come from MAP 2009 and MAP 2012 - a royalty interest investor; Aether Real Assets I & II - an investor in a diversified portfolio of natural resource funds; Commonfund Natural Resource Partners VII - an investor with small investments in timber and energy service funds; and Commonfund Natural Resource Partners VIII - an investor with small investments in timber, clean energy and energy service funds.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the
STARS Reporting Tool | AASHE

previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Gail Kurtz

Investment Officer

Investments and Endowment Management

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

[WMUF 6-30-2013 Investment Summary Online report.pdf](#)

The website URL where the holdings snapshot is publicly available:

http://www.mywmu.com/s/1428/images/gid2/editor_documents/investment_information/2013_investment_summaries/investment_summary4q13.pdf

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Jeff Spoelstra
Sustainability Coordinator
Office for Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

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

Title or keywords related to the innovative policy, practice, program, or outcome:

Stormwater

A brief description of the innovative policy, practice, program, or outcome :

Earning over \$2M of Federal and State competitive grants, WMU has gone above and beyond existing regulations in order to manage stormwater on campus, and its ultimate goal is to be stormwater neutral. Across campus, WMU has incorporated both retention and detention basins into the campus landscape providing retention basins for over 432 acres comprising 53.6% of campus as of 2012. These basins collect and retain water during periods of heavy precipitation and release it over time thereby reducing erratic flows, flooding, erosion, and generally improving the sustainability of our community and landscapes (on- and off-campus). Some of these basins are above ground and easily located, while others are below ground such as the massive infiltration basin beneath the Sangren Hall parking lot. WMU also showcases its dedication to proper management by partnering with other community stakeholders on stormwater programs within the Kalamazoo River watershed.

As a state-permitted storm water entity, WMU falls within the nonpoint source load allocation of a phosphorus Total Maximum Daily Load (TMDL) developed for the Kalamazoo River and Lake Allegan. To achieve the TMDL goal, loads were targeted in 2001 for a 43% reduction from April-June and 50% reduction from July-September.

A TMDL compliance plan documents that WMU has implemented best management practices (BMPs) and achieved total phosphorus (TP) load reductions sufficient to meet TMDL Load Allocation compliance goals. The plan also provides a 'road map' relative to implementation of on-campus and off-campus stormwater BMPs to move WMU into a position of becoming 'Stormwater Neutral TM'.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Recent outcomes include:

- 1998 baseline TP load = 764 lbs/yr
- 13 BMP projects installed since 1998
- 53% of WMU campus is presently treated
- WMU cumulative TP reduction of 521.3 lbs/yr
- 68.2% reduction of 1998 baseline load
- First Kalamazoo River Watershed permittee to achieve TMDL 50% reduction goal for total phosphorus

A letter of affirmation from an individual with relevant expertise:

[Innovation - Stormwater - K&A letter of support 062514.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

Surface water quality, groundwater protection

The website URL where information about the innovation is available :

[STARS Reporting Tool](#) | [AASHE](#)

Responsible Party

Jeff Spoelstra

Sustainability Coordinator
Office for Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as 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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Electric Vehicle Charging Station

A brief description of the innovative policy, practice, program, or outcome:

WMU has 21 electric vehicle charging stations available for the campus and greater community.

In February 2012, our most recent group of 15 grid-tied electric vehicle-charging stations and an adjacent 50kW solar photovoltaic array began operating near the Miller Auditorium parking deck (the second largest auditorium in the state). The project was funded through a \$700,000 Department of Energy grant administered by the Clean Energy Coalition, which also offset the cost of five all-electric Ford/Azure Dynamics Transit Connect work vans and a hybrid-hydraulic bucket truck.

The strategic positioning of the array, delivering electricity into the WMU power grid, and the charging stations, provides a powerful educational opportunity for passing students and campus visitors. Our five electric work vans are parked at these stations, further demonstrating linkages and opportunities between renewable energy production, energy consumption, and campus transportation.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The solar photovoltaic array (solar panels):

- Generate enough energy annually to run about 5.6 average U.S. homes
- Generate enough energy each day, on average, to fully charge approximately 11 Chevrolet Volts, 7 Nissan Leafs, or 6 Azure Ford Battery Electric Transit Connects

The electric vehicle charging stations:

- Operate 24/7 on the ChargePoint network
- Are compatible with all electric or plug-in hybrid electric vehicles
- And are free for public use through 2014

Benefits and opportunities of the system:

- Encourages the purchase and use of electric vehicles by providing access to charging infrastructure
- Supports WMU's growing electric vehicle fleet
- Stores excess nighttime WMU-generated power in vehicle batteries for later use on campus
- Offsets an estimated 142,720 pounds of carbon dioxide annually
- Supports research and provides real-time data online

WMU's electric vehicle charging capabilities are the new standard for campuses nationwide.

A letter of affirmation from an individual with relevant expertise:

[WMU CEC STARS Letter_1.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

[STARS Reporting Tool](#) | [AASHE](#)

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	Yes
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
[STARS Reporting Tool](#) | [AASHE](#)

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as 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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Social Learning Model and Community Sustainability Incubator

A brief description of the innovative policy, practice, program, or outcome:

Western Michigan University and its Office for Sustainability apply social learning to leverage behavioral change and bridge the “gap” between people’s stated aspirations for a sustainable world and their generally unsustainable actions. With every project, we create open, cross-college and/or community collaborations that build durable and ongoing relationships, which support the development of new sustainability champions. To avoid creating a patchwork of disconnected projects, we use strategic incrementalism to create a framework where each project dovetails into another, like a bee’s honeycomb.

To successfully act on our President’s call to build a culture of sustainability, we recognized that we needed a coherent, systems-based approach to model sustainability and drive continuous improvement. Our “learning for sustainability” foundation includes three key elements of the formal education process: 1) Content – What do we teach?; 2) Pedagogy – How do we teach?; and, 3) Context – How do we model our values and our commitments in all facets of university policy and practice? As we work to re-imagine the purpose and promise of higher education, we pay particular attention to the underdeveloped element, context, as we build our culture of sustainability.

Sustainability is both a process and an end goal. As we pursue it, we want anyone who encounters the WMU community to recognize an interdisciplinary, collaborative, and discovery driven experience. This level of fully integrated sustainability, one that “strikes” you as you step foot on campus and stays with you when you leave, requires long-term commitments that draw together campus operations, research, academic affairs, business and finance, administration, and the broader community.

We apply social learning when conducting projects in pursuit of our overall sustainability goals. Our strategies are to:

- Identify and help implement innovative and cost-effective strategies for reducing WMU’s ecocultural wake, which span all of our policies, programs, and activities;
- Facilitate interdisciplinary and cross-college collaboration, research, and inquiry around sustainability;
- Encourage and support weaving sustainability and climate change education into existing curriculum;
- Support active learning and real-world problem solving through student sustainability research, internships, and co-curricular activities;
- Graduate knowledgeable, open-minded, well-prepared, and engaged planetary stewards; and,
- Serve as a resource and advocate for sustainability on campus and in the community, region, and state.

Planning, best practice review, fundamental behavioral analysis research, pilot testing, and other related efforts are guided by working groups of faculty, staff, administrators, community stakeholders, and most importantly undergraduate and graduate students. In each case, the Office for Sustainability (OfS) references and leverages university sustainability commitments and a growing network of sustainability leaders rooted in the President’s Universitywide Sustainability Committee (PUSC) and OfS student programs. The PUSC includes representatives from all seven colleges, major operations units, and both undergraduate and graduate students.

Four major projects demonstrate our approach to modeling sustainability in everything we do. We are pursuing carbon neutrality, fostering a groundswell of faculty efforts to infuse sustainability and climate change themes into both curriculum and research, linking sustainability to university strategic plan implementation efforts, and collaborating with the community to expand awareness of sustainability and climate change and support regional planning for a living local economy that improves quality of life for all.

Our social learning approach is constantly evolving but guides how we tackle individual projects that have more concrete timelines and deliverables. New ideas or potential improvements on existing policies or practices turn into projects that progress through cycles of - Engagement, Inspiration, Leadership, Assessment, Measurement, Benchmarking, Design, Implementation, Evaluation, and Iteration. In

pursuit of sustainability, no project is ever really done. Projects may enter these cycles at any point and may cycle through several iterations.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Learning together, in a place that models sustainability, has many benefits. Our own facilities management team, which has successfully pursued aggressive energy conservation measures for years, genuinely enjoys working with and “teaching” students and recognizes that the next frontier in energy and emissions reductions will require behavior change (i.e., basic and applied research) by the campus community. Using a comprehensive energy reduction strategy over the past two decades, WMU has reduced its overall energy consumption while increasing its overall building area. Power plant emissions have been reduced by over 90%.

Ongoing reporting for numerous campus sustainability rating/ranking efforts reaffirms our belief that in order for these sustainability efforts to provide value they must be relevant to policies and practices on campus AND have engagement and support from administrators. Without engagement and clear linkages to internal strategic planning processes, participation might be more of a distraction to sustainability champions, taking away precious time to implement potential sustainability initiatives already prioritized on campus. Fortunately, we are seeing participation and internal commitments of financial support to move forward with sustainability efforts even in these times of shrinking budgets—because the value proposition of sustainability as improving quality of life for all is clearly being recognized on campus and beyond.

This past fall the University community delivered more than 25 major climate change programs in the community and we did a pro bono Bike Share Options study for Kalamazoo at the request of the mayor. We hosted a Community Sustainability Roundtable and Sustainability Slam on National Campus Sustainability Day 2013 and a regional Sustainability Leadership Summit in early 2014. These projects and many others are helping to advance WMU’s effort to build a culture of sustainability on campus and beyond.

The Fine Arts are an integral part of WMU’s campus wide sustainability efforts. The Office for Sustainability has a dedicated art wall, which has housed student and faculty art shows.

It is thrilling to report other efforts increasing around campus. A juried art exhibit addressing climate change was arranged to run Oct. 10-17, 2013 in WMU’s Richmond Center for Visual Arts. Western Michigan University students who wished to share their creative vision for climate change were invited to submit original artwork to the "Spare|Change: The Art of Climate" exhibit. All full- and part-time WMU students enrolled in the fall 2013 semester were eligible to submit up to three pieces of original artwork.

"Spare|Change: The Art of Climate" was sponsored by the WMU Environmental Studies Gwen Frostic Series in partnership with the University’s Frostic School of Art and Center for Humanities as well as the Kalamazoo Nature Center and People’s Food Co-op. Bill McKibben awarded the grand prize to the winning student.

A letter of affirmation from an individual with relevant expertise:

[WMU Social Learning.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---

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

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

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

Responsible Party

Jeff Spoelstra

Sustainability Coordinator

Office for Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as 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.

Title or keywords related to the innovative policy, practice, program, or outcome:

Curriculum

A brief description of the innovative policy, practice, program, or outcome:

President Dunn signed the Talloires Declaration in 2008 initiating a focus on curriculum and environmental literacy. The Sustainability Across Research & Teaching (StART) Initiative was created to help faculty members secure what they need to foster the infusion and integration of sustainability across research and teaching. The President's Universitywide Sustainability Committee (PUSC) was created and the Office for Sustainability (OfS) administered a campuswide faculty survey early in 2012 to identify challenges and opportunities for broad-scale integration of sustainability. The survey results were used to set the agenda for four faculty luncheons, which engaged 42 faculty members from all seven colleges. Concurrent graduate student research explored needs, opportunities for program development, and support mechanisms. We now have 139 faculty from 32 departments engaged in sustainability research and 15 new sustainability-related or –focused courses were approved this year.

Survey respondents identified a long list of critical needs and barriers and luncheon participants prioritized actionable initiatives including the creation of an institute-like structure, an ongoing peer-to-peer faculty learning group, and a mechanism to regularly track what is happening universitywide in curriculum and research. Following from the need for a peer-to-peer faculty learning group the OfS and Office for Faculty Development created StART II, a sustainability Faculty Learning Community, which is already acting on the infusion and integration of sustainability into individual courses. An annual spring event (speaker, workshop, etc.) was also created to further support faculty sustainability efforts. We also initiated a multi year global review of Sustainability Core Competencies, which resulted in a 3 ½ hour workshop at the last AASHE meeting that was attended by over 110 people. And the Office for Sustainability is creating and improving mechanisms to report regularly on campuswide sustainability activities and champions.

Faculty interests are many and varied. Current faculty learning communities center around pursuing climate neutrality, creating transportation systems that support more liveable communities, expanding local foods infrastructure, addressing social justice and equity, and supporting local living economies. As a result of these discussions and collaborations, faculty are seeing new opportunities for leveraging sustainability commitments in their own coursework, research, and activism. Faculty in all colleges have appreciated “old fashioned” face-to-face interactions with like-minded peers that they might not otherwise meet.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Building on our momentum, we are excited to report that we are exploring opportunities: 1) for the creation of a graduate certificate program; 2) for an update to the General Education program; 3) with a newly identified sustainability focus area in our Office of the Vice President for Research; and, 4) for more formalized support from the WMU Faculty Senate to accelerate sustainability infusion across teaching and research.

A letter of affirmation from an individual with relevant expertise:

[WMU Acad Res Letter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
[STARS Reporting Tool](#) | [AASHE](#)
