

Westminster College

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

| |
|-----------------------------|
| Credit |
| Institutional Boundary |
| Operational Characteristics |
| Academics and Demographics |

Institutional Boundary

Criteria

This won't display

Submission Note:

Westminster College does not have these features within its institutional boundary.

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

Institution type:

Master

Institutional control:

Private non-profit

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

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

Reason for excluding agricultural school:

Westminster College does not have one.

Reason for excluding medical school:

Westminster College does not have one.

Reason for excluding pharmacy school:

Westminster College does not have one.

Reason for excluding public health school:

Westminster College does not have one.

Reason for excluding veterinary school:

Westminster College does not have one.

Reason for excluding satellite campus:

Westminster College does not have one.

Reason for excluding hospital:

Westminster College does not have one.

Reason for excluding farm:

Westminster College does not have one.

Reason for excluding agricultural experiment station:

Westminster College does not have one.

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

626,000,000 US/Canadian \$

Total campus area:

29.90 Acres

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

1,012,646 Gross Square Feet

Conditioned floor area:

753,729 Square Feet

Floor area of laboratory space:

23,934 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:

284,417 Square Feet

Electricity use by source::

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

| | |
|---|-------|
| Biomass | 0.30 |
| Coal | 56.46 |
| Geothermal | 0.35 |
| Hydro | 6.61 |
| Natural gas | 11.53 |
| Nuclear | --- |
| Solar photovoltaic | 0.01 |
| Wind | 14.81 |
| Other (please specify and explain below) | 9.95 |

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

"Other" is miscellaneous sources, unspecified by Rocky Mountain Power.

We are enrolled in the Rocky Mountain Power 'Blue Sky' program, which accounts for approximately 8% of our energy, and is sourced 100% from wind.

Energy used for heating buildings, by source::

| | Percentage of total energy used to heat buildings (0-100) |
|--------------------|--|
| Biomass | 0 |
| Coal | 0 |
| Electricity | --- |
| Fuel oil | 0 |
| Geothermal | 0 |
| Natural gas | --- |

Other (please specify and explain below)

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

Academics and Demographics

Criteria

n/a

Submission Note:

Westminster does not have a hospital within its institutional boundary, nor any distance education students.

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

Number of academic divisions:

4

Number of academic departments (or the equivalent):

61

Full-time equivalent enrollment:

2,926

Full-time equivalent of employees:

476

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

2,526

Total number of graduate students:

775

Number of degree-seeking students:

3,151

Number of non-credit students:

21

Number of employees:

476

Number of residential students:

645

Number of residential employees:

6

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

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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 | 823 | 401 |
| Number of sustainability courses offered | 25 | 0 |
| Number of courses offered that include sustainability | 114 | 4 |

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

32

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

61

Number of years covered by the data:

Two

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

[Sustainability Course Inventory _2.docx](#)

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

Sustainability Focused Courses:

Undergraduate Courses

HIST 335 Environmental History of Africa

ENGL 357 Environmental Literature

PLSC 327 Environmental Politics and Policy

ENVI 300M Eco-Logical Eating

BIOL 404 Advanced Ecology

ECON 325 Environmental Economics

PHIL 307 Environmental Ethics

HIST 320 Environmental History of the United States

PUBH 250 Global Health

ENVI 101 Introduction to Environmental Studies

PUBH 320 Environmental Health

[Campus Sustainability Data Collector | AASHE](#)

ENVI 300AA Vegan Revolution
ENVI 360D Writing the Environment
ECON 105 Introduction to Economics as a Social Science
ENVI 351 The Global Environment
COMM 300PP/ENVI 300G Environmental Communication
ENVI 357 Environmental Literature
ENVI 350/ENVI 300FF Climate and Society
ENVI 405 Senior Seminar
BIOL 345 Environmental Science and Lab
ENVI 300O Green Careers
ENVI 300S The History and Future of Oil
ENVI 360B Seminar on Global Environment
ENVI 300CC Sustainability and Slow Food
ENVI 300A Indigenous Environmental Politics

Sustainability Related Courses:

Undergraduate Courses

BIOL 110 Environmental Biology*
BIOL 203 Introduction to Ecology*
HPW 335/ENVI 300F Outdoor Leadership*
HIST 318 American Popular Culture
ART 311 Art History: Renaissance to Modern Art
HIST 326 African History Since 1500
ENGL 241 British and American Literature to 1660
ENGL 242 British and American Literature after 1660
SOC 305 Contemporary Issues
NURS 408 Community Health Nursing
ECON*412/MKTG*412 China: An Ancient Land Enters the Modern World Stage
ANTH 252 Cultural Anthropology
MKTG 420 Consumer Behavior
INTR 166 Communicating Across Cultures
HIST 300K Contested Spaces and Homelands
JUST 365 Economic Justice
ECON 253 Elementary Macroeconomics
EDUC 302 Foundations of Education in a Diverse Society
HPW 156 Exploring Wasatch Mountain Paths
ESS 205/GEOL 205 Environmental Earth Sciences*
BIOL 202 Organisms and Evolution
MGMT 474 Fundamentals of Entrepreneurship
SOC 350/GNDR 350 Gender in Society
HON 221 History and Philosophy of Science
FILM 210 History of American Cinema
HON 231 Human Culture and Behavior
BIOL 131 Human Genetics
ANTH 311 Human Evolution and Archeology
ANTH 160 Introduction to Anthropology
MGMT 490 International Management
ENGL 220 Introduction to Literature

ANTH 355 Indian Peoples in the U.S.
PHIL 206 Introduction to Ethics
PUBH 101 Introduction to Public Health
PHIL 100 Introduction to Philosophy
JUST 101 Introductions to Justice Studies
GNDR 100 Introduction to Gender Studies*
GNDR 350 Gender in Society
SOC 105 Introduction to Sociology
JUST 470 Justice Studies Senior Thesis
HIST 340 Latin American History: Discovery of the Americas
HIST 213 Modern World History
NURS 210 Nutrition
CHEM 303 Organic Chemistry I and Lab
CHEM 304 Organic Chemistry II and Lab
HON 212 Political Economy and Conflict
MATH 200G/SPAN 300FF Pilgrimage Santiago de Compostela III: A Global
Perspective on Slow Travel
MPH 500 Principles of Public Health Practice
ANTH 366 Political Anthropology
COMM 310 Professional Writing
PSYC 335 Psychology of Women
GNDR 360 Race, Gender, Class and the Media
SOC 372 Race, Ethnicity, and Class
REL 101 Religions of the World
PLSC 490 Research Seminar in Political Studies
HON 222 Science, Power, and Diversity
PUBH 310 Social and Behavioral Factors in Public Health
MGMT 475 Strategy in Global Management
HIST 220 United States History
HIST 317 The U.S. as a World Power
HIST 365 Utah and the West
FILM 220 World Cinema
HIST 113 Western Civilization
MATH 201B Calculus for the Life Sciences
HPW 300L Outdoor Trip Leader Training
CHEM 112 Principles of Chemistry II
BIOL 204 Principles of Genetics
PHYS 112 Principles of Physics II
NURS*300A/PSYC*300ZZ Issues of the Homeless*
PSYC 300 Autism: Awareness or Epidemic
PLSC 101 Introduction to Political Science
SOC 253 Sociology of the Family
PLSC 300A Indigenous and Environmental Policy
SOC 300Q Exploding Hollywood
PHIL 300YY Continued Issues of War and Peace
ENVI 305 Introduction to GIS
SOC 313 Social Theory
ANTH 377 Environmental Anthropology*

SOC 390 Social Research Methods
ENVI 360 Rural Representations
REL 300X Religion Today and Tomorrow
Psychology of Design
THTR 190 Performer's Body
COMM 410 Technical Writing
ENVI 300RR History and Science of Sustainable Agriculture
EDUC 400 Seminar in Outdoor Education and Leadership
ENVI 300YY Environmental Psychology
SPAN 301 Spanish Speaking World: Literature and Nature
GEOL 110/ESS 110 Introduction to Geology
ENGL 110 Research and Composition [ENGL 110LC Research and Composition (paired with Environmental Biology)]*
CHEM 106 Chemistry and Society
EDUC 320 Education in a Diverse Society
EDUC*300/NURS*300 Hopi and Navajo Cultures
CHEM*300K*01/BIOL*300UU*01/ENVI*300KK*01/HON*300AAA*01/HIST*300B B*01 The Sciences and History of Hawaii
EDUC*300DD*01/HON*300DD*01/PUBH*300DD*01 Service Learning in Thailand
ENGL 401 Ecofeminism
ENVI 360 Cultural Landscapes
ENVI 300J/HIST 300J Coffee in History and Society
ENVI 300D Environmental Service Learning: Dixie National Forest
ENVI 300II An American in Paris
ENVI 300GG Weather and American Culture
ENVI 350A/JUST 344 Environmental Justice
ENVI 360C Rural Representations and Modern Life
ENVI 300EE Geographic Information Systems
ENVI 300VV Spanish Ecocriticism
ENVI 300JJ Psychology and the Natural Environment
ENVI 300BB Everest Base Camp Trek
ENVI 300DD Sustainable Business Literature
ENVI 300U Meditation as Environmental Study
ENVI 360A Utah and the American Dream
ENVI 300H Disease Ecology and Conservation
ENVI 300C European-Medical Perspective
ENVI 300TT Field Botany
ENVI 300B Slow Violence/Environmentalism

Graduate Courses

MACL Exploring Communities
MBA 627E Social Entrepreneurship
MBA 655C Global Environment of the Firm
MBA 615C The Ethical Leader

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

http://www.westminstercollege.edu/catalog/2012_2013/details.cfm?id=13766

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

Campus Sustainability Data Collector | AASHE

A survey with a definition of sustainability and the STARS criteria for sustainability courses was sent out to all faculty members, who self-reported the sustainability-focused and sustainability-related courses they had taught over the 2011-2012 and 2012-2013 academic school years.

A list of the special topics environmental studies courses was obtained from the registrar's office.

Courses were counted by catalog listing and by aggregated courses.

Directed Studies and Internships were excluded from the course count.

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

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

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

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

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

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

Criteria

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

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

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

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

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

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

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

28

Total number of graduates from degree programs:

891

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

[Course Catalog Information-Environmental Studies.pdf](#)

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

Bachelor of Science in Environmental Studies
Bachelor of Arts in Environmental Studies
Academic Minor in Environmental Studies

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

To gain knowledge of contemporary environmental issues.
To understand historical developments and backgrounds of today's environmental issues.
To develop the ability to approach issues concerning the environment from a multi-disciplinary perspective.
To foster active involvement in contemporary environmental debates, controversies, and activities.
To discover information sources about, and appreciation for, outdoor environments and organizations.
To be prepared for graduate or professional programs and for a variety of enriching careers.

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

<http://www.westminstercollege.edu/assessment/index.cfm?parent=4829&detail=4844&content=8460>

Undergraduate Program

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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):

Bachelor of Science in Environmental Studies

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

Environmental Studies is an interdisciplinary program combining the perspectives of the humanities, natural sciences, and social sciences to provide students with multiple perspectives in some of the most challenging and exciting fields of inquiry today: the relationship between humans and the natural world, along with issues of conservation, preservation, pollution, global warming, rehabilitation, mitigation, endangered species, international development, and global change. Environmental Studies majors will select one of four concentrations: The Civic Environment, Science and Environment, Culture and Environment, or the Environmental Contract Major.

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

http://www.westminstercollege.edu/catalog/2012_2013/details.cfm?id=13709#BSMajor

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

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

Environmental Studies is an interdisciplinary program combining the perspectives of the humanities, natural sciences, and social sciences to provide students with multiple perspectives in some of the most challenging and exciting fields of inquiry today: the relationship between humans and the natural world, along with issues of conservation, preservation, pollution, global warming, rehabilitation, mitigation, endangered species, international development, and global change. Environmental Studies majors will select one of four concentrations: The Civic Environment, Science and Environment, Culture and Environment, or the Environmental Contract Major.

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

http://www.westminstercollege.edu/catalog/2012_2013/details.cfm?id=13709#BAMajor

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):

Academic Minor in Environmental Studies

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

Environmental Studies is an interdisciplinary program combining the perspectives of the humanities, natural sciences, and social sciences to provide students with multiple perspectives in some of the most challenging and exciting fields of inquiry today: the relationship between humans and the natural world, along with issues of conservation, preservation, pollution, global warming, rehabilitation, mitigation, endangered species, international development, and global change. The minor in Environmental Studies provides a useful multidisciplinary supplement to studies in other fields.

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

[Campus Sustainability Data Collector | AASHE](#)

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

Westminster offers many courses during the one month May Term that allow students to go on immersive trips. Several of the trips focus on sustainability.

Courses offered in for the 2012-2013 and 2013-2014 academic year include:

An American in Paris

Hemingway famously described Paris as “a moveable feast” and by this he meant that the city’s culture absorbed in youth would stay with the lucky traveler for a lifetime. Our May Term Study Experience emphasizes Paris’s remarkable cultural depth at the same time it challenges our students to respond to its variety in the course of an extended residence. But as Hemingway’s own life shows, Paris is not a place for passive touring. Our group will focus on the active expression of their own ideas in response to the human and natural landscape around them. Paris became the center of the Western art world with the birth of Modernism. Artists, musicians, writers and dancers from all over the world gathered in this beautiful city to be a part of its vibrant scene. Of course, Parisian culture was built on

creative expression since long before this time, and its artistic vitality continues today. We will live in Paris for the month. We will visit galleries and museums, and attend performances and events. We will experience significant art in the place it was made, and we will make art of our own. This trip promises a distinctive learning experience for Westminster students because it balances visits to inspiring cultural touchstones with sustained personal creative responsibilities. In the footsteps of Gertrude Stein and Richard Wright, Benjamin Franklin and Henry James, these young Americans will enjoy the conventional aspects of a study trip and harvest the labors of an extended artistic residency.

The Sciences and History of Hawaii

This course will take a multidisciplinary approach to studying the island of Hawaii. Hawaii is one of the newest landmasses on Earth, and therefore can provide scientists with insights into how islands form and become inhabited. The fact that this is such a new natural environment does not, however, mean that it is pristine. Already this island is being adversely affected not only by the natural elements but also by commercial exploitation. An important aspect of our discussions will be not only how this island has formed, but also the responsibilities that people have for responsible stewardship of the island known as “America’s Paradise.” Hawaii’s history is also unique, and the “big island” of Hawaii stands at the center of that history. The islands were forged into a powerful independent kingdom from Hawaii. British Captain James Cook landed there, establishing European contact but meeting his own death. The islands eventually became sites for missionary activity, whaling, and commercial agriculture at the expense of the native population, whose numbers were decimated, as well as native flora and fauna, which also suffered. In the late 19th century Hawaii became one of the first targets of American imperialists, who overthrew the native monarchy and brought the islands under American control. This history raises important questions of social justice and native sovereignty.

Hopi and Navajo Cultures

This course introduces students to Hopi and Navajo peoples. It includes social, educational, environmental, political, economic, artistic, health and caring aspects of their cultures. Special emphasis will be placed on the practical aspects of health care and observation in the schools. There will be a nine-day field trip designed for students to explore health issues, educational practices, and ecosystems on Hopi and Navajo reservations in northern Arizona and southern Utah. Students will visit Indian Health Services and private health care facilities, schools on reservations, Hopi and possibly Navajo families, museums, and possibly National Park sites. Students will participate in guided field and river trips. Students will also spend one day visiting related sites in Salt Lake City after the nine-day field experience.

Service Learning in Colombia: Perspectives on Culture, Global Health, and Spanish

This course provides a cultural immersion and service-learning opportunity to explore health needs of rural and urban populations as they work alongside local health care providers and foundations while incorporating public health/medical/cultural Spanish vocabulary. Students will gain an understanding of the region's health care needs as well as an introduction to components of community assessment. Students will also explore traditional medical and folk practices in an effort to understand beliefs about health, healing, and healthy and sustainable relationships with the environment. Students will travel through Bogotá, along the mountainous terrain of the Andes through cloud forests, coffee and plantain plantations, “páramos” (all high, tropical, mountain vegetation above the continuous timberline) and villages to Villa de Leyva (designated a UNESCO World Heritage site) to Armenia and to Bucaramanga where the landscape is stark, barren and dramatic. Finally, the group will visit the Caribbean in Cartagena de Indias and enjoy the natural scenery. It will be possible to snorkel near coral reefs, see the various species of the Caribbean, listen to tropical music while serving and projecting the public health program. Students will also participate in a home stay with the local population in Bucaramanga and in rural/urban hotels in order to be exposed to agriculture, conservation, cooking local food, and immersion in the culture of the local residents.

Misperceptions of Cuba

Since the Cuban revolution ended in 1959, the US embargo of Cuba began in 1960, and the US backed Bay of Pigs invasion failed in 1961, Cuba has held a unique place both in the Western Hemisphere and in the American psyche. For many Americans this has resulted in the formation of a myriad of perceptions and misconceptions about Cuba, which in many cases are based on very little information or fact. This May Term Study Experience will provide students with a firsthand opportunity to evaluate their own perceptions of Cuba and confront their misconceptions of this Caribbean island nation through the lenses of environmental science, environmental policy, politico-economics, music, dance, and culture. Students will explore themes such as how the US embargo and the collapse of the Soviet

Union resulted in Cuba becoming a world leader in organic farming. During a visit to an organic farming collective, science will be paired with the political and economic reasons for this transition, with students learning about how organic farming and mechanized farming with fertilizers and pesticides differ in their impacts on soil chemistry and biology. Other themes will include the Cuban health care system, Cuba's numerous UNESCO World Heritage sites, and Che Guevara, Fidel Castro, and the other charismatic leaders of the Cuban Revolution. We will also explore how Cuba's history has influenced its approach to environmental policy and conservation, then see the results of these efforts first hand when we visit land and marine national parks. Students will get to exchange world views with average Cubans, and compare this to impressions gained from our meetings with Cuban academics and artists in Havana. Students will also be immersed in the famous music and dance of Cuba, with multiple half- day Salsa and Rumba classes and opportunities for students to apply their new found skills under real world settings in Jazz and Salsa clubs.

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

<http://www.westminstercollege.edu/diversity/index.cfm?parent=4353&detail=15190&content=15193>

Sustainability Literacy Assessment

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

41 students took the test on Earth Day.

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

Incentives for Developing Courses

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

Faculty Learning Community: Sustainability Across the Curriculum

Faculty are offered a stipend to meet regularly and develop sustainability related courses and learning tools. Positive outcomes of this program include the addition of sustainability courses.

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

Faculty members received a monetary stipend for their participation.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=13541&content=13542

Campus as a Living Laboratory

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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 | No |
| Transportation | Yes |
| Waste | Yes |
| Water | Yes |
| Coordination, Planning & Governance | No |
| Diversity & Affordability | No |
| Health, Wellbeing & Work | Yes |
| Investment | Yes |
| Public Engagement | No |
| Other | No |

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:

Students in an Economics 325 course completed a Cost Benefit Analysis of Westminster's Plan for Carbon Neutrality, and came to the conclusion that there was room for improvement in the college's purchase of Renewable Energy Credits (RECs), and suggested the purchase of wind turbines.

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:

Several students have completed proposals as a requirement for the Environmental Studies Senior Seminar. The first of these is a Green Roofs proposal, in which the potential benefits of constructing a green roof on campus was researched. Secondly, students completed a proposal for sustainable advancements in the expansion of campus.

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:

Westminster for Real Food is a student group that advocates for organic, local, human, and fair-trade food on campus, and, in the past, has coordinated with the campus dining services to assess the sustainability of food provided on campus.

The Westminster Organic Garden is run by students under the guidance of the Environmental Center. There are numerous volunteers that help keep the garden running doing activities such as watering, planting and weeding. Weekly work parties are held during the growing season (from seed starting in the greenhouse to winter cover cropping). The crops from the garden are either given to volunteers or distributed at a campus farmstand. The garden effort also includes a campus chicken co-op where students care for the hens in exchange for eggs.

The Westminster Bee Hive is operated by a student group under the Environmental Center that focuses on sustainable bee keeping as well as bee pollination and foraging ecology.

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:

Eco Team is a student group sponsored by the Environmental Center that implements that annual residence hall Energy Challenge. During the Energy Challenge, campus residents are encouraged to adopt sustainable habits and save energy, and many residence halls have saved energy in the past. The most recent Energy Challenge showed a 20% reduction in total electricity consumption for the 5 residence halls.

Students also worked on an energy analysis, and compiled several recommendations for how to decrease Westminster's carbon footprint and decrease energy usage.

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:

Several demonstration gardens were created on campus by students to showcase sustainable landscaping practices. These spaces save water, provide urban habitat, and even grow healthy, organic food. These outdoor learning spaces feature plants native to the area, xeriscape principles, wildlife habitat, and/or plants mentioned in the works of Shakespeare.

The Sustainability Fellows, a group of student employees at the Environmental Center, also installed a small organic apple orchard on campus that will serve as a space to try out various growing and pruning techniques.

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:

Westminster for Real Food, a student organized group, completed a food assessment for campus in the summer of 2011 specifically to determine how much food in our cafeteria is Fair, Local, Humane, and Ecologically Sound. Results were presented and the most recent food service contract requires 20% "real food" by total purchasing dollar by 2020.

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:

The Westminster Bicycle Collective operates under the Environmental Center and offers members access to tools and expertise needed to maintain and repair their bikes, as well as information on safe riding and routes. Westminster Wheels is a program initiated by the Bicycle Collective and allows students to rent bike for free.

Numerous class projects have focused on strategies for improving transit use on campus, increasing ride share participation, and other transportation related efforts.

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:

Eco Team members have performed several waste audits of Westminster's Campus, which has produced valuable information about the breakdown of college waste.

Students also researched and proposed a print cap for Westminster students, which is currently in the trial stage this spring (2014).

Environmental Center student staff have worked with campus dining services to offer res-usable to go containers in the cafeteria.

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:

Students wrote a proposal for low-flow toilets, which have been placed in the Meldrum Science Center. Many of the demonstration gardens mentioned above also focus on water conservation.

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

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

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

Student staff at the Environmental Center present a monthly Cooking Class that is taught by a guest cook and is focused on health and sustainability.

The Bicycle Collective runs programs that encourage student and staff to bike or ride the bus to campus, and maintains the bike cage and other biker amenities.

The Westminster for Real Food student group advocates making healthy decisions about food, and buying local, human, fair-trade, and organic food.

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:

Students researched and wrote a proposal for a Revolving Loan Fund and outlined several environmental impacts that would be the result of implementing such a fund.

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

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

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

<http://environmentalcenter.wix.com/wce-center>

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

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

22

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

155

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

16

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:

[Sustainability Research Inventory.docx](#)

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

Biology Department

- Bonnie Baxter
- Brian Avery
- Christine Clay
- Betsy Kleba
- Christine Stracey

Chemistry Department

- Robyn Hyde
- Frank Black

History Department

- Jeff Nichols
- Gary Marquardt

English Department

- Lance Newman

Management Department

- Cliff Hurst

Environmental Science Department

- Brent Olson

Public Health Department

- Han Kim

Education Department

- Peter Ingel

Psychology Department

- Jonathan Amburgey

Anthropology Department

- Gretchen Siegler

Philosophy Department

- Michael Popich

Mathematics Department

- Bill Bynum

Sociology Department

- Kristjane Nordmeyer

Art Department

- Matt Kruback

Nursing Department

- Diane Forster-Burke

Justice Studies Department

- Giancarlo Panagia

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

A survey was sent out to all Westminster College faculty inquiring about their research. This list was cross-checked with Tim Dolan, Coordinator of undergraduate research in the Provost's Office, who also contributed to the list of faculty conducting research.

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

The Great Salt Lake Institute
iUtah (Innovative Urban Transitions to Arid-region Hydrology)
Environmental History of Moab
Research on Sub Saharan Africa
Environmental Emmigration Creek Consortium
Improvement of public health in orphanages in Thailand
Study of relationships among attitudes toward various environmental concerns and behavior
Researching the Anthropology of Tourism, looking at different levels and types of eco-lodges in the tropics
Songbird Research
Biodiversity in the soils of Great Salt Lake
Campus-provided daycare feasibility
Effects of Urbanization on Water Quality and Macroinvertebrate Communities

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

Summer sustainability undergraduate research funding is offered annually by the Environmental Studies department, and periodically by through other research funds and the Environmental Center. In the past three years, many students have taken advantage of these funds to complete sustainability research projects. Additionally, paid Sustainability Fellows positions offered through the Environmental Center include research as well as project development and outreach work. Lastly, the Ty Harrison Environmental Fund awards students funding for both research and project implementation.

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

<http://environmentalcenter.wix.com/wce-center>

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

Campus Sustainability Data Collector | AASHE

No

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

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

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

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:

Giovale library provides support for student sustainability research with assistance from research librarians and focused book and periodical displays on the topic.

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

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

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*.

Submission Note:

https://www.westminstercollege.edu/environmental_center/

"---" 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:

3,151

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

Campus Sustainability Fellows

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

275

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

The Westminster Environmental Center selects 2-6 students to be employed on campus as Sustainability fellows. These students work with the Environmental Center Director to identify the campus's weaknesses in sustainability and implement at least two projects that promote widespread student learning about sustainability and increase campus-wide sustainability efforts. These students promote widespread sustainability, reduction of Westminster's carbon emissions, and energy saving behaviors. Fellows are paid as student employees.

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

The Westminster Environmental Center Director chooses Sustainability Fellows from a pool of applicants.

Desired Qualifications include:

- Commitment to improving Westminster's campus sustainability
- Excellent written and communication skills
- Success working with peers
- Desire to learn more about effective methods for institutionalizing sustainability

Campus Sustainability Fellows submit a cover letter and resume in the spring prior to the upcoming school year, or in the fall at the start of a new school year. The position is open to all undergraduate students.

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

Campus Sustainability fellows work in the Environmental Center and receive constant mentorship from the Environmental Center Director during weekly meetings. Fellows receive training in community based social marketing, communications, and volunteer recruitment.

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

Sustainability fellows are paid hourly as student employees of the college.

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

Westminster For Real Food

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

670

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

Westminster for Real Food is a student group on campus working for the inclusion of more local, humane, organic and fair trade foods on the Westminster campus. A photo petition was held to show campus administration that students support more "Real" food on campus. Westminster for Real Food also created a resolution within the Student Senate (ASWC) to request that 20% of "real" food be initiated on campus by 2020. This resolution and support from the students led to the implementation of a new food provider on campus with more sustainable food options and a commitment to having 20% of all food on campus considered "real" by the year 2020.

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

Students volunteered time to come to weekly meetings and to help organize photo petition support from students.

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

Volunteers were educated to understand the background behind the Real food Challenge, which is a nation wide campaign to implement more sustainable food on campus. Volunteers were educated on the definition of "Real Food" and on the social, economic and environmental impacts that "Real Food" can influence compared to conventional food.

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

Westminster for Real Food is supported by the Environmental Center on campus to obtain material for a photo campaign and is also supported by the Associated Students of Westminster College senate.

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

Westminster College Eco Team

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

651

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

The Westminster college Eco- team is a collaborative group of residential student volunteers. Eco Team members help make Westminster a more sustainable campus by educating their fellow students about ways to live more environmentally-conscious lifestyles. The Eco Team members lead their halls in the annual Residence Hall Energy Challenge, help put on Earth day, and have the option to complete their own fully funded project in the spring semester.

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

Eco-team members apply through the environmental center assistant director and are expected to have the following criteria.

- Effective communication skills
- Ability to work independently and collaboratively
- Ability to see projects through to completion

- Ability to learn information about environmental topics and relate that information to your peers
- Enthusiastic, engaging individuals who are passionate about environmental and social issues
- Students who can be held accountable for their work
- Creativity and enthusiasm

These students are selected after filling out an application.

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

Eco-Team members are initially trained by the Environmental Center Director and Assistant Director, and also working under the Sustainability fellows to learn basic sustainability tactics and to learn about how to reach out to other students.

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

The program is funded by the college through the Environmental Center budget and donor funds.

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

Westminster Organic Garden

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

652

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

The Westminster Organic garden includes a volunteer committee, food film series and an active garden community that seasonally grows organic vegetable and fruits. The Garden also includes sustainable food discussions and vegetarian cooking classes. These are overseen by 1-2 Campus Garden Coordinator(s) who are student employees. Additionally student volunteers help organize and coordinate some aspects of the garden, like the Chicken Co-operative. These students are recruited and selected by the Garden Coordinator and Garden Committee.

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

Westminster's Organic Garden student workers apply by submitting a cover letter and resume and are selected by the Environmental Center Director and Garden Committee.

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

Garden coordinators work with the Environmental Center Director in the season previous to their upcoming work year to learn what garden tasks are needed. Seed knowledge and planting times are learned from previous garden coordinators.

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

The program is funded by the college through the Environmental Center budget and donor funds.

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

4,140

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

https://www.westminstercollege.edu/environmental_center/

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

Criteria

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

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

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

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

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

100

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

At freshmen orientation recycling bins are distributed, UTA Bus passes are activated, and reusable water bottles are given out to students and their families.

At the Get to Know Your Community event, there are several tables displaying sustainability at Westminster and all incoming students attend.

The Environmental Center meets with all commuter students to talk about sustainable transportation options.

There are service trips during orientation that include creek restoration, community gardening, invasive species removal, and working at the local bicycle collective.

In packets that students receive before orientation, there are handouts that describe the measures Westminster is taking toward climate change and our campus commitment to reduce carbon emissions by 2020.

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

<http://www.westminstercollege.edu/fyso/index.cfm?parent=12936>

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

Criteria

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

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

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

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

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

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

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

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

Eco Team: student volunteers who live in the residence halls and encourage sustainability on campus.

Sustainability Fellows: 2-6 student employees who chose two sustainability related projects to improve on-campus sustainability.

Westminster for Real Food: student group on campus working towards improving food on campus to be local, humane, organic and fair trade.

Bicycle Collective: a group of student employees working to help students commute via bicycle and help students with mechanical bike needs.

Organic Garden: student run organic garden that encourages local eating and sustainable gardening practices.

Chicken Co-op: student volunteers who take care of chickens and receive eggs in return.

Agriculture for the Sustainable Urban Farmer: a group on campus focusing on increasing awareness of aqua-ponics and alternative ways to grow food in a sustainable way.

Themed Housing: a floor in residence halls that focuses on green living, from composting and recycling practices to learning about social and economic sustainability in a residential experience.

Westminster Bee Hive: collecting honey and teaching students the importance of bee's in an ecosystem.

Westminster Organic Orchard: a start up initiative to create a Westminster Orchard where organic fruits will be grown along with student incentive to learn about sustainable tree growing practices.

All are student governed with supervision of the environmental center director, assistant director and residence hall advisors.

The website URL where information about student groups is available:

https://www.westminstercollege.edu/environmental_center/

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:

Agriculture for the Sustainable Urban Farmer: student led club focused on aqua-ponics and encouraging education in alternatives to conventional farming.

Westminster Organic Garden: Westminster's organic garden is a space for students to collectively grow healthy local produce. The small garden includes raised vegetable beds, compost bins, a gathering space, and a chicken coop. Student volunteers maintain the garden, and the produce is available each week at a campus farm stand.

The full campus garden program also involves monthly cooking classes, a fall food film series, discussion groups, workshops, and a partnership with the Westminster for Real Food movement.

Westminster Chicken Co-op: The chicken coop is located in the Organic Garden. Students and faculty members in the Chicken Co-Op help take care of the chickens, maintain the coop, and collect eggs. In return co-op members receive a free share of eggs. This is a great way to learn about chicken keeping without the full responsibility of owning a flock.

Westminster Bee Hive: Westminster Honey Bee Program aims to develop research, teaching and extension initiatives that are locally responsive while globally relevant.

Westminster Organic Orchard: the initiative to start small with a few fruit trees to provide fresh fruit on campus and encourage learning about sustainable orchard growing practices.

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

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

N/A

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

A brief description of the sustainable investment or finance initiatives:

N/A

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

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

Energy and Climate Film Series: Utah Clean Energy and Westminster College Environmental Center have partnered to present the Energy and Climate Film Series. This series of 3 films will encourage viewers to accelerate the school's transition to an energy-efficient and low carbon economy by examining our current situation and finding ways to make changes in our community.

Food Film Series: a fall film series focused on films that show the importance of eating local, organic, humane, and fair trade options. (Student governed)

Food Leadership Summit: the food leadership summit is an event hosted by Westminster where local farmers, chefs, and community member come together to collaborate on ideas on how to improve the food system in our communities. (Student governed)

Common Lands Speaker Series: The Westminster College Environmental Center and Round River Conservation Studies partner to offer the Common Lands Lecture Series, two speakers annually offering conversations on people, places, and the environment.

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

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676

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

Sustainability Art Exhibit: April 1st through 22nd, curated by students who want to display their artistic talents that outline sustainability, the sustainability art exhibit will be on display in the Bassis center.

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

https://www.westminstercollege.edu/pdf/artsandsciences_newsletter/FA%2012%20Faculty%20Newsletter.pdf

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

The Outdoor Recreation Program trip leaders are all certified in Leave No Trace policies, and all trips including climbing, backpacking, pack rafting, back country skiing and more all follow the Leave No Trace policy.

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

<https://www.westminstercollege.edu/outdoorrec/index.cfm?parent=14398>

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

N/A

The website URL where information about the theme is available:

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

Green Point Average: This is an online questionnaire and learning tool which assesses sustainable behaviors, offering "grades" based on current actions and information on how to improve scores and live more sustainably day to day.

Cooking Classes: Faculty share healthy, inexpensive meal preparation lessons with students. Many of the cooking classes offer vegan and vegetarian options and provide new ways of how to prepare sustainable foods.

Bee Keeping: The campus beehive holds workshops that aim to show how hives function, how honey is collected, and the importance of bees in an ecological ecosystem.

Herbal Products Workshop: this is a class that shows how to make sustainable herbal products.

Themed Housing: The green living floor is a sustainable living floor that advocates sustainable habits and living and provides an example for residence halls.

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

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676

A brief description of sustainability-focused student employment opportunities:

Sustainability Fellows: encourage and implement sustainable projects on campus and help complete the STARS evaluation.

Garden Coordinators: run the campus garden and the Chicken Co-Op and encourage ways to grow food sustainably on campus.

Bike Technician Technicians and Coordinators: Help students fix bikes and distribute bikes to students as part of the bicycle collective.

Environmental Center Assistant: help in the environmental center where ever needed, often on projects related to sustainability.

Energy Analyst: analyzes the amount of energy our campus uses annually and gives reports on where improvements need to be made.

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

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6700

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

N/A

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

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

Environmental Center: The environmental center on campus provides opportunities for students to do research, be a part of sustainable projects, and identify sources of funding to realize their sustainability ideas. It encompasses the Westminster Bike Collective and the Organic Garden, as well as employs sustainability fellows and offers many workshops and events that educate the campus in sustainable matters. The center is the main force for sustainability planning, implementation, and assessment on campus. Moreover, it involves students meaningfully in each of these aspects.

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

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676

Outreach Materials and Publications

Responsible Party

Meg Wolf

Sustainability Fellow

Environmental Center

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

A brief description of the central sustainability website:

The Environmental Center website includes detailed information centrally located under "campus sustainability." It describes what actions are being done on campus, various groups involved with sustainability, and ways for students to get involved. It also includes ACUPCC reports, a sustainability project archive, and information about center events.

The website URL for the central sustainability website:

https://www.westminstercollege.edu/environmental_center/

A brief description of the sustainability newsletter:

NA

The website URL for the sustainability newsletter:

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

The Environmental Center Facebook page is a social media hub for all things sustainable happening on campus.

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

<https://www.facebook.com/groups/49141411446/>

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

Student Sustainability Archive: A web archive of all projects that students have ever submitted in relation to improving sustainability on campus.

Annual Undergraduate Research Fair: This is an exposition for students to show their research, including that related to sustainability.

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

<http://environmentalcenter.wix.com/wce-center>

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

The new LEED Platinum Meldrum Science Center includes both printed signs and interactive touch screens that provide detailed information about the building's sustainable features, as well as sustainability on campus as a whole.

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

http://www.westminstercollege.edu/science_center/index.cfm?parent=8864

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

The Shaw Center cafeteria, managed by Bon Appetit, includes signage and brochures on organic, local, and GMO-free food, and the food provider's sustainability efforts.

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

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

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

As part of the campus demonstration gardens, there are numerous signs describing the importance of sustainable grounds-keeping strategies, such as native plants, xeriscaping, and water catchment.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=12304

A brief description of the sustainability walking map or tour:

There is a powerpoint available online that details sustainable locations and resources on campus.

The website URL of the sustainability walking map or tour:

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704

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

The Environmental Center website provides detailed information about transit, carsharing, ridesharing, cycling, and other forms of alternative transportation.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=12304

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

The Westminster Bike Collective provides resources and information for bicyclists, including maps and parking locations.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=11495

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

Westminster offers sustainably themed housing in the residential halls: the Green Living Floor's mission is to promote campus sustainability as individuals and as a community by eating locally, saving resources, and creating a model for the dorm community.

Green Point Average Quiz also focuses on green living on campus in the residential student version.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=12083&content=15082

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:

NA

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:

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

The Westminster College Review is published twice annually and includes information about the school's sustainability efforts.

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

<http://www.westminstercollege.edu/review/>

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

No

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

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

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

No

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

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

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

No

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):

No

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):

No

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):

No

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):

No

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

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

Outreach Campaign

Responsible Party

Meg Wolf

Sustainability Fellow

Environmental Center

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):

Westminster Energy Challenge

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

The Westminster College Energy Challenge is a challenge between each of the five residence halls on campus. The winner is the building that can conserve the most energy in one month. Each week has a different energy-saving theme and helps direct students to conserve more energy. The challenge is led by the Residence Hall Eco-Team with assistance from the Campus Sustainability Fellows and Environmental Center.

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

Over 6,000 KW/Hour of electricity was saved in the residence halls.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=12083&content=15070

The name of the campaign (2nd campaign):

Westminster for Real Food Campaign

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

Westminster For Real Food defines "Real Food" as Local, Humane, Organic and Fair Trade. A student-led campaign created a photo petition that was focused on outlining why students want to see Real Food on Westminster's campus.

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

Over 20% of student body signed the petition to improve food on campus and encourage Real food on Westminster's campus. A resolution was passed by the Associated Students of Westminster College, the student government of Westminster, to improve the food provided on campus. The resolution stated that 20% of campus-provided food would be Real food by 2020. As a result, Westminster switched to a food provider who has promised to include 20% of local, humane, organic, and fair trade food by 2020.

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

https://www.westminstercollege.edu/environmental_center/?parent=6676&detail=6704&content=11516

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

Employee Educators Program

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

Criteria

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

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

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

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

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

Employee Orientation

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).

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

Staff Professional Development

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Meg Wolf
 Sustainability Fellow
 Environmental Center

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:

Climate and Energy film series in partnership with local non-profit Utah Clean Energy. This is an educational film series contributing to the community education on climate change. This series runs each spring semester.

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=14397&content=15372

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):

The Westminster Bike Collective is a branch off of the Salt Lake City Bicycle Collective. The two work collaboratively to restore old bicycles, fix current students' and community members' bikes, and to encourage alternative forms of transportation that are carbon emission free. A bicycle collective is a group of people who care about biking and use it for transportation, recreation, or a combination of the two. A collective also provides people with an outlet for biking support in the form of maintenance and community. The Westminster Bike Collective is open seasonally in fall and spring and has been running since 2011. The college provides both space and staff funding for the campus site.

<http://www.bicyclecollective.org/locations-a-hours/wesminster>

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:

Westminster College has a strategic partnership with the nearby community of South Salt Lake. Their Promise South Salt Lake program focuses on three primary goals:

- 1) Every child has the opportunity to attend and graduate from college
- 2) Everyone has a safe, clean home and neighborhood
- 3) Everyone has the opportunity to prosper

<https://www.southsaltlakecity.com/department-listings/promise-so-salt-lake>

a) Beginning in October of 2012, the college prioritized this program for service and support. We provide student volunteers and paid employees to mentor programs, food access programs, local schools, and many others.

b) The partnership is focused on supporting the college-going atmosphere of South Salt Lake (SSL). By tutoring, mentoring and emphasizing the benefits of higher education for the kids in K-12, we believe it will impact the economic prosperity and social equity and well being of those children in the future and also their families, with an end result of positively impacting the SSL community as a whole. This partnership has involved projects with a specific environmental focus as of this semester and I believe those projects will address SSL's ecological health.

c) Employee time is devoted to the partnership through the work of Julie Tille, Lu Marzulli who directs the Diversity Center, Peter Ingle who is an education faculty member, and through a formal SSL Task force comprised of faculty, staff, students, and SSL members. Additionally, our advancement team has supported this partnership through extensive fundraising. We also host students from SSL for campus events like tours, using the climbing wall, attending theater and athletic events, and offer them space every now and then for some of their own programming.

d) Relevant stakeholders are identified by those that attend our frequent informational sessions, choose to participate in their monthly tour

of SSL centers, serve on our task force, have participated in our Diversity and Civic Engagement Learning Community that has a SSL focus, and those who have self-identified in one way or another and choose to support the partnership in various ways.

e) Pursuit of some type of higher education by SSL youth is one of the measurements we will examine, and we hope that the number of SSL youth that do pursue a type of higher education will increase as our partnership with them continues and the number of projects increases. Additionally, the partnership has the potential to create a systematic change at Westminster for those students involved as they will have a much better perspective on collaborating with international and diverse populations

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:

<https://www.southsaltlakecity.com/>

Inter-Campus Collaboration

Responsible Party

Meg Wolf
Sustainability Fellow
Environmental Center

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:

A formal meeting of sustainability people in Utah higher education occurs annually. At these meetings, students, faculty and staff can collaborate and discuss issues facing sustainability in Utah higher ed.

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:

Utah Sustainability in Higher Education Consortium

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

Staff and students work informally with other universities, particularly the University of Utah and Utah State University. Occasionally, we also formally partner on sustainability related events.

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

<https://www.facebook.com/UtahISC?ref=stream>

Continuing Education

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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.

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

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.

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

Number of students engaged in community service:

1,864

Total number of students :

2,926

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:

80,000

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)?:

Yes

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

Positive recognition and annual awards for staff, faculty and community partners are given out to recognize community service. Supervisors allow compensation in employee time cards to allow time in service opportunities for faculty and staff.

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

https://www.westminstercollege.edu/civic_engagement/index.cfm?parent=6462&detail=15299

Community Stakeholder Engagement

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

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*.

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

Participation in Public Policy

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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.

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

Trademark Licensing

Responsible Party

Meg Wolf
Sustainability Fellow
Environmental Center

Criteria

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

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

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

No

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

Yes

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

No

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

<http://westminstercollege.edu/>

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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

Kerry Case

Environmental Director

Environmental Center

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 | No |
| Capital goods | No |
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | No |
| Waste generated in operations | No |

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

No

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

To complete the GHG emissions inventory, Westminster uses the Clean Air - Cool Planet Campus Carbon Calculator. We publicly report emissions via the American College and University Presidents' Climate Commitment reporting system.

<http://rs.acupcc.org/ghg/1593/>

More info on data collection methodology can be found online at

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704&content=11517

t=11517

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG

accounting and reporting process and/or verified by an independent, external third party?:

No

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

Scope 1 and Scope 2 GHG emissions::

| | Performance Year | Baseline Year |
|--|--|-------------------------------------|
| Scope 1 GHG emissions from stationary combustion | 2,576 Metric Tons of CO2 Equivalent | 2,156 Metric Tons of CO2 Equivalent |
| Scope 1 GHG emissions from other sources | 475.80 Metric Tons of CO2 Equivalent | 580 Metric Tons of CO2 Equivalent |
| Scope 2 GHG emissions from purchased electricity | 4,353.50 Metric Tons of CO2 Equivalent | 3,636 Metric Tons of CO2 Equivalent |
| Scope 2 GHG emissions from other sources | 0 Metric Tons of CO2 Equivalent | 0 Metric Tons of CO2 Equivalent |

Figures needed to determine total carbon offsets::

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

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 | 645 | 606 |
| Number of residential employees | 6 | 5 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 2,926 | 2,688 |
| Full-time equivalent of employees | 431 | 433 |
| Full-time equivalent of distance education students | 0 | 0 |

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

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

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

While our ACUPCC baseline is FY2008, for this STARS, we are using FY2010 so that we can measure changes since our last STARS assessment.

Gross floor area of building space, performance year:

1,012,646 *Square Feet*

Floor area of energy intensive building space, performance year:

| | Floor Area |
|-------------------------------------|---------------------------|
| Laboratory space | 23,934 <i>Square Feet</i> |
| Healthcare space | 0 <i>Square Feet</i> |
| Other energy intensive space | 0 <i>Square Feet</i> |

Scope 3 GHG emissions, performance year::

| | Emissions |
|---|---|
| Business travel | 3,508.60 <i>Metric Tons of CO2 Equivalent</i> |
| Commuting | 1,794.30 <i>Metric Tons of CO2 Equivalent</i> |
| Purchased goods and services | --- |
| Capital goods | --- |
| Fuel- and energy-related activities not included in Scope 1 or Scope 2 | --- |
| Waste generated in operations | --- |
| Other categories (please specify below) | --- |

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

A copy of the most recent GHG emissions inventory:

[CACP Calculator FY13.xlsm](#)

The website URL where the GHG emissions inventory is posted:

[Campus Sustainability Data Collector | AASHE](#)

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

In the past three years, the college has instituted a parking fee, continued efficiency work outlined in our Climate Action Plan, continued the annual Energy Challenge, and launched a sustainability revolving loan fund.

Outdoor Air Quality

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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.

"---" 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:

The institution has an anti-idling policy on campus and has signs posted around campus parking lots and common idle zones. The campus has preferential parking for carpooling and low-emission cars, as well as a U-Car Share (

<https://www.ucarshare.com/secure/Home.aspx>

). The campus also provides a free transit pass for all faculty, students and staff with their IDs.

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

No

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

NA

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

| | Weight of Emissions |
|---|---------------------|
| Nitrogen oxides (NOx) | --- |
| Sulfur oxides (SOx) | --- |
| Carbon monoxide (CO) | --- |
| Particulate matter (PM) | --- |
| Ozone (O3) | --- |
| Lead (Pb) | --- |
| Hazardous air pollutants (HAPs) | --- |
| Ozone-depleting compounds (ODCs) | --- |
| Other standard categories of air emissions identified in permits and/or regulations | --- |

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

NA

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704

Buildings

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

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

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under 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.

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

Building Design and Construction

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

The Meldrum Science Center achieved a LEED® Platinum certification from the U.S. Green Building Council.

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

63,469 Square Feet

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

| | Certified Floor Area |
|--|-----------------------------|
| Minimum Level (e.g. LEED Certified) | 0 Square Feet |
| 3rd Highest Level (e.g. LEED Silver) | 0 Square Feet |
| 2nd Highest Level (e.g. LEED Gold) | 0 Square Feet |
| Highest Achievable Level (e.g. LEED Platinum) | 63,469 Square Feet |

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 | 0 Square Feet |
| Mid-Level | 0 Square Feet |
| Highest Achievable Level | 0 Square Feet |

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 | <i>0 Square Feet</i> |
| 4th Highest Level | <i>0 Square Feet</i> |
| Mid-Level | <i>0 Square Feet</i> |
| 2nd Highest Level | <i>0 Square Feet</i> |
| Highest Achievable Level | <i>0 Square Feet</i> |

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:

0 Square Feet

A copy of the guidelines or policies :

[Water Conservation Actions.doc](#)

The date the guidelines or policies were adopted:

Aug. 1, 2009

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

The current campus master plan calls for a minimum of LEED Gold on all new construction.

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

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

[Campus Sustainability Data Collector | AASHE](#)

Indoor Air Quality

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.

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

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

Kate Puddy

Sustainability Fellow
Environmental Center

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:

11

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

[Bon Appetit Local Real Food Venders.docx](#)

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

Bon Appetit Local Real Food Venders:

Coffee- Rimini Coffee SLC UT

Local and seasonal produce- Muir Copper Canyon SLC UT

Beef- Pleasant Creek Ranch Provo UT

Energy beans- Achiva SLC UT

Bread- Stone Ground bakery SLC UT

Honey -Cox honey farm Shelley ID

Herbs - Dianas Garden SLC UT

Eggs - Tifie Ranch Morgen UT

Corn - Day farms Layton UT

Pluots - Smith Orchards Provo UT

Cider - Nature's Sweets Payson UT

Pork – sugar house pork SLC UT

Honey – Westminster campus garden UT

Butter- Meadow Gold Dairy SLC UT

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:

0

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:

Bon Appetit works with a program called Farm to Fork, which focuses on getting local food, owner-operated. Below is some more details:

Farm to Fork: Supplier Parameters March 2012

At its core, Farm to Fork has always been about preserving flavors and supporting small, owner-operated producers in the communities we serve. As the American food system has consolidated, we have lost flavors on the plate; Farm to Fork gives our chefs the freedom to buy from producers who are harvesting food that tastes special.

Plant-based products, including fruit, vegetables, grains, floral products

1. Geographic: farms, orchards, mills that are within 150 miles of our kitchens. To be considered Farm to Fork, milled grains must come from within 150 miles as well as be milled locally.
2. Ownership: owner-operated concerns or co-ops of owner-operators. Non-profit distributors (aggregators) can be enrolled if all of their products qualify as Farm to Fork and they have a reliable traceability system in place. Similarly, farmers who are “for-profit” and act as aggregators for neighboring farmers, can be enrolled if all the products they sell to our chefs qualify as Farm to Fork and they have a robust traceability system in place.
3. Annual sales volume: \$5 million if a sole proprietorship, farm, orchard, or an LLC. If a co-op, all members must gross \$5 million or less and be a true co-op rather than contractors to a large corporation. (There is no sales limit for a product distributor who merely delivers products from enrolled vendors and can clearly identify sources on their price sheets and invoices.)

Proteins, including meat, poultry and eggs, dairy and cheese, seafood (small scale)

1. Geographic: farms, ranches, aquaculture operations, or fish landings that are within 150 miles of our kitchens.
2. Ownership: owner-operated farms, ranches or boats or co-op of owner-operators. Boat sizes vary from species to species. Boats cannot process fish on board other than to bleed and ice their fish at sea.
3. Annual sales volume: no more than \$5 million except for co-ops where all members must gross \$5 million or less and be a true co-op rather than contractors to a large corporation. (There is no sales limit for a product distributor who merely delivers products from enrolled vendors and can clearly identify sources on their price sheets and invoices.)
4. Certifications: currently, shell eggs are the only protein that is required to have one of the following third-party certifications: Certified Humane, Animal Welfare-approved, or Food Alliance certification. “Local” or “organic” does not qualify a local egg farmer. All seafood must be consistent with a green- or yellow- Seafood Watch rating.

Proteins, including meat, poultry and eggs, dairy and cheese, seafood (medium scale)

Having administered a Farm to Fork program now since 1999, we have come to see that consolidation in the food system has left us with fewer and fewer small-scale owner-operators produce meat, dairy and seafood proteins in many regions. There are some regional producers, however, whose quality and production practices are exemplary. Their sales volumes and proximity generally exceed the limits of our Farm to Fork Program, so we are expanding the definitions of Farm to Fork to include regional protein producers (only) with these parameters:

1. Geographic: farms, ranches, aquaculture operations, or fish landings that are within 500 miles of our kitchens and who can safely deliver fresh products.
2. Ownership: owner-operated farms, ranches, boats, or co-op of owner-operators.
3. Annual sales volume: no more than 1% of industry leaders’ sales volume for those species. Currently, this translates to an average sales cap of about \$40 million annually. See chart.
4. Third-party certifications: required. To demonstrate that the regional producer’s efforts are “appreciably better” than industrial-scale production, liquid and shell eggs, all meats and dairy products that come from regional producers whose gross sales exceed \$5 million or are beyond the 150 mile limit must achieve one of the following third-party certifications: Humane Farm Animal Care, Animal Welfare-approved, Global Animal Partnership-level 1 or better, or Food Alliance certification. All seafood must be consistent with a green- or yellow- Seafood Watch rating. A producer who commits to a third-party certification process can be enrolled if they have had

an initial consultation with one of the agencies and they commit to completing the process within 18 months. If they do not get certified, they will no longer be considered Farm to Fork suppliers.

Artisan products, including snack foods, granolas, frozen desserts, sushi, coffee, and baked goods

1. Geographic: production facilities that are within 150 miles of our kitchens and at least 50% of the product, by weight, must be sourced from within 150 miles. We have two exceptions to this requirement: coffee must be roasted locally and be of a truly “artisan” nature, and baked goods, including breads, pastries, which must be made and delivered fresh locally.

2. Ownership: owner-operated concerns or co-ops of owner-operators.

3. Annual sales volume: \$5 million if a sole proprietorship, farm, orchard, or an LLC.

4. To qualify for F2F sushi, a majority of the fish has to be sourced locally and it must be of an artisan nature. Local sushi makers do not qualify if they are not artisan.

Requirements for All Producers

1. Traceability. A reliable system must be in place from the farm to our kitchens.

2. Certifications: we currently require no sustainability certifications for small vendors (see definitions of small and medium-scale, above) but we do encourage producers to share evidence of certifications, integrated pest management or organic practices, and other third-party validated evidence of best agricultural practices.

3. Legal documentation: we require a variety of documents including a certificate of insurance and a W9.

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

Bon Appetit tracks all of their food; however, for their farm to fork products they need to have them approved by their corporate farm to fork guidelines.

Total annual food and beverage expenditures:

881,741.55 US/Canadian \$

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

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

Has the institution achieved the following?:

| | Yes or No |
|--|-----------|
| Fair Trade Campus, College or University status | No |
| Certification under the Green Seal Standard for Restaurants and Food Services (GS-46) | No |
| Marine Stewardship Council (MSC) certification | Yes |
| 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://westminster.cafebonappetite.com/>

Low Impact Dining

Responsible Party

Kate Puddy

Sustainability Fellow
Environmental Center

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.

Submission Note:

Due to the fact that Bon Appetit has recently joined the Westminster College Campus, many of the numbers are not available at this time.

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

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

18

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

Reported by food service provider Bon Appetit.

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”):

Bon Appetit tries to always have a vegetarian option every meal and rotate vegan options in and out weekly. Their menus are created weekly and are not stagnated. They change the menus with the season and the availability of items.

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

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

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

Annual dining services expenditures on food:

881,741.55 US/Canadian \$

Annual dining services expenditures on conventionally produced animal products:

158,713.38 US/Canadian \$

Annual dining services expenditures on sustainably produced animal products:

96,991.57 US/Canadian \$

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

Kerry Case

Environmental Director

Environmental Center

Criteria

Part 1

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

Part 2

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

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

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

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

| | Performance Year | Baseline Year |
|--|------------------------|---------------------|
| Total building energy consumption | 81,160.30 <i>MMBtu</i> | 70,752 <i>MMBtu</i> |

Purchased electricity and steam:

| | Performance Year | Baseline Year |
|-----------------------------------|------------------------|------------------------|
| Grid-purchased electricity | 39,721.30 <i>MMBtu</i> | 33,776.20 <i>MMBtu</i> |
| District steam/hot water | 0 <i>MMBtu</i> | 0 <i>MMBtu</i> |

Gross floor area of building space::

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

| | | |
|-------------------------|------------------------------------|----------------------------------|
| Gross floor area | 1,012,646 <i>Gross Square Feet</i> | 802,387 <i>Gross Square Feet</i> |
|-------------------------|------------------------------------|----------------------------------|

Floor area of energy intensive space, performance year::

| | Floor Area |
|-------------------------------------|---------------------------|
| Laboratory space | 23,934 <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 | 4,272 |
| Cooling degree days | 2,482 |

Source-site ratios::

| | Source-Site Ratio (1.0 - 5.0; see help icon above) |
|-----------------------------------|---|
| Grid-purchased electricity | 3.14 |
| District steam/hot water | 1.20 |

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, 2010 |

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

This was the performance year from our last STARS (2010-2011) and thereby allows us to compare progress since that last assessment. For ACUPCC reporting, 2008 is used as a baseline for all years.

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

Buildings are maintained between 68-72 degrees during occupied hours. Recently, the institution began reducing/increasing temperatures to save energy during unoccupied hours.

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

LEDs are currently used in limited locations, like exit lighting and parking structures.

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

These are used widely in bathroom spaces, as well as most rooms in newer buildings/renovations, like Meldrum Science Center and Bassis Center for Student Learning.

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

None

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

None

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

None

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

None

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

Meldrum Science Center is extensively monitored by floor and system, and this information is available to students for research and visitors through interactive displays. Hogle and Carleson residence halls both have individual electricity monitoring because they are not submetered and data is needed for the annual residence hall energy challenge.

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

Westminster replaces equipment with the most efficient models possible when they need to be replaced.

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

None

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

None

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

None

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704&content=6761

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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 | 270 <i>MMBtu</i> |
| Option 2: Non-electric renewable energy generated on-site | 0 <i>MMBtu</i> |
| 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 <i>MMBtu</i> |
| Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option) | 3,068.56 <i>MMBtu</i> |

Total energy consumption, performance year:

81,160.30 *MMBtu*

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

Westminster has three on-site rooftop photovoltaic systems, with a total of 49 kW.

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

none

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

none

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

900000 kWh annually are purchased through Rocky Mountain Power's Blue Sky program.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704&content=6761

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

Andrew Hagedorn

Mr.

Environmental Center

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>29.90 Acres</i> |
| Footprint of the institution's buildings | <i>7.68 Acres</i> |
| Area of undeveloped land, excluding any protected areas | <i>0 Acres</i> |

Area of managed grounds that is::

| | Area |
|--|--------------------|
| Managed in accordance with an Integrated Pest Management (IPM) Plan | <i>22.20 Acres</i> |
| Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined | <i>0 Acres</i> |
| Managed organically, third party certified and/or protected | <i>0 Acres</i> |

A copy of the IPM plan:

The IPM plan :

NA

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

NA

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

We have numerous demonstration gardens including a xeriscape garden, pollinator garden, organic garden, and a native "mountain desert garden." Information regarding these gardens can be found on the URL at the bottom of this page (

).

Additionally, the Immigration Creek Natural Area is a National Wildlife Federation certified wildlife habitat.

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

Nearly all green waste from campus landscaping is composted at the county green waste facility, including grass clippings and leaves.

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

NA

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

Permeable paving is used wherever possible.

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

Westminster has employed permeable paving in the commons, and a field with storm water capturing abilities, which mediates the flow of water back into the natural environment. The college has also worked to restore the natural area around Emigration Creek which flows through campus.

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

Recently, the college covered the creek bridge to reduce the runoff of ice melt into the creek.

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

The Immigration Creek Natural Area is a National Wildlife Federation certified wildlife habitat.
The campus Pollinator Garden is a registered Monarch Waystation.

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

No

The website URL where information about the institution's sustainable landscape management programs and

practices is available:

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704&content=6762

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

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

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:

The Immigration Creek Natural Area is a National Wildlife Federation certified wildlife habitat.

The campus Pollinator Garden is a registered Monarch Waystation.

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:

Environmental Biology students have done annual work monitoring the Emigration Creek natural area including water quality testing and species inventories. Westminster has also worked with Trout Unlimited and Utah Rivers Council to improve the habitat of the native Bonneville Cutthroat Trout on the creek and complete regular fish monitoring.

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

Golden Current, *Ribes Aureum*
Quaking Aspen, *Populus Tremuloides*
Woods Rose, *Rosa Woodsii*
Rocky Mountain Maple, *Acer Glabrum*
Snowberry, *Symphoricarpos Alba*
Beechleaf/True Mountain Mahogany, *Cercocarpus Montanus*
Rocky Mountain Iris, *Iris Missouriensis*
Black Hawthorn, *Crataegus Douglasii*
Blue Flax, *Linum Lewisii*
Ponderosa Pine, *Pinus Ponderosa*
Silver Buffaloberry, *Shepherdia Argentea*
Lodgepole Pine, *Pinus Contorta Latifolia*
Western Red Birch, *Betula Occidentalis Fontinalis*
Choke Cherry, *Prunus Virginiana var. Melanocarpa*
Three Leaf Sumac/Skunk Brush, *Rhus Trilobata*
Big Tooth Maple, *Acer Grandidentatum*
Gamble Oak, *Quercus Gambelii*
Bearberry/Kinnikinnik, *Arctostaphylos Uva Ursi*
Potentilla, *Potentilla Fruiticosa*
Drummond Willow, *Salix Drummondiana*
Tufted Hairgrass, *Deschampsia Caespitosa*
Rocky Mountain Juniper, *Juniperus Scopulorum*
Curleaf Mountain Mahogany, *Cercocarpus Ledifolius*
Utah Northern Sweetvetch, *Hedysarum Boreale*
Munro Globemallow, *Sphaeralcea Munroana*
Rocky Mountain Beeplant, *Cleome Serrulata*
Pinion Pine, *Pinus Edulis*
Cream Brush, *Holodiscus Discolor*
Utah Serviceberry, *Amelanchier Utahensis*
Ocean Spray, *Holodiscus Dumosa*
Arrowroot
Mountain Mahogany
Utah Serviceberry
Sage
Yucca
Bigtooth Maple (*Acer grandidentatum*)

Aspen (*Populus tremuloides*)
 Box Elder (*Acer negundo*)
 Burr Oak (*Quercus macrocarpa*)
 Lewis's Mock Orange (*Phildelphus lewisii*)
 Western Snowberry (*Symphoricarpos occidentalis*)
 Thimble Berry (*Rubus parviflora*)-
 Russet Leaf Buffalo Berry (*Shepherdia canadensis*)
 Mountain Ash (*Sorbus scopulina*)
 Mallow Leaf Ninebark (*Physocarpus malvaceus*)
 Saskatoon Serviceberry (*Amelanchier alnifolia*)
 Chokecherry (*Prunus virginiana* var. *melanocarpa*)
 Mountain Lover (*Pachystima myrsinites*)
 Bigroot Prickly Pear (*Opuntia macrorhiza*) - edible purple fruits; origin Canyon Cove area of Mt. Olympus foothills, Salt Lake County.
 Pink Common Prickly Pear (*Opuntia polyacantha*) -showy flowers; origin Butterfield Canyon, southwestern Salt Lake County appx. 1987
 Orange Common Prickly Pear (*Opuntia polyacantha*)-showy flowers; origin Butterfield Canyon, southwestern Salt Lake County appx. 1987.
 Yellow Common Prickly Pear (*Opuntia polyacantha*)-showy flowers; origin Butterfield Canyon, southwestern Salt Lake County appx. 1987
 Yellow Prickly Pear (*Opuntia polyacantha*) origin appx. West Salt Lake City industrial area.
 Fragile Prickly Pear (*Opuntia fragilis*)-yellow flowers; cylindrical joints; origin Jordan River bluffs, south Salt Lake County.
 Eastern Prickly Pear (*Opuntia compressa*)- from Nebraska; few spines & round pads; origin relict grassland in Wildness Park on west bank of Salt Creek, Lincoln, Nebraska appx. 1982.
 Cone Flower Sp. *Echinacea purpurea*
 Hardy water lily *Nymphaea*
 Milkweed mix *Asclepias* sp.
 Bleeding Heart *Dicentra eximia*
 Butterfly Bush *Buddleia davidii*
 Pickerelweed *Pontederia Cordata*
 Russian Sage *Perovskia atriplicifolia*
 Shasta Daisy *Chrysanthemum maximum*
 Sunny Border Veronica *Veronica spicata*
 Bush Honeysuckle *Lonicera maackii*
 Fire Pinks *Dianthus Dianthus* sp.
 Dummond Willow *Salix drummondiana*
 Northern Oat Grass *Chasmanthium latifolium*
 Quaking Aspen *Populus tremuloides*
 Oregon Grape (*Mahonia-akufolium*)
 Fire Cracker Penstemon (*Penstemon eatonii*)
 Princess Plume (*Stanleya Pinnata*)
 Little Bluestem (*Schizachyrium Scoparium*)
 Wooley Tyme (*Tymus Lanuginosus*)
 Curl-Leaf Mountain Mahogany (*Cercocarpus ledifolius*)

Bonneville Cutthroat Trout

Emigration Creek Natural Area

Naturescape Garden

Native American Garden

Mountain Desert Garden

Organic Vegetable Garden
Pollinator Garden
Xeriscape Garden

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

Work has been done, and continues to be done, on the creek flowing through campus to promote urban biodiversity, and particularly to improve the habitat for the native Bonneville Cutthroat Trout.

There are various areas on campus that focus on showcasing native plants, landscaping principles, and wildlife habitats: Naturescape Garden, Native American Garden, Mountain Desert Garden, Shakespeare Garden, Organic Vegetable Garden, Pollinator Garden, and Xeriscape Garden. Each garden features explanatory signs and plant species labels.

Completed in November 2005, the Westminster College Landscape Master Plan addresses the campus as a place of learning, investigation, demonstration and environmental stewardship. As part of this comprehensive look at future landscape design and development, the plan emphasizes the use of water-wise plantings which maintain the traditional feel of campus and provide learning opportunities for students and the community.

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

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704&content=6762

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

Kate Puddy

Sustainability Fellow
Environmental Center

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:

Talked to Ryan Harrison and Robert Alred.

"---" 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:

[Westminster College EPEAT.docx](#)

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:

EPEAT qualified computer equipment is purchased for the entire school. All computer equipment is purchased through the Information Services department, ensuring all purchased electronics are EPEAT qualified.

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

Yes

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

| | Expenditure Per Level |
|---------------------|---------------------------|
| EPEAT Bronze | 0 US/Canadian \$ |
| EPEAT Silver | 12,000 US/Canadian \$ |
| EPEAT Gold | 171,219.80 US/Canadian \$ |

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

183,219.80 US/Canadian \$

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

Cleaning Products Purchasing

Responsible Party

Kate Puddy

Sustainability Fellow
Environmental Center

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?:

No

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

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

While the institution does try to purchase these products whenever possible, there is no clearly stated preference or policy.

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

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

Yes

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

29,306.95 US/Canadian \$

Total expenditures on cleaning and janitorial products:

58,613.89 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?:

No

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

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:

Not mentioned in contract.

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

Office Paper Purchasing

Responsible Party

Kate Puddy

Sustainability Fellow
Environmental Center

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.

"---" 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:

[Trended_Paper_Purchase_History.xls](#)

The paper purchasing policy, directive or guidelines:

All standard office paper contains at least 30% recycled content.

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

Paper purchased centrally through print/copy shop for all departments.

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 | 11,097.57 <i>US/Canadian \$</i> |
| 30-49 percent | 33,554 <i>US/Canadian \$</i> |
| 50-69 percent | 0 <i>US/Canadian \$</i> |
| 70-89 percent (or FSC Mix label) | 1,234.40 <i>US/Canadian \$</i> |
| 90-100 percent (or FSC Recycled label) | 0 <i>US/Canadian \$</i> |

Total expenditures on office paper :

45,885.97 *US/Canadian \$*

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

Inclusive and Local Purchasing

Responsible Party

Kate Puddy

Sustainability Fellow
Environmental Center

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.

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

Life Cycle Cost Analysis

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Kate Puddy

Sustainability Fellow

Environmental Center

Criteria

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

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

And/or

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

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

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

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

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

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

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

Some

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

Some

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

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

Most contracts at the College require the adherence to local, state & federal laws. Since there are environmental requirements contained in local, state & federal laws, there is a minimum environmental standard being set when contractors abide by these laws. The EPA also has standards that affect the environment that which the College follows. Food service, custodial, waste management and recycling agreements all have these requirements related to food, chemical and waste and cleaning. Last year the College intentionally hired a food service provider that committed to the “Real Food Challenge”, that had company practices for sustainability and nutritious food. The Food Service contract was drafted with these policies. Please note that the Real Food Challenge is an amendment that will be signed shortly. The College Master Plan calls for all new construction to have a goal to design to LEED Gold construction and all remodels that exceeds 50% of the original building should be designed to at least a LEED Silver construction. The Meldrum Science Center achieved a Platinum LEED certificate, the construction of Westminster on the Draw and the Bassis Student Center both were constructed to Silver LEED standards.

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 College has set LEED policies for construction and has incorporated these policies into agreements for construction. Meetings with Building Contractors ensures that these standards will be delivered on which usually occur weekly. Currently, there is no significant construction occurring. There are numerous groups that monitor food, waste practices and chemical storage and disposal, some of those include: Chemical Safety Committee, Food Service Committee, Risk Management Committee and the Sustainability Council. There are numerous employee positions that monitor these practices: Director of Environmental Health and Safety, Director of Safety and Campus Fire marshal, Managing Director of Administration, VP of Finance & Administration, and the President. I think we have seen significant behavior changed in our food service operations and construction practices over the last few years.

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

Transportation

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

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

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

Responsible Party

Andrew Hagedorn
Mr.
Environmental Center

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.

Submission Note:

Fleet vehicles: Two minivans and three 12-passenger vans
Maintenance vehicles: Four trucks (three pickups and a dump truck)
Campus Patrol: One Honda Fit
President’s vehicle: Volvo wagon
Maintenance has two electric golf carts and one (regular gas powered) small utility vehicle. Conferences and events has one electric utility vehicle. Campus Patrol has one electric golf cart.

Total number of vehicles in the institution's fleet :

16

Number of vehicles in the institution's fleet that are::

| | Number of Vehicles |
|--|--------------------|
| Gasoline-electric, non-plug-in hybrid | 0 |
| Diesel-electric, non-plug-in hybrid | 0 |
| Plug-in hybrid | 0 |
| 100 percent electric | 5 |
| 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:

None

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

https://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=9163

Student Commute Modal Split

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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:

43

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) | 57 |
| Walk, bicycle, or use other non-motorized means | 23 |
| Vanpool or carpool | 4 |
| Take a campus shuttle or public transportation | 12 |
| Use a motorcycle, scooter or moped | 1 |

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

An online commuter survey is conducted for the full campus every other year.

The website URL where information about sustainable transportation for students is available:

[Campus Sustainability Data Collector | AASHE](#)

Employee Commute Modal Split

Responsible Party

Kerry Case

Environmental Director

Environmental Center

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:

32

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) | 68 |
| Walk, bicycle, or use other non-motorized means | 13 |
| Vanpool or carpool | 7 |
| Take a campus shuttle or public transportation | 9 |
| Use a motorcycle, scooter or moped | 0 |
| 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:

An online commuting survey is conducted for the full campus every other year.

The website URL where information about sustainable transportation for employees is available:

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=9163

Support for Sustainable Transportation

Responsible Party

Andrew Hagedorn

Mr.

Environmental Center

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a “complete streets” or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Westminster has a covered, restricted access, monitored bike parking cage centrally located on campus. Showers and lockers are available free to all bike commuters at our Health Wellness & Athletic Center.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Bike racks are located near every building on campus.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Campus is so small that there are no bike lanes on campus proper.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The Westminster Wheels free bike program allows students, faculty, and staff to check out bikes for free at our campus bicycle collective. The fleet has 10 bikes, which has proven to be the right size for our campus. Check outs are for 24 hrs and come with a lock, helmet, and light.

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=11495&content=12082

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:

NA

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):

All Westminster students and employees are provided with free, premium transit passes good for all area buses, light rail, and commuter rail.

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:

NA

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The college is currently moving the rideshare program online. Designated carpool parking spots are available on campus. Carpoolers may also list multiple vehicles on a single parking pass to share a pass.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Westminster offers the U Car Share program on campus.

<https://www.uhaulcarshare.com/>

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

There is one located in the parking structure by Jewett, however it is not level 2 or 3.

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:

NA

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:

NA

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:

NA

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:

Westminster offers a branch of the Salt Lake City Bicycle Collective on campus. At the Westminster Bicycle Collective students, faculty, and staff have free access to tools and expert help maintaining, repairing, and building bikes. The collective also offers multiple

workshops on safe bike commuting.

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=11495&content=11794

The website URL where information about the institution's sustainable transportation program(s) is available:

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=9163

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

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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 | 41.05 Tons | 40 Tons |
| Materials composted | 0 Tons | 0 Tons |
| Materials reused, donated or re-sold | 0 Tons | 0 Tons |
| Materials disposed in a solid waste landfill or incinerator | 217.16 Tons | 413.80 Tons |

Figures needed to determine "Weighted Campus Users":

| | Performance Year | Baseline Year |
|---|------------------|---------------|
| Number of residential students | 645 | 606 |
| Number of residential employees | 6 | 5 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 2,926 | 2,688 |
| Full-time equivalent of employees | 476 | 430 |
| 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 | Nov. 1, 2012 | Oct. 31, 2013 |
| Baseline Year | July 1, 2009 | June 30, 2010 |

A brief description of when and why the waste generation baseline was adopted:

Baseline is the performance year used in the last STARS assessment and we are recording the change from then until now.

A brief description of any (non-food) waste audits employed by the institution:

Once a year, the on campus Eco-Team completes an audit of a random sampling of campus waste.

A brief description of any institutional procurement policies designed to prevent waste:

The food supplier, Bon Appetit, has a "Trim Trax" program used to reduce waste and over production. Daily they measure their green waste and monitor their over production. On average, using this tool a campus has the potential to reduce their food cost by 2%.

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Facilities stores office furniture and other materials not currently needed for use in future locations.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

All teachers are strongly encouraged to use an online learning management program called Canvas -- allowing them to post tests, quizzes, grades, attachments and essentially any documents to supply students with the necessities for their class. The Registrar's office has put most materials online, and eliminated the printing of the course catalogue.

A brief description of any limits on paper and ink consumption employed by the institution:

The campus recently implemented a print cap to reduce on campus printing. It limits the amount of free printing that can be done by each student and reduced overall campus printing by more than 30%.

<http://www.westminstercollege.edu/support/?parent=1144&detail=15301>

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

There are collection bins in the residence halls for local charities during move out periods.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The Environmental Center supplies a Green Events Kit to check out for free any event but faculty or staff. It has re-usable cups, plates, and silverware.

A brief description of any food waste audits employed by the institution:

Bon Appetit used the Trim Trax program - they measure daily so they can know where their food is going.

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:

Production records, Trim Trax, and catering spec books are used.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

None at this time.

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):

At this time Bon Appetit provides a 9"x9"x3.5" Eco three compartment container. They sell them in the Shaw café. They are from

www.get-melamine.com

. They have partnered with the Environmental Center to provide these containers for the campus. Many of the non-reusable to-go containers are also compostable.

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):

Bon Appetit provides a full range of dine in service ware. They provide plates, coffee cups, beverage cups, soup/breakfast bowls, forks, knives, spoons and chop sticks for the guests to re-use.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Bon Appetit has a discount for all reusable mugs for coffee. They also partnered with the campus book store for a greater discount if guests use a Westminster Mug.

A brief description of other dining services waste minimization programs and initiatives:

They recycle all card board boxes from the Shaw café. They also have partnered with the on-campus Environmental Center to provide recycling bins in their areas.

The website URL where information about the institution’s waste minimization initiatives is available:

Waste Diversion

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

41.05 Tons

Materials disposed in a solid waste landfill or incinerator :

217.16 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:

- ASWC (Associated Students of Westminster College) has recently started to decrease waste at student events, through promotion of composting and recycling .
- The campus garden composts its own waste and pre-consumer waste from food services, and re-uses in the garden.
- In all residence halls there are recycling- bins are passed out at move in.
- Recycling in all buildings, and signs above cans to promote recycling.
- Glass-recycling provided in the Meldrum Science Center and Shaw Student Center.
- The overall lab chemical waste has decreased since moving to Meldrum, the new science building. More space, better facilities and better organization has lead to a decrease of chemical waste.
- Campus has recently implemented printing restrictions for all students.

A brief description of any food donation programs employed by the institution:

We do not have any food donation programs.

A brief description of any pre-consumer food waste composting program employed by the institution:

The campus food service provider, Bon Appetit, composts pre-consumer fruit and vegetable scraps.

A brief description of any post-consumer food waste composting program employed by the institution:

We have a post-consumer composting pilot program on the Green Living floor in one of the dorms on campus.

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 | No |
| Food for animals | Yes |
| Food composting | Yes |
| Cooking oil | Yes |
| Plant materials composting | Yes |
| Animal bedding composting | Yes |
| Batteries | Yes |
| Light bulbs | No |
| Toner/ink-jet cartridges | Yes |
| White goods (i.e. appliances) | Yes |
| Laboratory equipment | Yes |
| Furniture | Yes |
| Residence hall move-in/move-out waste | Yes |

| | |
|--------------------|-----|
| Scrap metal | Yes |
| Pallets | Yes |
| Motor oil | Yes |
| Tires | Yes |

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Hazardous Waste Management

Responsible Party

Ida Kolodziejczyk
Sustainability Fellow
Environmental Center

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:

In science classrooms and labs chemicals synthesized in classes are re-used, not thrown away.
All lab chemicals are organized, labeled and kept in an online and written inventory.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

- All chemical lab waste follows a Chemical Safety Standard Operating Procedure, which fulfills Federal Regulations.
- The majority of the chemical waste is collected from labs and auto-claved using the school's auto-claver. This sterilizes all waste and makes it non-toxic. It is then disposed of along with the rest of the trash.
- The (halogenated) chemical waste the school cannot auto clave is carefully stored in non-flammable locked closets. This is a comparatively small amount of waste (1 drum) which yearly it is taken to the landfill, where they process hazardous waste according to standards.
- All hazardous waste generated by Maintenance and Facilities is disposed of in accordance with Salt Lake County policy at their facilities.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

The only incident in the last three years was a broken mercury thermometer. The area was evacuated and the individual cleaning up put on the appropriate PPE's (personal protective equipment) and used a mercury spill kit to clean it up. This was followed by a concentrated cleaning of the area. The spill kit and waste water were collected and disposed of with the rest of our mercury waste at the Health Departments site at the land fill.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Chemical inventory log

- every chemical is labeled and tracked throughout the building
- all chemicals are used until they are gone

Reagent log book

- all chemical parents are kept and used

Minimization of chemical loss

- synthetic compounds and batches are created and broken down into constituent parts to be used again

Industry Rules and Regulations are followed for inventory systems

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):

The Environmental Center holds an annual e-waste collection event at Earth Day each year for non-college owned items. All college owned e-waste is recycled through Metech. Approximately 2,000 pounds of college owned e-waste is recycled yearly through this company.

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

Westminster's IT department removes plastic and metal from any electronics that are going to be recycled and recycle them separately. The electronics are then taken to Metech to be recycled.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected,

and environmental standards are met:

All e-waste from college owned equipment or campus collection events is recycled with Metech. Metech Recycling received e-Stewards® Certification of all its facilities following rigorous, independent audits. Metech Recycling is the only Certified e-Stewards in Colorado, Utah, Nebraska, and Massachusetts. The e-Stewards Certification enables Metech Recycling to serve those who need electronics recycling services certified to the world's top e-waste recycling standard.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=9099&content=10337

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

Andrew Hagedorn
Mr.
Environmental Center

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 | 29,026,661.76 Gallons | 25,910,720 Gallons |

Potable water use::

| | Performance Year | Baseline Year |
|--------------------------|-------------------------|----------------------|
| Potable water use | 29,026,661.76 Gallons | 25,910,720 Gallons |

Figures needed to determine "Weighted Campus Users"::

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

| | | |
|--|-------|-------|
| Number of residential students | 645 | 606 |
| Number of residential employees | 6 | 5 |
| Number of in-patient hospital beds | 0 | 0 |
| Full-time equivalent enrollment | 2,926 | 2,688 |
| Full-time equivalent of employees | 476 | 430 |
| Full-time equivalent of distance education students | 0 | 0 |

Gross floor area of building space::

| | Performance Year | Baseline Year |
|-------------------------|------------------------------|----------------------------|
| Gross floor area | 1,012,646 <i>Square Feet</i> | 854,418 <i>Square Feet</i> |

Area of vegetated grounds::

| | Performance Year | Baseline Year |
|--------------------------|-------------------------|----------------------|
| Vegetated grounds | 15 <i>Acres</i> | 12.33 <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, 2013 |
| Baseline Year | July 1, 2009 | June 30, 2010 |

A brief description of when and why the water use baseline was adopted:

Baseline is the performance year used in the last STARS assessment and we are recording the change from then until now.

Water recycled/reused on campus, performance year:

1,400 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 Gallons

A brief description of any water recovery and reuse systems employed by the institution:

The Meldrum Science Center is equipped with a 200 gallon chilled water reservoir that recycles chilled water through laboratory spaces, as well as a 500 gallon recirculating water system for all chemical and biological systems in which there is an input and output of water that supplements cistern capture.

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

All buildings are individually metered.

Westminster's LEED Platinum Science Center has real time water consumption metering for each floor.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

All plumbing fixtures in Meldrum conserve water including dual flush toilets, one pint urinals, and sensors at all restroom sinks.

Converse Hall contains a waterless urinal. Almost all campus toilets are 1.6 gallons or less and nearly all faucets and showerheads have been retrofitted with low flow options.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

No policies are in place, but it is standard practice to choose the most water efficient options possible.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Westminster uses native and water-wise plants in many of its landscapes around campus. One garden, a residential xeriscape, serves as a public demonstration of xeriscaping principles. The grounds staff regularly checks sprinkler systems to make sure they are performing correctly. Drip irrigation is used in some locations. Mulch is used extensively to reduce evaporation.

A brief description of any weather-informed irrigation technologies employed by the institution:

Several campus irrigation systems use weather data and soil moisture sensors to adjust amount of water applied to landscapes.

A brief description of other water conservation and efficiency strategies employed by the institution:

In a recent renovation of our central commons, a large water wasting fountain was replaced with small fountains that use much less water.

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

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704

Rainwater Management

Responsible Party

Andrew Hagedorn

Mr.

Environmental Center

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:

Permeable paving is used for our commons area, using concrete with holes, topped with fabric sand and porous tiling. Elevated playing field has stormwater capture, which mediates the flow of that water back into the natural system.

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:

Westminster College complies with all city stormwater management guidelines. Additionally, the college has put in additional collection basins, swales, and filtration devices to help responsibly manage stormwater.

A brief description of any rainwater harvesting employed by the institution:

The Meldrum Science Center is equipped with an underground cistern that is able to collect up to 60,000 gallons of rainwater. Stored water is reused as non-potable water throughout the building and laboratory space.

Rainwater harvested directly and stored/used by the institution, performance year:

514,220 Gallons

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

There is a sand oil separator located south of Stock Hall, which treats the run off water from the parking lot before it enters the creek.

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

Our commons has drilled concrete, followed by fabric and sand, and then is topped with permeable tilling.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

There is a stone wale implemented at the south end of the athletic field as part of the Naturescape Garden.

Though there have been no vegetated swales put in by the school, there are several low-lying vegetated areas that act as swales and help with stormwater management.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

Responsible Party

Andrew Hagedorn

Mr.

Environmental Center

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

Kyle Wray

Sustainability Fellow

Environmental Center

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:

ENVIRONMENTAL CENTER - The Westminster College Environmental Center supports environmental learning and leadership, connects campus and the environmental community, and helps transform Westminster into a model for sustainability. The Environmental Center is the hub for campus sustainability efforts and offers the Bike Collective, Eco-team, Green Point Average, Organic Garden, Westminster Honey Bees, and sustainability curriculum support. It also has teams of Sustainability Fellows and funds to support student led projects to promote sustainability.

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:

SUSTAINABILITY COUNCIL - The purpose of the Sustainability Council is to advocate for sustainability across campus. Specifically, the council responsibilities are to

- Advise Westminster administration on matters related to sustainability

- Integrate sustainability into the curriculum, operations, and campus life to create awareness and action among students, faculty, staff, and community
- Set high level vision and priorities regarding sustainability on campus and in the community
- Lead participation in the American College and University Presidents' Climate Commitment (ACUPCC), Sustainability Tracking Assessment and Rating System (STARS), and other sustainability ratings and certifications

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Kerry Case, Environmental Center Director & Assistant Provost for Integrative Learning (Chair)

Curtis Ryan, VP for Finance and Administration

Richard Collins, Associate Professor of Economics

Brian Avery, Associate Professor of Biology

Carol Jeffers, Associate Professor of Nursing

Brent Olson, Assistant Professor of Environmental Studies

Karnell Black, Assistant Director of Student Engagement and Orientation

Mindy Wennegren, Registrar

Collin Bunker, Director of Information Services

Ideana Carrasco, Junior Pre-Med/Environmental Studies, Student Sustainable Food Coordinator

Kailey Kornhauser, Junior History, ASWC Speaker of the Senate

Dallas Balzly, General Manager Bon Appetite

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

http://www.westminstercollege.edu/environmental_center

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 Environmental Center (described above) functions as the sustainability office and has responsibility for all campus sustainability initiatives.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1.50

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

http://www.westminstercollege.edu/environmental_center

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Kerry Case, Environmental Center Director, Monica Ferreira, Westminster College Environmental Center Assistant Director

A brief description of each sustainability officer position:

The Environmental Center Director's role is to oversee, lead, and develop Westminster College's sustainability efforts. The Assistant Director's job is focused on assisting and coordinating the sustainable projects and groups on campus.

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

http://www.westminstercollege.edu/environmental_center

Responsible Party

Meg Wolf

Sustainability Fellow
Environmental Center

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 | No | No |
| Air and Climate | Yes | Yes |
| Buildings | Yes | Yes |
| Dining Services/Food | Yes | Yes |
| Energy | Yes | Yes |
| Grounds | Yes | Yes |
| Purchasing | No | No |
| Transportation | Yes | Yes |
| Waste | Yes | Yes |
| Water | Yes | Yes |
| Diversity and Affordability | Yes | Yes |
| Health, Wellbeing and Work | No | No |
| Investment | No | No |

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

This is covered under the college's Core Theme Objective 2: Engage campus in the theory and practice of sustainability. Measurable progress on this is reported as part of our accreditation process and is tied to STARS metrics, including curriculum and research.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Improve STARS rating in relationship to curriculum.

Accountable parties, offices or departments for the Curriculum plan(s):

Provost's Office, Environmental Center

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

This is also covered under the STARS-based Core Theme Objective 2 mentioned above. It is also specifically addressed in the Environmental Center 5-year plan.

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

1. Maintain successful core programs and services identified in this process
 - a. Sustainability Fellows
 - b. Organic Garden & Real Food Programs
 - c. Bicycle Collective/Westminster Wheels
 - d. STARS
 - e. Curricular/Co-curricular collaboration with faculty
 - f. Sustainability Task Force
 - g. Community conference/event (like Bioneers)

2. Increase opportunities for students to engage with the EC and environmental issues on and off campus
 - a. More funding for student employment
 - b. Structured volunteer programs
 - c. Reach out to broader range of faculty and departments
 - d. More collaboration with other groups like Center for Civic Engagement and Diversity Center
 - e. Expanded Organic Garden program

3. Improve campus awareness of EC services and programs
 - a. Outreach to faculty and classes
 - b. Outreach to student groups
 - c. Hire communications student employee

4. Provide better coordination for campus sustainability projects done by other groups
 - a. Letter of support from EC for projects happening on campus
 - b. Make data and past student work easily accessible online

5. Determine the appropriate role for the EC in campus operations related to sustainability
 - a. Should all EC undertakings have direct student learning benefits?
 - b. Environmental Center vs. Office of Sustainability models
 - c. Transportation Committee
 - d. Food Service Committee
 - e. Sustainability Task Force as permanent committee
 - f. Energy Manager position

Accountable parties, offices or departments for the Campus Engagement plan(s):

Environmental Center staff

A brief description of the plan(s) to advance Public Engagement around sustainability:

Identify targeted environmental relationships that are manageable and sustainable as priorities for outreach, engagement, and learning activities.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

- Annually evaluate, identify, and implement changes to our infrastructure, practices, and behavior that will make us leaders in environmental and social responsibility (ACUPCC, STARS).
- Develop a multi-year environmental engagement plan that identifies priorities and focal points for campus action, participation, and leadership.
- Strengthen community partnerships – like Promise South Salt Lake – that offer students new learning opportunities and improve our society.

Accountable parties, offices or departments for the Public Engagement plan(s):

The strategic planning implementation committee, Environmental Center.

A brief description of the plan(s) to advance sustainability in Air and Climate:

The Climate Action Plan outlines specific strategies and mitigation steps to minimize the institution's greenhouse gas emissions and climate impact.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Annual goal of reducing net GHG emissions by at least 3% per year between 2010 and 2020. Target date of 2030 for achieving carbon neutrality. Specific objectives include:

Strategy 1: Improve the efficiency of existing buildings on campus.

ACTION: Complete lighting and controls modifications in

Giovale Library. Complete

ACTION: Replace old HVAC Equipment with most efficient models possible.

ACTION: Reduce lighting in over lit areas.

ACTION: Start a Building Performance Audit and Readjustment Program.

ACTION: Install computer Power Save software.

Strategy 2: Reduce the percentage of students, faculty, and staff commuting alone to campus.

ACTION: Implement parking fee to discourage single occupancy vehicle use.

Complete

Strategy 3: Increase the amount of campus electricity generated from renewable sources.

ACTION: Create voluntary Wind Power My Room/Office campaign.

Strategy 4: Make low carbon living and transportation part of campus culture.

ACTION: Incorporate Sustainability in New Student and Faculty/Staff Orientations.

ACTION: Launch annual Residence Hall Energy Challenge.

Complete

Strategy 5: Institutionalize sustainability by incorporating it into the 2010

Master Plan.

ACTION: Incorporate sustainability goals and guidelines into 2010 Master Plan.

Complete

Accountable parties, offices or departments for the Air and Climate plan(s):

Sustainability Council and Environmental Center

A brief description of the plan(s) to advance sustainability in Buildings:

The campus master plan outlines sustainability standards for all new construction and major renovations.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

All new construction will be LEED Gold or better. All major renovations will be LEED Silver or better.

Accountable parties, offices or departments for the Buildings plan(s):

Plant Operations, VP for Finance and Administration

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

ASWC (student government) passed a resolution to require 20% Real Food (as defined by the real food challenge) by 2020. This was implemented into the food service providers' contract starting in the year 2013.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

20% Real Food (A) by 2020 across all campus dining services and catering.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Bon Appetit

A brief description of the plan(s) to advance sustainability in Energy:

The climate action plan outlines specific strategies and mitigation steps to minimize the institution's greenhouse gas emissions and climate impact. As described above, this includes specific steps to improve energy efficiency. "Westminster should also explore implementation of emerging technologies (Master Plan)."

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Annual goal of reducing net GHG emissions by at least 3% per year between 2010 and 2020. Target date of 2030 for achieving carbon neutrality. See specific energy-related goals above.

Accountable parties, offices or departments for the Energy plan(s):

Environmental Center, Plant Operations

A brief description of the plan(s) to advance sustainability in Grounds:

The Landscape Master Plan targets specific places on campus to convert turf to low-water, native landscaping.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Convert identified areas from turf to low-water, native landscaping. (Most of this has been completed)

Accountable parties, offices or departments for the Grounds plan(s):

Plant Operations

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The climate action plan called for a parking fee to reduce single occupancy vehicle trips.

The master plan calls for Westminster partner with Sugar House to work with UTA to create a transportation plan and enhance transit access throughout Sugar House.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

In order to increase transit ridership and encourage other forms of alternative transportation, the parking needs to become more inaccessible. This can be achieved by providing free transit access to everyone on campus and imposing a parking fee on campus.

Imposing a parking fee:

Free transit is now available. A parking fee was implemented in 2011-2012.

Accountable parties, offices or departments for the Transportation plan(s):

Westminster College. Campus security and parking enforcement.

A brief description of the plan(s) to advance sustainability in Waste:

We suggest that composting be the main source of disposal for food waste in the dining facilities. There should be compost bins clearly labeled next to trash and recycle bins for diners to utilize along with bins in the kitchen for chefs to use. we recommend that recycling bins accompany every trash bin. Bins should be clearly labeled for paper, plastic, aluminum, glass and cardboard.(Master Plan)

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Between 50%-70% of all waste should be recycled, a target that has been met at other colleges such as Middlebury (Master Plan)

Accountable parties, offices or departments for the Waste plan(s):

Food provider (Bon Apetit) and Westminster College

A brief description of the plan(s) to advance sustainability in Water:

The Master Plan includes reduction of water usage in future decision-making about green space.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Implementation of more native species on grounds.

Implementation of rooftop gardens.

Accountable parties, offices or departments for the Water plan(s):

Grounds. Westminster Environmental Center. Westminster Administration.

A brief description of the plan(s) to advance Diversity and Affordability:

By 2019, Westminster will build a sustainable, thriving institution that provides affordable, high-value student education. (Strategic Plan 2014)

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Westminster has processes in place to ensure student access is not limited by socioeconomic status and that students graduate with as little debt as possible.

Westminster has communicated and cultivated a clear perception of value to students, parents, and stakeholders.

Westminster has identified an optimal enrollment plan with consistent goals and measures.

Key metrics are the most important data points for understanding our progress in achieving our goals. They often cut across goals and strategies. Greater detail on the use of each metric is provided in the proposed evidence appendix.

- Employee/campus culture measurements
- Retention rate
- Graduation rate
- Alumni engagement and giving
- Net promoter score for students, staff, faculty, and alumni
- Graduate success measurements
- Revenue
- Diversity and socio-economic status access
- Distribution of expenditures by IPEDS category

All of which should be implemented by 2019.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Strategic plan implementation committee

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

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:

A definition of sustainability in three parts:

1. The Brundtland Commission defined sustainable development in 1987 as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”
2. More recently the sustainable business community has endeavored to replace business’s traditional focus on profit with an alternative logic balancing three Es: Environment, Equity and Economy.
3. Informing all these ideas about sustainable practice is an overarching commitment to equilibrium. Sustainable systems of any sort balance inputs with outputs, and achieve a reproducible condition in a durable, balanced cycle.

Does the institution’s strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution’s strategic plan or equivalent guiding document addresses sustainability:

The website URL where information about the institution’s sustainability planning is available:

http://www.westminstercollege.edu/environmental_center/index.cfm?parent=6676&detail=6704

Responsible Party

Kyle Wray
Sustainability Fellow
Environmental Center

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.

"---" 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:

ASWC is the student government of Westminster College. Students fund its budget with student fees, select its leadership through elections, and benefit from the programming, grants, and services that it offers. There is a 30 member student senate which all students can run for. There are also elected positions available as president, vice president, inter club council president, and chief justice. There are many appointed positions. All students have the ability to vote in elections.

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

The president sits on the Board of Trustees. There are also many other appointed members that sit on committees and boards that govern the institution, and an appointment process for those positions is currently being worked on and put in place. Elections are held every year in which students are allowed to vote on candidates.

Do students have a formal role in decision-making in regard to the following?:

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

| | |
|--|-----|
| Establishing organizational mission, vision, and/or goals | Yes |
| Establishing new policies, programs, or initiatives | Yes |
| Strategic and long-term planning | Yes |
| Existing or prospective physical resources | Yes |
| Budgeting, staffing and financial planning | Yes |
| Communications processes and transparency practices | Yes |
| Prioritization of programs and projects | Yes |

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

In regards to strategic planning and mission/vision, the college completed a strategic plan this year, in which students were involved at every process. Also, the final strategic plan and vision statement were voted on by the student senate. New policies have placed students on both the curriculum committee and the liberal education committee, which make decisions about changes to academics at the college. There is a student representative on the financial aid and finance committee. Student government plays a large role in the communication and prioritization of programs, and in the coming year they will be working to ensure there is even greater student involvement.

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:

The staff has a Staff Council that is elected by the staff. One of the Staff Councils' many jobs is to place staff onto committees, task forces, and work groups that carry out many of the functions on campus. Some of those committees have governance and oversight responsibilities.

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?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The Chair on the Staff Council is invited to participate on the President's Cabinet, which has some governance responsibilities.

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 | Yes |
| Prioritization of programs and projects | Yes |

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Staff serve on the Strategic Planning Council and on various steering committees which help shape the vision and goals of the college. An example is in the last strategic plan there were at least 3 all staff sessions to receive input on the vision and goals of the college.

Staff are often called on to help establish campus wide policies or initiatives. For example, the Office of Environmental Health and Safety is tasked with helping to draft the Workplace Violence Prevention policy and plan.

The Strategic Planning Council is an ongoing work group that helps keep the college moving on its long term strategies and initiatives and has two non-administrative staff on that council.

Staff often serve on committees dedicated to sustainability, which include the use and expanding of physical resources.

Staff have several members that are non-administrative who serve on the President’s Budget Advisory Committee.

This is a work in progress, in which staff council is striving to bring transparency in processes and decision making.

Staff are often given freedom to affect their own areas in terms of project generation, sustainability. Staff also receive representation through the staff council to have staff members placed on committees that prioritize programs or hiring committees for new programs.

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:

Faculty have regular all-faculty meetings in which policies for faculty are voted on. Also faculty have a Senate (voted on by the faculty) that represents faculty opinion to the Administration. Faculty itself, according to our bylaws, have governance responsibilities which is why faculty are able to vote on school matters.

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:

Senate Chair and Faculty Chair attend board meetings and the President’s Cabinet.

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 | Yes |
| Budgeting, staffing and financial planning | Yes |
| Communications processes and transparency practices | --- |
| 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 have spots on all the committees that establish mission, vision and values, campus wide programs, and long term planning, and have 3 spots on the Strategic Planning Council. Faculty have representation on the President’s Budget Advisory Committee. Faculty are the main driving force for search committees and are part of almost all search committees. Faculty have spots on committees that establish priorities for programs and projects.

The website URL where information about the institution's governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

| |
|--------------------------------------|
| Credit |
| Diversity and Equity Coordination |
| Assessing Diversity and Equity |
| Support for Underrepresented Groups |
| Support for Future Faculty Diversity |
| Affordability and Access |

Diversity and Equity Coordination

Responsible Party

Kyle Wray
Sustainability Fellow
Environmental Center

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

| | Yes or No |
|-------------------------------|-----------|
| Student diversity and equity | Yes |
| Employee diversity and equity | Yes |

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Westminster's Diversity & International Center serves as the central resource for community building, educational programming, and support services for First Generation College Students, International Students, LGBTQ Students, Students of Color, and Allies. We also provide comprehensive advisory services for our international students and scholars (F and J visas), as well as information and advising about study abroad options.

The full-time equivalent of people employed in the diversity and equity office:

4

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.westminstercollege.edu/diversity/index.cfm?parent=4353&detail=10355>

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 2010-2011 Bastian Foundation Diversity Lecture Series at Westminster College is sponsored by the B.W. Bastian Foundation. The foundation, established in 1996 by Bruce Bastian, strives to build community and understanding by supporting local and national institutions. Financial support is directed at educational outreach, cultural, and HIV/AIDS programs. A strong commitment is placed on programs and organizations that benefit, encourage, and preserve the rights of individuals and promote equality for the gay, lesbian, bisexual, and transgender community.

Westminster Allies Coalition

An ally is a member of a dominant group who works to eradicate isms s/he does not experience in the negative.** Given the broad range of societal isms—racism, classism, sexism, heterosexism, ageism, ableism, etc., most of us can be allies. This program is set up for faculty, staff, and students to consider what it means to be an ally, how to be one in our various roles on campus.

What is the Allies Program?

This program is for faculty, staff, and students who wish to (1) consider, know, and learn what it means to be an ally and (2) be allies one in our various roles on campus.

What are some of the Allies Program Goals?

* To educate/raise awareness about the role and significance of allies.

o What is an ally?

o What makes for a good ally?

o What might “trip up” an ally?

o What forms of privilege exist? What privileges (if any) do you have?

* To encourage and motivate members of the Westminster community to actively take on the responsibility & role of “ally.”

* To what groups could you be an ally?

* In what ways might you be an effective ally?

* To recognize (honor) specific people as “Westminster Allies” for the important contributions they make in their role as allies. Of course, this last part is tricky, because being an ally is not about “being recognized” for it.

· To “revive” the Westminster Safe Zone sticker (or other visible symbol) program, but with the added element of clarifying what being an ally means and entails...so that we live, teach, and learn what the sticker/symbol says.

What is the Allies Coalition?

A group of active allies who take on the responsibilities of being allies and do the work of the Allies Program.

If you would like to join, please sign up here or in the Diversity & International Center (Lower Level, Shaw).

**Definition adapted from “Interrupting the Cycle of Oppression” by Ayvazian in Race, Class, and Gender in the US, 5th ed. Rothenberg, Ed. Worth Publishers 2001.

The website URL where information about the cultural competence trainings is available:

<http://www.westminstercollege.edu/culturalevents>

Assessing Diversity and Equity

Responsible Party

Kyle Wray
Sustainability Fellow
Environmental Center

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) :

Since 2008 Westminster has conducted a survey assessing the diversity experiences of incoming freshman.

Since 2010 Westminster has conducted a survey with sophomores and juniors assessing diverse learning environments.

Westminster also is in the process of conducting a curriculum inventory, assessing diversity in the curriculum. This inventory should be completed by the end of the summer.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Every year Westminster college does a full accreditation report. Accessing student diversity is included in this because it is one of our the 5 student learning goals. The college has set goals to diversify the school and the tests are to check if they are being met. Some of the goals include to enrich and broaden the curriculum and co-curriculum to include international and domestic diversity perspectives and experiences, and to increase the recruitment and retention of international and historically under-represented students. The survey looked at many aspects, but a few key points were that the percentage of entering freshmen who are students of color has increased by 5% from 2009 to 2012. Also percentage of students reporting participation in events/activities and satisfaction with the Diversity and International Center (Senior survey) increased by 17% from 2009 to 2012. The Diverse Learning Environment (DLE) Survey results include primarily "Neutral" or "Satisfied" responses to questions about the campus climate.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Every year Westminster college does a full accreditation report. The assessment of employee diversity is included to see if these goals are being met. Increase the recruitment and retention of international and historically under-represented faculty and staff, and to provide faculty and staff professional development opportunities related to diversity and global consciousness. Some of the results are that the percentage of faculty and staff who are international and/or who are people of color (Dashboards 2012) have not changed much, but data collection has changed in the process from the span of 2009 to 2012. The largest change is that the number of staff dedicated to supporting diversity and international initiatives has gone from 0 to 4 since 2008.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

<http://www.westminstercollege.edu/pdf/about3/accreditationreport.pdf>

Support for Underrepresented Groups

Responsible Party

Kyle Wray
Sustainability Fellow
Environmental Center

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.

"---" 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:

Diversity Dialogues

Diversity Dialogues are discussions about race, class, gender, sexual orientation, age, ability, religion, immigration status and ways that these dimensions intersect and impact our identities. These open, honest and respectful discussions provide opportunities to learn and practice effective strategies for listening, sharing ideas, and gaining knowledge on diversity issues with others.

The website URL where more information about the support programs for underrepresented groups is available:

<http://www.westminstercollege.edu/diversity/index.cfm?parent=4353&detail=10354>

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?:

No

A brief description of the institution's discrimination response policy, program and/or team:

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

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

Kyle Wray
Sustainability Fellow
Environmental Center

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.
-

"---" 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:

The Westminster College Best Practices Hiring Guide has been created to assist faculty search committees, program chairs, and deans as they conduct searches that support Westminster's commitment to achieving academic excellence through hiring a diverse, high quality faculty that values the learning paradigm. Ensuring that Westminster's faculty is comprised of academic experts with a broad range of lived experience, perspectives, and world views as well as a focus on inclusive, learning-centered pedagogies enhances the quality of the College, student learning, and the campus community. It also ensures that Westminster is positioned to meet its mission to prepare all students for success in a diverse and interdependent world.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Kyle Wray
Sustainability Fellow
Environmental Center

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:

Westminster College awards merit-based and need-based scholarships, grants, loans, and work-study to make a Westminster education affordable, even for those with limited financial resources. Westminster annually awards more than \$40 million in financial aid to student based on family income as well as merit-based awards. Westminster also offers a free May Term and reduced priced summer classes for full time fall/spring term students.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Diversity Counsel supports low-income under-represented groups throughout their experience at Westminster College. Faculty members working with the McNair program support those under-represented students from low-income backgrounds and helps guide those students with the process of getting a doctorate education.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Westminster College actively supports and participates in the Ronald E. McNair program. This grant helps prepare first-generation, low-income college students for doctoral studies through faculty mentors, research experiences, and other scholarly studies.

A brief description of the institution's scholarships for low-income students:

Westminster College offers 100 scholarships as well as grants based on financial need.

Grants Include:

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (SEOG)

Federal Supplemental Educational Opportunity Grant (SEOG)

Westminster College Grants

Website for Grants:

http://www.westminstercollege.edu/financial_aid_undergraduate/index.cfm?parent=4210&detail=7018

Scholarship info can be found online as well:

http://www.westminstercollege.edu/financial_aid_undergraduate/index.cfm?parent=4210&detail=4217

Students can also apply for federal, state, and institutional aid programs by completing a FAFSA.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Westminster College has an Office of Parent Relations which helps parents stay up-to-date with campus events and feel more closely connected with their student and the college. More than 93% of graduates confidently recommend Westminster to others giving parents the reassurance that the Westminster College can provide a rewarding education for their child.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Westminster College works with the federal program GEAR UP.

GEAR UP is a grant to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire group of students beginning no later than the seventh grade and follow the group through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

About 97% of Westminster's entering freshmen receive some form of merit-based and/or need-based financial aid. The average award for 2008-2009 was \$18,533. This fact gives most incoming students the drive to get attend Westminster College because the institution provides large merit based scholarships.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Westminster College actively supports and participates in the Ronald E. McNair program. This grant helps prepare first-generation, low-income college students for doctoral studies through faculty mentors, research experiences, and other scholarly studies.

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:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A brief description of other policies and programs to support non-traditional students:

The Adult Student in Scholastic Transition (ASIST) Scholarship is a non-discriminatory educational scholarship for the benefit of non-traditional students. These include persons who are past high school age and who are entering college/university and/or trade program, are retraining due to changes in the workplace or who otherwise are not the traditional college or trade school student, recently finished with high school. The goal of the ASIST program is to enable each recipient to improve their self-esteem and to have a positive impact on the recipient's personal life, employment, family and community. Interested applicants can complete the scholarship application available on the EWI website at

www.saltlakecityewi.org

under the "About Us" tab or pick up an application in the Financial Aid Office

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 | --- |
| The graduation/success rate for low-income students | --- |
| The percentage of student financial need met, on average | 75 |
| The percentage of students graduating with no interest-bearing student loan debt | 40 |

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://www.westminstercollege.edu/financial_aid_undergraduate/

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

Zoe Zulauf

Sustainability Fellow
Environmental Center

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:

671

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

379

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:

68

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

68

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Westminster College's health insurance plan includes:

Direct access to OB/GYN services

Referrals

Dental Coverage - available at no additional premium cost

Easy access to personal health care information

Disease case management programs for diabetes, cardiovascular, maternal/child health, gerontology, respiratory, oncology, transplant, and trauma/medical/surgical illnesses

Vision discount program

Other benefits include retirement matching and access to wellness programs through the Health and Wellness center.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

379

Number of employees of contractors that receive sustainable compensation:

68

A brief description of the standard(s) against which compensation was assessed:

The institution evaluates all full and part time faculty and staff compensation annually. Position compensation is benchmarked annually based on data from CUPA and local Employers Council wage information.

All employees working for external companies operating on campus are not included in the internal annual assessment.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Employees have access to wellness programs through the Health and Wellness center.

Westminster College's health insurance plan includes:

Direct access to OB/GYN services

Referrals

Dental Coverage - available at no additional premium cost

Easy access to personal health care information

Disease case management programs for diabetes, cardiovascular, maternal/child health, gerontology, respiratory, oncology, transplant, and trauma/medical/surgical illnesses

Vision discount program

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

7.25 US/Canadian \$

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?:

No

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.westminstercollege.edu/human_resources

Assessing Employee Satisfaction

Responsible Party

Zoe Zulauf

Sustainability Fellow
Environmental Center

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:

87

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A Chronicle of Higher Education survey is conducted annually.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Issues are addressed by the Human Resources Department.

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

[Campus Sustainability Data Collector | AASHE](#)

Snapshot | Page 206

available:

Wellness Program

Responsible Party

Zoe Zulauf
Sustainability Fellow
Environmental Center

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
 - Staff
 - Faculty
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

| | Yes or No |
|-----------------|-----------|
| Students | Yes |
| Staff | No |
| Faculty | No |

A brief description of the institution’s wellness and/or employee assistance program(s):

Employees have access to wellness programs through the Health and Wellness center.
Westminster College's health insurance plan includes these services and is available to all benefited employees.
Employee assistance program is free to all benefited employees.

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

<http://www.westminstercollege.edu/fwr/index.cfm?parent=4827&detail=4999>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

| |
|--------------------------------------|
| Credit |
| Committee on Investor Responsibility |
| Sustainable Investment |
| Investment Disclosure |

Committee on Investor Responsibility

Responsible Party

Zoe Zulauf

Sustainability Fellow
Environmental Center

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

| Credit |
|--------------|
| Innovation 1 |
| Innovation 2 |
| Innovation 3 |
| Innovation 4 |

Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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