Worcester Polytechnic Institute

The following information was submitted through the STARS Reporting Tool.

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Table of Contents

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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

Institution type:

Doctorate

Institutional control:

Private for 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	Yes	Yes
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:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

WPI has a satellite campus called Gateway Park located less than a mile from the main campus. Its data is included with main campus data.

Operational Characteristics

Criteria

n/a

_____

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

Endowment size:

433,000,000 *US/Canadian $*

Total campus area:

93 *Acres*

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

2,394,471 *Gross Square Feet*

Conditioned floor area:

2,021,171 *Square Feet*

Floor area of laboratory space:

117,366 *Square Feet*

Floor area of healthcare space:

3,630 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

779,881 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	1.84
Coal	2
Geothermal	0
Hydro	9.28
Natural gas	40.92
Nuclear	29.92
Solar photovoltaic	0.89
Wind	1.70
Other (please specify and explain below)	11.29

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

According to the Direct Energy Power Disclosure Label, electricity was also generated in the following ways: Diesel (1.04%), Digester gas (0.03%), Efficient Resource (Maine) (0.53%), Fuel Cell (0.18%), Landfill Gas (0.61%), Municipal Solid Waste (1.28%), Oil (6.06%), Wood (1.56%)

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	3
Fuel oil	0
Geothermal	0
Natural gas	97

Other (please specify and explain below)	0

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

The Power Plant and Prescott Street Garage are both heated with oil. This makes up less than 0.05% of total heating.

Academics and Demographics

Criteria

n/a

Number of academic divisions:

3

Number of academic departments (or the equivalent):

18

Full-time equivalent enrollment:

4,125

Full-time equivalent of employees:

916

Full-time equivalent of distance education students:

399

Total number of undergraduate students:

4,134

Total number of graduate students:

2,162

Number of degree-seeking students:

5,928

Number of non-credit students:

368

Number of employees:

1,001

Number of residential students:

1,941

Number of residential employees:

4

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

Academic Courses

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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	722	309
Number of sustainability courses offered	25	5
Number of courses offered that include sustainability	82	16

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

13

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

17

Number of years covered by the data:

One

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

2014-15 WPI Sustainability Course Inventory - final.xlsx

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

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

http://www.wpi.edu/about/sustainability/academ01.html

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

Sustainability courses and courses that include sustainability were identified in several ways. We searched course catalogs for courses with relevant words (e.g. sustainability, environmental, renewable, justice) and pulled out those that seemed to fit the definitions. We also reviewed the title of every class offered and reviewed the full course descriptions for those that seemed to fit. We also examined the list of courses associated with WPI's Environmental & Sustainability Studies academic programs. Finally, we surveyed the faculty and asked them to identify any courses they had taught in the past year that addressed sustainability and/or related topics.

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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:
899

Total number of graduates from degree programs:
1,575

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:
WPI Sustainability Learning Outcomes.xlsx

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

The number counts all graduates from WPI's undergraduate programs as well as the graduates from WPI's graduate program in Civil and Environmental Engineering. As shown in the inventory, WPI's Undergraduate Learning Outcomes (which apply to all undergraduates) and the learning outcomes associated to the Interactive Qualifying Project (which is required of all undergraduates) both include themes relevant to sustainability. In addition, many of WPI's undergraduate programs have adopted program-level learning outcomes in sustainability. WPI has not formally adopted learning outcomes for its graduate students, but we are including graduates from the Civil and Environmental Engineering graduate program because graduates of this program are expected to understand and be able to apply sustainability principles.

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

See Inventory.

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

Undergraduate Program

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

The name of the sustainability-focused, undergraduate degree program (1st program):
BA in Environmental & Sustainability Studies

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

The Environmental & Sustainability Studies (ESS) program at WPI is designed to focus on diverse aspects of environmental issues and provide hands-on education in the methods of scientific, social science, and humanistic analysis. With growing public demand for greater attention on human consumption and production, and their implications on environmental sustainability, there is an increased need for professionals educated across all aspects of human-environment interactions, from the sciences to sociology to humanities. Through core courses, seminars, and projects focused on integrated approaches to environmental issues, the ESS curriculum helps students address contemporary environmental problems in creative ways that transcend disciplinary boundaries. This interdisciplinary approach also enables students to gain breadth and depth of knowledge in core disciplines such as biology, chemistry, philosophy, history, and environmental law and policy.

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

http://www.wpi.edu/academics/ess/ugprograms.html

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

BS in Environmental Engineering

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

With demands for humanity's needs increasing globally and exponentially, WPI's Environmental Engineering program prepares graduates for rewarding, groundbreaking careers in consulting, industry, research, policy-making, and business areas, such as: helping keep water supplies safe, designing processes to reduce chemical toxicity, developing new capabilities for energy production and restoring ecosystems for future generations. Students work closely with pioneers in the field to develop solutions to environmental imperatives and gain experience applicable in a wide range of careers that will improve quality of life.

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

http://www.wpi.edu/academics/eve/ugprograms.html

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

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

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

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

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

Yes

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

Minor in Environmental and Sustainability Studies

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

Students may earn the minor by completing 2 courses from the environmental studies core, 3 electives in the social sciences and humanities with an environmental focus, and an environmental studies capstone.

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

http://www.wpi.edu/academics/ess/ugrad-minor.html

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

Economic Science Concentration in Sustainable Economic Development

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

Economic Science majors may focus their studies by choosing a Concentration in Sustainable Economic Development. The sustainable development concentration examines the economic, psychological, social, political, legal, and technical issues surrounding the creation of policies aimed at establishing sustainable economics systems at the local, national, and international levels.

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

https://www.wpi.edu/academics/ssps/economic-science.html

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

Civil Engineering with an Environmental Concentration

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

Civil Engineering majors may choose to focus their studies by obtaining an Environmental concentration. An Environmental concentration in the CEE Department focuses on the planning, design, construction, operation, and regulation of water quality control systems related to water supply and waste treatment. Additional areas of focus include hydrology, hydraulics, water resources, solid and hazardous waste management, waste minimization, public health and air pollution control.

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

http://www.wpi.edu/academics/cee/major-civil.html

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

Humanities and Arts with a Concentration in Environmental Studies
Humanities & Arts students who pursue the interdisciplinary Environmental Studies concentration take coursework in the social sciences, humanities, and other disciplines to explore environmental issues such as air quality management and urban planning, as well as humanistic issues as they relate to the planet we call home. It's science-meets-nature, giving students the tools they need to develop globally beneficial solutions.

http://www.wpi.edu/academics/hua/environmental-studies.html

Chemical Engineering with an Environmental Concentration
Chemical engineering majors may choose to focus their studies by obtaining an Environmental Concentration

http://www.wpi.edu/academics/che/undergradprogram-overview.html

Graduate Program

Criteria

Institution offers at least one:

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

  And/or

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

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

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

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

Yes

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

Master of Science in Environmental Engineering

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

The Master of Science program in Environmental Engineering is designed to meet the need of engineers and scientists in the environmental field. It provides a deep and comprehensive understanding of the technical, professional, and ethical aspects of human interaction with the surrounding environment, with a particular focus on water quality and waste treatment. From water and waste water treatment design to environmental pollutants modeling, brownfield redevelopment to waster shed assessment and protection, the curriculum at WPI gives students both theoretical and practical experiences, and the opportunity to conduct cutting-edge research. Offered both online and on campus through the Civil & Environmental Engineering department, this degree combines engineering knowledge with hands-on problem-solving opportunities.

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

http://www.wpi.edu/academics/eve/grad-programs.html

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

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

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

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

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

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

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

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

Yes

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

Graduate Certificate in Environmental Engineering

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

The Graduate Certificate in Environmental Engineering is a part-time, flexible program delivered online that can be tailored to each student's individual career goals. Students will work with an academic advisor to select specific courses and a thematic focus from a variety of graduate level courses in environmental engineering.

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

http://cpe.wpi.edu/online/env-gradcert.html

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

Graduate Certificate in Civil and Environmental Engineering

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

The Graduate Certificate Program provides opportunities for students holding undergraduate degrees to continue their study in an advanced area. The certificate is achieved by satisfactory completion of four thematically related sources.

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

http://www.wpi.edu/academics/cee/grad-certificate.html

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

Advanced Certificate in Civil and Environmental Engineering

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

WPI's Advanced Graduate Certificate Program provides master's degree recipients with an opportunity to continue their studies in advanced topics in the disciplines in which they hold their graduate degree. The program consists of a set of five courses (minimum), none of which were included in the student's formal master's program of study. The courses may either include a breadth or a depth option, and may be customized to satisfy a student's unique needs.

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

http://www.wpi.edu/academics/cee/grad-certificate.html

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

Immersive Experience

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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:

From renewable energy to clean water to economic development, the Global Projects Program (GPP), WPI's signature study away program for undergraduates, has provided 10,000+ students with global opportunities for project-based learning over the past 40 years. At more than 40 Project Centers across the globe, WPI students collaborate with faculty advisors and sponsor organizations to develop projects that help solve pressing problems. Each year, many of these project opportunities relate directly to sustainability.

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

http://www.wpi.edu/academics/igsd/gpp.html

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Criteria

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

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

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

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

Incentives for Developing Courses

Campus as a Living Laboratory

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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	No
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	No
Other	Yes

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

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

WPI's Civil Engineering students often use campus building projects as an opportunity applied learning. In spring 2014, for example, two students developed a proposed renovation of and addition to WPI's Kaven Hall that could achieve LEED Gold certification. In 2013, another group of students compared different structural system options for a new dormitory on several criteria, including the impact on

the building's LEED score.

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:

Two different groups of students have completed projects aimed at limiting the use of bottled water on campus in the last three years. These students raised awareness about the costs of bottled water and successfully advocated for structural changes to make drinking tap water more convenient.

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:

Students often use the campus as a site for applied research on renewable energy and energy efficiency. In spring 2014, for example, two different students analyzed the feasibility of implementing various co-generation technologies on campus. Other students have used campus building to study the design of roof-mounted vertical axis wind turbines and their potential use on campus. Another student conducted an energy audit of a campus building that proposed a series of potential energy conservation measures.

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:

In spring 2014, two students completed a research project focused on storm water management on WPI's campus. The students developed a proposed storm water management plan for WPI that included public education, detection of illicit discharges, construction and post construction site controls, and pollution prevention and best management practices. After mapping the area with GIS and completing runoff calculations, the students recommended a permeable pavement design to significantly reduce the storm water runoff discharge from the campus.

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

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

In spring 2014, four students completed a research project called "Promoting Alternative Transportation for the WPI Community," which focused on promoting and improving the use of sustainable, alternative transportation by the WPI community. The students conducted research of other universities with successful alternative transportation programs, surveyed the WPI community's transportation habits and preferences, created maps of where the WPI community comes to campus from, and interviewed key figures. Based on their findings, they produced a list of recommendations aimed at promoting and increasing the use of sustainable, alternative transportation by the WPI community.

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:

In fall 2012, a student completed a project called "Paper Reduction at WPI." This project initially investigated the primary drivers of paper use within the WPI community and the reasons why, in spite of modern information processing capabilities, the current practices still rely on paper. This project identified a practical and attractive alternative to paper that leverage the recent advances in tablet computing and cross platform data synchronization to deliver even better portability than paper. Tablets also enable hand written annotation, a desirable feature that, thus far, has only really been available with paper.

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:

In spring 2014, three students completed a project called "Water Sustainability at Worcester Polytechnic Institute." This project aimed to reduced the amount of water consumed by Worcester Polytechnic Institute through both behavioral and technological changes. To accomplish this goal the students analyzed the quantity of water used in order to identify likely water conserving opportunities. Through conducting a water audit, visual inspections of the current fixtures, and interviews with WPI's facilities, the project was able to identify areas in highest need of changes, and make suggestions to the institution based on project findings.

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:

In fall 2012, students analyzed the potential for using the One Planet Living (OPL) system as the framework for WPI's sustainability plan.

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:

In spring 2014, a group of students completed a project focused on health and safety at WPI. Using accident reports, lab observations, and professor interviews, the students determined that people are not wearing appropriate personal protection equipment (PPE) within many of WPI's labs. The students found that this problem was cause by numerous factors including negligence, unavailability of PPE, and inaccessibility of safety information. Departments were subsequently asked to stock the missing PPE and a myWPI organization was created to make safety information accessible.

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

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

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

In spring 2013, a group of students used the campus as a site to test strategies to encourage behavior change for sustainability. Specifically, they investigated whether students who signed a "Sustainable Classroom Contract" behave more sustainability than students who did not sign the contract.

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

http://www.wpi.edu/academics/ugradstudies/project-learning.html

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

Academic Research

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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:

54

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

243

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

12

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:

WPI 2015 Sustainability Research Inventory v02_1.xlsx

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

See inventory.

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

To identify faculty who are engaged in sustainability research, we reviewed the online faculty profiles of: faculty associated with sustainability-focused academic programs; faculty who listed relevant research interests in the graduate course catalog; faculty who taught a sustainability-related course; faculty associated with a sustainability-related academic center; and other faculty members known to be engaged in sustainability research. In addition, we distributed a survey to faculty through which they were asked to describe any sustainability-related research in which they are currently engaged or were engaged within the last three years. For scoring purposes, we counted only on tenured and tenure-track faculty since conducting research is one of their job responsibilities. However, some teaching professors and other non-tenure track individuals also do substantial sustainability research. We have listed them in a separate worksheet of the inventory to recognize their work but make clear that it is not part of the scoring calculation.

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

Here are a few highlights from the past three years:
In fall 2013, the National Science Foundation awarded Mechanical Engineering Professor David Olinger $303,201 for his research on harvesting energy from ocean currents using undersea kites.
In May 2013, the National Science Foundation awarded a planning grant to WPI and the University of Illinois at Urbana-Champaign to support the creation of the Center for Advanced Research in Drying (CARD), the first center in the United States dedicated to developing energy-efficient technologies for drying moist, porous materials, a problem affecting the competitiveness of U.S manufacturers across a wide range of industries.
Professor Yan Wang received a Catalyst Award from the Massachusetts Clean Energy Center in June 2012 for his work on a new design for flow batteries - rechargeable energy system that can be used to store electric energy produced by wind and solar power installations.

The website URL where information about sustainability research is available:

http://www.wpi.edu/research/energy-sustainability.html

Support for Research

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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:

WPI sponsors an annual Sustainability Project Competition to recognize and encourage student research projects that advance sustainability. Winners are selected in three categories: first year, undergraduate, and graduate. Each receives a small cash prize.

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

http://wp.wpi.edu/dailyherd/2014/03/26/sustain-submit/

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

No

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

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

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

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:

The Gordon Library maintains a sustainability resources guide.

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

http://libguides.wpi.edu/sustainability

Access to Research

Responsible Party

Andrea Bourke
Student Sustainability Coordinator
Department of Facilities

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

Criteria

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

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

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

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

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

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

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

Number of degree-seeking students enrolled at the institution:
5,928

Name of the student educators program (1st program):
Eco Rep Program

Number of students served (i.e. directly targeted) by the program (1st program):
4,134

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

The aim of the program is to have an Eco-Rep in each education building/residence hall present to answer questions, publicize ways to being sustainable on campus, and run events. The Eco-Reps helped with the Dorm Energy Challenge, the Zero Waste Challenge, energy efficiency work on campus, and other outreach efforts focused on sustainability topics.

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

Each potential student educator must submit an application and the best candidates are interviewed. The EcoRep team is selected based on experience as well as organizational and leadership skills.

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

GreenerU and WPI provided training. Student Eco-Reps each received four hours of training about 1) how to communicate effectively on sustainability issues and change behavior and 2) how to implement campaigns focused on energy conservation behavior changed and other sustainability topics.

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

Liz Tomaszewski, Ashley Merchant and GreenerU provided training and adminstrative support for the Eco-Rep program. GreenerU provided a budget that was split evenly between the three institutions (WPI, Clark, Holy Cross).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://www.wpi.edu/about/sustainability/wpieco89.html

Student Orientation

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

68.20

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

A seminar on sustainability-related topics (e.g. food, water, livable cities) is included in new undergraduate orientation but sustainability is not featured prominently in graduate orientation. In 2012, orientation also included a session on sustainability at WPI, the majors/programs that are offered, sustainability initiatives that take place throughout the year, and the various student groups devoted to sustainability and social justice.

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

https://www.wpi.edu/Images/CMS/SAO/Schedule_at-a-glance_for_web_2014_New_Format_updated.pdf

Student Life

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

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

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

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

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

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

	Yes or No

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

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

Student Green Team: A student-governed organization with aims to increase sustainable efforts and awareness on campus through trips, events, and campaigns. Notable events from previous years are the Annual Waste Audit, the Sustainable Car Show, and the E-Waste Drive. Students for a Just and Stable Future (SJSF): A regional student-run organization focused on environmental responsibility and social justice through political action and campaigns. A notable event in the past year was their work with Better Future Project and 350 Massachusetts to lobby for a ban on coal use.

The website URL where information about student groups is available:

http://wpi.orgsync.com/Student_Orgs

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:

PlantParenthood is a program associated with the Biology Department's greenhouse. This program involves students in greenhouse activities such as propagating plants by taking cuttings. Sustainable agriculture methods are employed.

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

http://wp.wpi.edu/dailyherd/2014/03/03/plant-parent/

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

Gompei's Goat Cheese is a student-run business headquartered at WPI that sells healthy goat cheese on campus. The cheese is produced on a nearby farm.

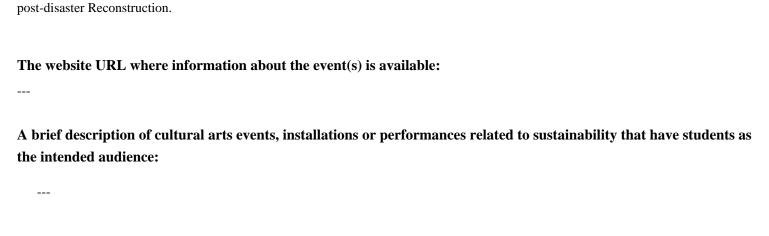**The website URL where information about the student-run enterprise(s) is available:**

http://wpi.imodules.com/s/648/index.aspx?sid=648&gid=1&pgid=1721

A brief description of the sustainable investment or finance initiatives:

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

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

The IGSD (Interdisciplinary and Global Studies Division) has regular speakers that focus their talks on sustainability themes. These talks occur several times per month, and topics have included: Projects and Life in the Himalayan Region and Land Tenure Matters in

post-disaster Reconstruction.

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

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

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

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

The purpose of the Outing Club shall be to: promote outdoor activity, organize group trips, provide a base for expeditions from WPI, provide instruction in outdoor activities. These purposes are consistent with the university mission by their intrinsically educating nature. Members will learn reverence for the environment and respect for their classmates. They will further their physical and mental fitness through teamwork and participation in groups. This group is student-governed.

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

http://oc.wpi.edu/

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

The Green Problem Seminar (GPS) is a key part of WPI's first year experience. In this two-course introduction to university-level research and project work, teams of first year students and faculty step outside their disciplines to solve Great Problems, the most of which are strongly connected to sustainability. For example, 2014 GPS topics included "Food Sustainability," "Living Cities," "Biosphere, Atmosphere, and Human Fears," and "World's Water."

The website URL where information about the theme is available:

http://www.wpi.edu/academics/firstyear/gps.html

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

Institute Hall is a themed residence - wellness, which incorporates living a healthy and sustainable lifestyle. The residents have embarked on project to certify "green rooms" and conduct an energy campaign in their building.

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

http://www.wpi.edu/about/tour/institute.html

A brief description of sustainability-focused student employment opportunities:

The Student Sustainability Coordinator is a student job whose purpose is to assist the Sustainability Coordinator in planning sustainability events, updating the WPI Sustainability website, assisting with sustainability surveys. The Sustainability Summer Intern compiles data and develops the annual WPI Sustainability Report and assists in the development of the Sustainability Plan.

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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.

Submission Note:

URL for information about building signage in East Hall:
http://www.wpi.edu/about/sustainability/easthall.html

"---" *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	No
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	No
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:

Our sustainability website provides information about all sustainability efforts at WPI, including the activities of the WPI Task Force on Sustainability.

The website URL for the central sustainability website:

http://www.wpi.edu/about/sustainability.html

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

The Sustainability Office and all students groups use Techsync (an internal social media system) to spread information and increase student participation in their activities. The Student Green Team and SJSF also both have Facebook sites.

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

https://www.facebook.com/sustainabilityWPI

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

Student research projects related to sustainability are listed on the sustainability website. Also, Gordon Library collects all student projects (IQPs, MQPs, etc.) in a searchable database called Summon.

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

http://www.wpi.edu/about/sustainability/wpipro02.html

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

Signs placed in East Hall and the Sports & Recreation Center provide a description of various green features and related facts about the building.

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

http://www.wpi.edu/about/sustainability/sports-rec.html

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

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

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

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

A brief description of the sustainability walking map or tour:

The signage for the Sports & Recreation Center, 10 Faraday, and the Campus Center each include (or will include) a separate walking tour that specifically highlights sustainability features with maps.

The website URL of the sustainability walking map or tour:

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

A list of green alternatives/tips for commuters is provided, including fuel-less transport, public transport, maintenance, etc.

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

http://www.wpi.edu/offices/rcc/transportation.html

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

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

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

WPI maintains a webpage with a list of dos/don'ts and tips about what items to bring to campus, changing habits/products in the living/dorm/bedroom area, in the kitchen, in the laundry room, and while doing schoolwork/paperwork. This also includes recycling tips and the policies of the school.

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

http://www.wpi.edu/about/sustainability/whatyoucan.html

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

The 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):

Our annual sustainability reports provide a comprehensive overview of sustainability initiatives on campus, achievements and events supported by the WPI Task Force on Sustainability.

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

http://www.wpi.edu/about/sustainability/campus97.html

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

Yes

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

The Sustainability Plan has been a great leap forward in creating a way to track sustainability for the entire campus in all its aspects and will be a great example for other colleges.

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

http://www.wpi.edu/Images/CMS/Facilities/WPI_Sustainability_Plan.pdf

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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

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

Part 2

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

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

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

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

Submission Note:

Save a Watt Campaign:
http://wp.wpi.edu/sao/2012/11/20/save-a-watt-week-monday-1126-1130/

"---" 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):

Annual Waste Stream Audit

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

Annual Waste Audit engaged student, staff, and faculty volunteers to sort trash in selected buildings to determine effectiveness of waste minimization and recycling efforts, and whether the campus has improved its overall performance.

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

The Annual Waste Audit in 2014 showed where increased efforts are necessary to increase our recycling rate. Possible problems with the system were identified. For example, we noted locations where more of certain materials were thrown out, indicating a potential need for more recycling bins in those areas. A general per capita consumption per building was also identified.

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

http://www.wpi.edu/Images/CMS/Sustainability/2014_WPI_Waste_Audit.pdf

The name of the campaign (2nd campaign):

The Sustainability Pledge Drive

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

Green Team members educate members of the WPI community about simple strategies to reduce their environmental impact and asks them pledge to follow these strategies by signing a banner that is hung in the Campus Center.

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

After the pledge drive last year, a banner (the size of a bed sheet) was full of signatures of those students and faculty who pledged to integrate some part of sustainability into their lives. At the most recent pledge event, approximately 125 students signed the pledge banner.

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

http://www.wpi.edu/about/sustainability/ourini815.html

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

Save a Watt Campaign: The Eco-Reps initiated this week-long program to reduce the amount to reduce the amount of energy used by students on campus. The Eco-Reps handed out prizes on the spot to students who turned off the lights during that week. Eco-Reps partnered with Facilities Services to promote this event and provided positive recognition to campus community members who turned off the lights. A Lighting Fair was held to promote energy efficient lighting by selling sets of energy efficient bulbs and lamps for a low, student-friendly price.

Take the Stairs Campaign: An event recently initiated by the Eco-Reps is the Take the Stairs program, which aims to reduce energy consumption and increase student health by encouraging students to use the stairs rather than the elevator. Signs were put around campus and rewards were given out to people following the signs when they were spotted by Eco-Reps. Over 100 pledges to take the stairs for one week were signed and over 100 prizes were given out to people who chose to take the stairs.

An e-waste drive offering free e-waste removal was co-sponsored by the Student Green Team and the Facilities Department.

Employee Educators Program

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

916

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

Eco-Rep Program

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

916

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

Employees volunteer to serve as Eco-Reps and are trained by a third-party organization (GreenerU).

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

Two 4-hour training events take place to discuss sustainability and behavior change.

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

Staff are allowed time away from their jobs to participate in training and to provide 4-6 hours/month to do this job.

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

http://www.wpi.edu/about/sustainability/eco-reps.html

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

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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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* 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) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* 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:

WPI is a partner in Green2Growth, a National Grid community outreach program that grew out of the Green Today Growth Tomorrow Community Summit of 2011. The program provides consumer education and outreach around energy efficiency and smart grid technology.

http://www.green2growth.com/

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):

WPI is a founding partner of the Institute for Energy and Sustainability, the mission of which is to attract clean energy technology and renewable energy companies to the region. More specifically, IES is working to transform the industrial corridors of Central Massachusetts into a green energy zone. Since the founding of IES in 2009, WPI has served on the organization's Steering Committee.

http://energyandsustainability.com/

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:

The Worcester Community Project Center (WCPC), an off-campus center funded by WPI, was founded in 2000 in an effort to integrate undergraduate engineering and science education with community needs. The Center connects community organizations with student and faculty teams that work full time for over two months to create professional reports that propose feasible and appropriate solutions to an issue or problem faced by the organization. WCPC projects are developed around three themes: Environmental Justice, Environmental Policy, and Social Justice. Importantly, the WCPC does not define the scope or focus of the projects it undertakes. Ensuring a truly community-based approach, the sponsoring community organizations, local politicians and their constituencies define the problems to which the WCPC responds. To date, over 65 projects have been completed through the WCPC. Project sponsors have included municipal governments, the Mayor's Office, the Broad Meadow Brook Audubon Sanctuary, the Regional Environmental Council, the Greater Worcester Land Trust, the Worcester Art Museum, Centro Las Americas, AIDS Project Worcester, Friendly House, Arts Worcester and various community development corporations.

http://wp.wpi.edu/wcpc/

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

Through the Interdisciplinary and Global Studies Division, students can complete their Interactive Qualifying Projects in one of 30+ project centers around the world, including U.S sites like Bar Harbor Maine, to Cape Town, South Africa, Copenhagen, Denmark, Melbourne, Australia, San Jose, Costa Rica, Windhoek, Namibia, and more. Recent projects include: Innovating Water Sanitation and Hygiene Upgrading in Jangrug; A Feasibility Study of a Biodiesel Plant in Cartago, Costa Rica; and Supporting Early Childhood Development in Monwabisi Park, Cape Town, South Africa. Additionally, WPI's Engineers Without Borders groups interact with communities for extended periods of time through multiple student group projects. One project builds upon the previous projects, for the purpose of creating systemic positive change. Municipal and institutional stakeholders and faculty and students engage in project development, implementation, and review. Most recently, this group has been working to improve the water supply in a Guatemalan village, Guachthu'ug.

http://www.wpi.edu/academics/igsd/gpp.html

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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.

Submission Note:

For more information about WPI's collaboration with other institutions, see
http://synergeworcester.com/team/worcester-polytechnic-institute/
and
http://www.campusgreenbuilder.org/MSSCOR

.

"---" 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:

WPI has presented in 2012 and 2013 at the Sustainable Campuses and Communities Conference on the Development of a Sustainability Plan and Campus Success Stories. WPI also presented at the New England Sustainability Forum on the collaborative requirements for success in the sustainability plan development process.

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

AASHE, Massachusetts Schools Sustainability Coordinators Roundtable (MSSCOR), The Sustainability Roundtable, and the College & University Recycling Coalition (CURC)

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

Sustainability coordinators from WPI, Clark University, University of Massachusetts Medical School, and Worcester State College meet monthly to discuss initiatives and share successes between colleges. Also, WPI was engaged in the SynergE Worcester program until July 2014, when the program discontinued. SynergE Worcester was a collaboration between WPI, Clark University, and the College of the Holy Cross, as well as National Grid and NStar, facilitated by GreenerU, to build awareness around energy efficiency and to share ideas to improve energy efficiency both in terms of infrastructure and behavior change.

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

http://synergeworcester.com/team/worcester-polytechnic-institute/

Continuing Education

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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 Pursuing** so Reporting Fields will not be displayed.

Community Service

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

2,859

Total number of students :

5,928

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:

314,622

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:

The Denise Nicoletti Board of Trustee's Award for Service to Community is an award to recognize staff and faculty for their community service efforts.

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

http://www.wpi.edu/offices/sao/community-service.html

Community Stakeholder Engagement

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

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

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

And

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

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

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

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

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

Yes

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

WPI has established a variety of advisory boards through which employers and other external stakeholders can help shape WPI's academic programs. These advisory boards, which meet at least once every year, provide a vital and vibrant link between the university and industry. In addition, the responsibilities of the Assistant Vice President for Government and Community Relations include continual engagement with the Worcester community via city government boards and outreach activities, participation in volunteer community organizations, and regular collaboration with the city's other educational institutions, particularly including the Worcester Public School system, Worcester Technical High School, Quinsigamond Community College, and other colleges and universities. This involvement of community members results in new academic and service programs to meet community needs.

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

WPI seeks to constitute its advisory boards with individuals who are well-positioned to offer insight and guidance as to how our academic programs could better prepare graduates for career success. Typically, this will be employers and other leaders in the industry. We identify advisory board potential member through a variety of means, including past affiliation with WPI, employment of graduates, participation in career fairs, etc.

List of identified community stakeholders:

The primary stakeholders that are engaged in WPI governance, strategy and operations are employers. As noted above, we rely on their advice and guidance to ensure that our academic programs are preparing students for success. Beyond that, WPI is also in regular dialog with local civic leaders.

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

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

http://www.wpi.edu/offices/advisory.html

Participation in Public Policy

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

Andrea Bourke
Student Sustainability Coordinator
Department of Facilities

Criteria

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

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

Hospital Network

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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	No
Commuting	No
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:

WPI is mandated by the state of Massachusetts to report its carbon emissions for Scope 1. WPI contracts with Tighe & Bond, an engineering and environmental consultant, to develop our reports. Scope 2 is determined through Clean Air Cool Planet Calculator using annual electric usage.

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

Yes

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

Once every three years, facilities required to submit Scope 1 emissions reports to the Massachusetts Department of Environmental Protection must have their report verified by an approved verification body. WPI completed its first third-party verification process in December 2013. Scope 2 emissions are not verified.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	9,089 *Metric Tons of CO2 Equivalent*	7,375 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	678 *Metric Tons of CO2 Equivalent*	466 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	10,270 *Metric Tons of CO2 Equivalent*	7,944 *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	1,775	1,501.50
Number of residential employees	4	3
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,125	3,372
Full-time equivalent of employees	916	838
Full-time equivalent of distance education students	399	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

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

2009 is the first year WPI was required to report its GHG emissions to MA DEP.

Gross floor area of building space, performance year:

2,394,471 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	117,366 *Square Feet*
Healthcare space	3,630 *Square Feet*
Other energy intensive space	0 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 *Metric Tons of CO2 Equivalent*
Commuting	0 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

A copy of the most recent GHG emissions inventory:

GGR2013.pdf

The website URL where the GHG emissions inventory is posted:

https://www.crisreport.org/web/guest/analysis-and-reports

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

WPI has focused on improving energy efficiency in existing buildings by installing more efficient equipment, using building management systems, and engaging occupants. WPI has also been installing high efficiency heating, cooling, and lighting systems in new construction. Additionally, WPI continued to offer more transportation options to staff and students, including more ZipCars, additional electric vehicle

charging stations, SNAP (evening) van service, Gateway Shuttle service (between campus buildings) and the WOO Bus. Bicycle fix-it stations have also been installed on campus.

Outdoor Air Quality

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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?:
No

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

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

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

WPI periodically has to report the Massachusetts Department of Environmental Protection on its air emissions. We use a consultant to help us prepare our submission. The DEP form automatically calculates our emissions based on fuel use and other data we supply.

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

	Weight of Emissions
Nitrogen oxides (NOx)	8.55 *Tons*
Sulfur oxides (SOx)	0.17 *Tons*
Carbon monoxide (CO)	6.13 *Tons*
Particulate matter (PM)	0.23 *Tons*
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	0 *Tons*
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:

We are continually working to reduce our energy consumption, which will also help reduce our air emissions. We have also switched from oil to natural gas in some facilities.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

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

2,394,471 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	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)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	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 existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

2,394,471 *Square Feet*

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

WPI Sustainable Building Operations and Maintenance Guidelines.docx

The date the guidelines or policies were formally adopted:

May 15, 2013

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

Building Services provides a clean and healthy environment by using the newest technology in floor care machinery, clean air equipment, and disinfection. Our goal is to provide the highest level of cleanliness by insisting on a safe and healthy environment for the WPI community. The success of this goal involves a continual process of reviewing buildings, products, techniques, and staffing practices. Through the use of environmentally friendly vacuum equipment, HEPA (High-Efficiency Particulate Air) filtration systems eliminate particles as small as 0.30 microns (dust particles smaller than the eye can see). This equipment helps to reduce human discomfort from allergies and helps to improve air quality throughout WPI's facilities.

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

The Director of Building Services ensures compliance with cleaning protocols through regular audits and the Director of Mechanical Services ensures use of the BMS across campus.

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

http://www.wpi.edu/about/sustainability/facili05.html

Building Design and Construction

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

WPI uses USGB's LEED for New Construction rating system. The following WPI buildings have been certified under LEED-NC: Bartlett Center (Certified, completed in 2005), East Hall (Gold, completed in 2008), Sports & Recreation Center (Gold, completed in 2012), and 10 Faraday (Silver, completed in 2013).

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

234,000 *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)	89,000 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	140,000 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *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	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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 :

WPI Green Building Policy.pdf

The date the guidelines or policies were adopted:

Feb. 28, 2007

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

WPI is committed to being a campus that incorporates the values of sustainable design in all aspects of site and building design, construction, maintenance, and operation procedures. In February 2007, WPI's Board of Trustees passed a resolution that all new buildings be designed to meet a minimum of LEED "Certified" level of certification. LEED buildings feature an integrated framework of design, construction, and operational practices that reflect the environmental, economic, and social impacts of buildings. Efficient use of energy, water and waste, as well as responsible use of construction materials and waste are all part of the commitment.

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

and policies:

All new construction is overseen by the Associate VP of Facilities who ensures that this policy is adhered to.

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

http://www.wpi.edu/about/sustainability/facili05.html

Indoor Air Quality

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

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

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

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

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

0 *Square Feet*

Gross floor area of building space:

2,394,471 *Square Feet*

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

While WPI does not have a comprehensive IAQ plan, it does have a mold management plan establishing procedures for preventing and remediating mold problems.

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

http://www.wpi.edu/offices/safety/moldmanagement.html

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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

29

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

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

Chartwell's, WPI contract dining service, purchase certified humane/cage-free shell eggs, socially and ecologically certified coffee, and foods that are grown locally whenever possible. Dairy products are provided through Hood, which is based in Lynnfield, MA, and sources milk from farmers who pledge not to use artificial growth hormones. Local produce is sourced from Sid Wainer and Son, which has its own farm in Dartmoth, MA, and has relationships with a number of other local farms. FreshPoint Connecticut also provides us with locally grown produce.

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)?:

Yes

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:

29

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:

Chartwell's, WPI's contract dining service, purchases certified humane/cage-free shell eggs, socially and ecologically certified coffee, and foods that are gown locally whenever possible. Dairy products are provided through Hood, which is based in Lynnfield, MA, and sources milk from farmers who pledge not to use artificial growth hormones. Local produce is sourced from Sid Wainer and Son, which has its own farm in Dartmoth, MA, and has relationships with a number of other local farms. FreshPoint Connecticut also provides us with locally grown produce.

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

Chartwell's, WPI's contract dining service, purchases food with zero trans fats, renewable packaging, certified humane/cage-free shell eggs, rBGH free milk, socially and ecologically certified coffee, food that are grown locally whenever possible, poultry and meats produced without the routine use of human antibiotics, is a member of the Sustainable Oceans Partnership and participates in waste reduction programs. Chartwells also offers Balanced U, a labeling system that lets people know how what they are eating contributes to sustainable eating habits.

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

Chartwell's purchase systems gives them the ability to assign a general ledger code in the accounts payable records for all product types.

Total annual food and beverage expenditures:

3,124,766 *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	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Franchises	Yes	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	No	No

Has the institution achieved the following?:

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

A brief description of other sustainable restaurant and food service standards that the institution's dining services

operations are certified under:

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

http://www.dineoncampus.com/wpi/show.cfm?cmd=sustainability

Low Impact Dining

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

The percentage of total dining services food purchases comprised of conventionally produced animal products is not actually 100! We actually don't have the data to answer this question but we had provide answer to be able to earn points for our vegan dining program. Answering 0% would earn us full points in part 1 of the credit, so we answered 100% to avoid claiming any points in part 1.

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

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

100

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

not available

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"):

Daily menus include food that has balanced nutrients and portion size; contains no solid meat, no dairy, no eggs, and no honey; and contains no solid meat but may contain eggs or dairy. Dining locations on campus must provide these things daily: 1 plain bean or legume (minimum), 1 whole grain composed salad (minimum), fruit or vegetable side, a vegetarian or vegan sandwich, a veggie burger, and plain nuts and dried fruit.

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://balance.compass-usa.com/Pages/minimum-standards.aspx

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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	292,178.90 *MMBtu*	237,163.27 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	108,684.64 *MMBtu*	87,131.27 *MMBtu*
District steam/hot water	0 *MMBtu*	0 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	2,394,471 *Gross Square Feet*	1,946,938 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	117,366 *Square Feet*
Healthcare space	3,630 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	6,949
Cooling degree days	412

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, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

2007-08 is the earliest year for which we have good data.

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

Two main systems are used at WPI, about 50/50 mix of Automated Logic and Schneider Continuum, and each resides in own network for safety and security reasons. These systems are part of the building management systems which are used to monitor and control heating and cooling in campus buildings. In addition, Eco-Bees monitors were installed in a portion of the apartment owned by WPI. These devices prevent the heat from being raised higher than 72 degrees.

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

LED lighting has been incorporated into the lighting systems in the newest residential building, Faraday Hall. In addition, the Campus Center and Gateway Park were retrofitted with LED lighting in 2014.

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

Motion and CO2 sensors are used in spaces to control lighting across campus.

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

South facing glass is employed in the Sports & Recreation Center and window location design was based on the sun path in East Hall.

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

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

Tecogen Ultra CM-75 combined heat and power units have been installed at the Life Sciences & Bioengineering Center and the Campus Center.

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

A building recommissioning program was recently completed in two campus buildings, the Campus Center and Life Sciences & Bioengineering Center.

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

The Building Management System was reviewed and overhauled in 2012-2013 to improve building heating and cooling efficiencies. Institution-owned apartment buildings were equipped with Eco-Bees monitored thermostats to ensure heating did not exceed 72 degrees. On our campus, the powerhouse has a management system (SCADA recording monitoring system with webalert) specific to steam generation and has government-required reporting. Individual electric meters have been installed in most buildings across campus so that the institution can measure performance and determine areas in need of improvement.

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

WPI purchases Energy-Star rated appliances.

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

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

Energy miser electronic sensors are used to decrease energy consumption of vending machines.

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

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

http://www.wpi.edu/about/sustainability/campus97.html

Clean and Renewable Energy

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

Total energy consumption, performance year:

292,178.90 *MMBtu*

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

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

50 solar thermal panels on the roof of the Sports and Recreation Center help maintain water temperature in the pool. These panels heat a closed, fluid-filled circuit of piping that connects to a heat exchanger. When the sun is shining, the fluid in the solar thermal system is heated and flows continuously through the heat exchanger. On average, the solar panel system provides ~42% of the annual pool water heating. We do not currently have sufficient data to supply the average annual energy output of these panels.

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

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

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

http://www.wpi.edu/about/sustainability/conservation.html

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • 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
3) Organic, Certified and/or Protected	Protected areas and land that is: • 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	93 *Acres*
Footprint of the institution's buildings	45 *Acres*
Area of undeveloped land, excluding any protected areas	13 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	35 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

Bartlett Tree Experts is the contractor that takes care of pest management at WPI. They use a integrated approach to managing insects and diseases on commercial properties taht begins with maintaining plant health using sound cultural practices, including pruning and creating optimal soil conditions for plant growth. Periodic inspections are used to detect pest infestations before they each damaging levels. Bartlett arborists are trained to recognize beneficial insects that will help naturally suppress pest populations, and we also release beneficial to augment existing populations. When treatments are necessary, Bartlett uses organic and natural-based materials and reduced-risk products that provide effective pest suppression while protecting people and the environment.

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

Grass is cut once every 5-10 working days. Normally aeration is not undertaken unless a specific lawn repair project is undertaken. Reseeding or resodding is generally done in the spring to repair bare spots resulting from winter damage. Weed control is practiced when weeds present a visible problem or when they affect approximately 10% of a lawn area. The campus has a growing selection of local perennial flowers that bloom throughout the season. There are augmented with local annual plantings in the spring and fall to highlight

specific areas of campus. The care cycle for maintenance is every week to 10 days. Health and vigor dictate the cycle of fertilization and disease control in beds that are essentially kept weed-free.

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

The campus has a growing selection of local perennial flowers that bloom throughout the season. These are augmented with local annual plantings in the spring and fall to highlight specific areas of campus.

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

A small portion of landscape waste is left on site. The bulk of the landscape waste is transported to Worcester Sand and Gravel where the waste is screened and then sold as compost.

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

Whenever possible, our contractor Bartlett Tree Experts applies organic and natural-based materials and reduced-risk products that provide effective pest suppression while protecting people and the environment.

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

Whenever possible, our contractor Bartlett Tree Experts applies organic and natural-based materials and reduced-risk products that provide effective pest suppression whole protecting people and the environment.

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

WPI installed an environmentally sound and academically-interesting green roof on East Hall. The 5,000-square-foot plant-covered section of East Hall's roof improves the building's environment footprint in several ways, including handling and filtering storm water. The roof plantings include a combination of low-maintenance, drought-resistant specimens such as sedums, chives, hen, and chickens (a species of succulent plant) and ice plants, also know as Delospema. Most of the plants were selected not only for their ability to hold water, but also for their color and to provide a new habitat for birds, butterflies, and other species. In addition, a bioswale was created in the Higgins House parking low, providing natural sediment and contamination filtration from the parking lot run-off.

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

WPI uses magnesium chloride on all walks as it is a more plant-friendly option than sodium chloride for de-icng.

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

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

No

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

http://www.bartlett.com/commercial-insect-and-disease.cfm?cs

Biodiversity

Responsible Party

Andrea Bourke
Student Sustainability Coordinator
Department of Facilities

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.

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

Purchasing

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

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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

WPI does not track the specific EPEAT rating when purchasing each piece of IT equipment. However, we know all purchases meet at least the Bronze level. Although some purchases are likely at a higher EPEAT rating, we are counting everything at the Bronze level.

"---" *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:
WPI Information Technology - Sustainability in Technology Management.pdf

The electronics purchasing policy, directive, or guidelines :

Sustainability in Technology Management Acquisition: Energy Star and EPEAT (Electronic Product Environmental Assessment Tool) ratings are a priority over initial investment costs when assessing options for acquiring technology.

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

All purchases of computer and computer-related equipment are managed through the Information Technology Department who ensures that the policy is followed.

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

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

	Expenditure Per Level
EPEAT Bronze	712,868 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	0 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
712,868 *US/Canadian $*

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

http://www.wpi.edu/Admin/IT/Projects/sustainability.html

Cleaning Products Purchasing

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

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

The goal of Custodial Services is to provide the highest level of cleanliness by insisting on a safe and healthy environment for the WPI community. The success of this goal requires the continual re-assessing of buildings, products, techniques, and staffing. There are several ways in which this goal is being achieved.
We use environmentally friendly equipment of the newest technology, such as vacuums that have filtration systems which will filter down to 0.5 microns. This equipment helps reduce all allergy discomfort and helps to provide improved air quality throughout WPI's facilities. We use only environmentally friendly cleaning products in East Hall, our LEED Gold Certified resident hall, and we recommend environmentally friendly cleaning products elsewhere on campus. We also educate our staff on the proper use of disinfectants and other chemicals, which helps to reduce lost time due to common seasonal illnesses.
Education, equipment, and enthusiasm are the foundation in providing a healthy environment to the WPI community.

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

All purchases of cleaning products are handled through the Director of Facilities who ensures that all products ordered have been approved for the institution's use. Currently, WPI uses the Genesan line of products campus wide.

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:
60,000 *US/Canadian $*

Total expenditures on cleaning and janitorial products:
300,000 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:
No

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

We use the latest environmentally friendly equipment, such as vacuums that have filtration systems which will filter down to 0.5 microns. This equipment helps reduce allergy discomfort and provides improved air quality throughout WPI's facilities. We also educate our staff on the proper use of disinfectant and other chemicals, which helps to reduce lost time due to common seasonal illnesses. The primary daily cleaning products are dispensed from dilution control systems found in all campus buildings. This form of dispensing assures a safe dilution of all the major chemicals used on campus. The dilution control system is manufactured by Genesan. The Genesan products are bio-based and biologically-engineered cleaning products developed with sustainability in mind at all phases of the product's life-cycle. Chemicals have no higher than a health rating of "1" in use. WPI has also implemented safer, more sustainable cleaning tools, such as

microfiber clothes and trained all personnel on the benefits of sustainable cleaning programs and cleaning products.

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

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

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

http://www.wpi.edu/offices/facilities/custodial-services.html

Office Paper Purchasing

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

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

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

Part 2

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

Submission Note:

In addition to the recycled paper, 72% of WPI's purchased paper material is from SFI-certified forests.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
No

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

The paper purchasing policy, directive or guidelines:

A new WPI purchasing policy has been written and is under review pending formal approval at this time. This document contains a detailed "Green purchasing policy section"

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

We will be implementing an eProcurement solution and will have office supplier catalog(s) loaded with preferred items including options for recycled paper. The print services department, which reports to procurement services purchases recycled paper as appropriate to do so.

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	59,906.55 *US/Canadian $*
30-49 percent	151,587.69 *US/Canadian $*
50-69 percent	108.17 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	352.06 *US/Canadian $*

Total expenditures on office paper :

457,351.65 *US/Canadian $*

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

Inclusive and Local Purchasing

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

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

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

Part 2

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

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

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

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

No

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

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

WPI is currently considering a purchasing policy that includes the following language: "WPI strives to enhance the economic opportunities and increase the level of participation by small, minority-owned, woman-owned, disadvantaged, veteran owned and local businesses in the University's procurement process. The WPI community is encouraged to seek opportunities to obtain goods and services from qualified diversity suppliers that provide competitive quality and pricing. Local state government websites, as well as purchasing cooperative consortiums of which WPI is a member, are resources for identifying diversity suppliers. WPI encourages contractors to solicit the participation of small businesses and businesses owned by women and minorities through partnership, joint ventures, sub awards, and other contractual opportunities."

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

No

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

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

Life Cycle Cost Analysis

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

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

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

While we do not have a formal policy regarding LCCA, LCCA is informally employed across the operation of the campus in varying degrees. We do practice researching and choosing products that provide lower costs over their life. An example of this is the installation of LED light fixtures that have a much longer life span and reduce labor and energy use in the long term. Other recent examples include: use of low flow plumbing fixtures, selection of fuel efficient vehicles, installation of more efficient HVAC equipment, and implementation of energy reducing lab hood controls. A large energy management investment has been made in the past year to suppose these goals.

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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?:

None

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):

No formal agreements or policies are in place, however we do have minimal environmental expectations of our trash and recycling contractors as well as our energy services contractors. Specifically, we expect our waste hauler to appropriately handle the material they collect and we expect our energy services contractors to generate measurable energy savings.

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

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

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

Campus Fleet

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

41

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	0
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:

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

Student Commute Modal Split

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

83

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)	15
Walk, bicycle, or use other non-motorized means	83
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0

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

A student group did a project on alternative transportation for our community. They conducted a survey of all community members asking about the methods that they used to come to campus and got a 14% return rate which we feel is representative of the campus community.

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

http://www.wpi.edu/Pubs/E-project/Available/E-project-031914-145117/unrestricted/Final_Report_3
.pdf

Employee Commute Modal Split

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

15

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)	81
Walk, bicycle, or use other non-motorized means	12
Vanpool or carpool	3
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	0

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

A student group did a project on alternative transportation for our community. They conducted a survey of all community members asking about the methods that they used to come to campus and got a 14% return rate which we feel is representative of the campus community.

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

http://www.wpi.edu/Pubs/E-project/Available/E-project-031914-145117/unrestricted/Final_Report_3
.pdf

Support for Sustainable Transportation

<div align="center">

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

</div>

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

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:

WPI offers covered and secure bicycled storage facilities in the East Hall residence hall as well as the Park Avenue Parking Garage. There is also a bicycle fix-it station at the Park Avenue Garage. Changing room and showers for commuter are available in Morgan Hall and in the Sports & Recreation 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:

Exterior bicycle storage racks are available adjacent to all academic and residential WPI buildings.

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:

A student Interactive Qualifying Project Team has developed a bicycle path project with the objective of establishing bicycling paths linking Worcester colleges with the downtown area. This IQP has resulted in a commitment from the Department of Public Works and Parks (DPW&P) of the City of Worcester to support a working group tasked with the planning of such bicycle paths.

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

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

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

Yes

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

Gateway Shuttle: The Gateway Shuttle provides safe and no-cost transportation to all the WPI Community. There are five (5) Gateway Shuttle van stops. Hours of operation are Monday through Friday, from 8:30AM to 5:30PM. The Shuttle service is provided on holidays and during recess/breaks except on Thanksgiving and Christmas recess.
CityRide: This Friday and Saturday night shuttle service shared with four other campuses will bring students to desirable spots for foods, shopping, and entertainment. CityRide is a free service for a full time undergraduate student from WPI with their student ID.
WRTA: The Worcester Regional Transit Authority offers semester and discounted passes for college students. With 42 routes around the city, this safe, easy, and affordable mode of transportation will allow anyone to get to a local festival, movie, or shopping location.
Union Station: Union Station is home to Amtrak, the commuter rail service to Boston, as well as buses for Greyhound, Peter Pan, and the WRTA. These transportation options are available all year. Students passes are available and WPI partners with Amtrak Downeaster to offer students 6 one-way trips for only $86.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

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

Yes

A brief description of the carpool/vanpool program:

WPI offers reserved parking spots in East Hall Parking garage for car poolers. WPI also provides a carpool matching program through CarpoolWorld.

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:

WPI students and employees are offered discounted membership in Zipcar's carsharing service, which has several cars located on campus.

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

Yes

A brief description of the electric vehicle recharging stations:

WPI installed one Dual Coulomb Technologies ChargePoint Electric Vehicle charging stations in 2011 and another dual ChargePoint charging station in 2012. These four charging units are available to the entire WPI community and Worcester community.

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:

Departments may offer telecommuting under certain circumstances.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

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

http://www.wpi.edu/offices/rcc/transportation.html

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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	251.60 *Tons*	143.90 *Tons*
Materials composted	62.01 *Tons*	0 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	680.07 *Tons*	629.72 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,941	1,217
Number of residential employees	4	2
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,125	3,814
Full-time equivalent of employees	916	761
Full-time equivalent of distance education students	399	0

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2005	June 30, 2006

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

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

WPI did a waste audit on America Recycles Day in 2011 and has repeated it every November since then. Students, staff, and faculty sort through waste and recycling from residential and administrative/academic buildings to determine the building level waste and recycling rates. The Student Green Team then produces a report that is posted on the sustainability web site that shows the actual recycling rates as well as the potential recycling rates.

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

WPI faculty and staff are encouraged to consolidate orders, make use of electronic or CD-ROM catalogs, and buy only what they need. Further, WPI gives preference to products that are durable, reusable, upgradeable, and recyclable or compostable.

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

WPI has surplus inventory for equipment and furniture that it reuses on campus, gives to employees, and donates to local school districts and non profit agencies in and around Worcester. We do not monitor the weight of surplus items that are recycled in this way but it is likely 100,000s of pounds.

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

WPI encourages the use of online resources. Course catalogs, directories, and instructional materials are all available online. Limited printing of materials is done and community members are directed to online resources.

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

Students are required to pay for any printing beyond 100 pages each term.

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

There is a "Movin' Out" Drive conducted every May to collect unwanted items from students. These items are then donated to a local charity.

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

All surplus furniture or equipment is donated to municipalities or local nonprofits in the city. Surplus office supplies and equipment are offered to other community members on a "Craig's List" type of platform called "Potpourri."

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

During the annual waste audit, the Student Green Team and other staff and faculty volunteers sort trash from several buildings, and a weight count of food waste is obtained.

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:

Dining operations' food waste initiatives include TrimTrax, a waste stream auditing system for service kitchens.

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

All dining locations on campus are trayless, including Morgan Hall, the Library Cafe, and the Goat's Head Restaurant. The trayless dining has decreased food waste substantially, Also, Project Clean Plate is a nationwide program that began on the WPI campus. The program is designed to reduce food waste in all-you-can-eat campus dining operations and provides awareness about international hunger to students. The program solicits help from student organizations to encourage peer-to-peer waste education. Food waste is monitored at the disposal

area and an estimate of waste food is posted weekly, educating students about preventable food waste.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Since August 2013, we have used 100% compostable containers for to-go food and beverage items.

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):

Morgan Hall dining uses reusable utensils, glasses, cups, and dishes. As of winter 2013-14, the Campus Center is providing reusable dishware and utensils.

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:

A discount is offered to people who bring their own cups for coffee/tea.

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

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

http://www.wpi.edu/about/sustainability/materi04.html

Waste Diversion

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:

313.61 *Tons*

Materials disposed in a solid waste landfill or incinerator :

680.07 *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:

WPI uses contract recycler Waste Management for paper and cardboard; IRN for e-waste; Superior Waste and Recycling for bottles, cans. Food waste is sent to a local pig farmer. Tree limbs and grass trimmings are brought to a local recycling center. WPI reaches out to community nonprofits and schools to repurpose surplus furniture. If surplus furniture remains, it is donated to ReStore, the Habitat for Humanity Store. There is an email alias

potpourri@wpi.edu

, which operates in a manner similar to craigslist but limited to the WPI community, and this alias is used to sell, trade, or give away unwanted items. The Department of Facilities and Student Green Team hold a free electronics waste drive annually for the entire WPI community. Gordon Library holds a used book sale as part of EarthFest activities. In addition, Undergraduate Admissions went paperless in its application process in 2011 and Graduate Admissions went paperless in 2012, substantially decreasing the amount of paper generated on campus.

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

Surplus food is regularly donated to local agencies that have needs for food. Donations averaging over 200 pounds per month are made to agencies such as the Worcester Veterans Shelter, Rachel's Table, and Worcester County Food Bank.

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

Pre-consumer food waste from Morgan Hall and Campus Center is picked up regularly by a local pig farmer, who then transports it back to his farm. There is no charge to the farmer or to WPI for this mutually beneficial arrangement.

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

Post-consumer food waste from Morgan Hall and Campus Center is picked up regularly by a local pig farmer, who then transports it back to his farm. There is no charge to the farmer or to WPI for this mutually beneficial arrangement.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	Yes
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

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

In addition to recycling old computer parts, our Information Technology reworks old but usable computers for re-use in the local school district, and the institution offers a free electronics waste drive to the entire WPI community each spring.

Construction and Demolition Waste Diversion

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:

301.34 *Tons*

Construction and demolition materials landfilled or incinerated :

50.59 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Gilbane Co. was able to divert 85.6% of the construction waste generated in the construction of the Sports & Recreation Center. More specifically, the following materials were diverted: wood(30.8%), metal (16.77%), drywall (13.13%), paper and cardboard (11.97%), concrete (6.96%), plastic (5.44%), and other (0.55%). Data on waste generated in the construction of Faraday Hall (the other building completed within the last three years) is unavailable.

Hazardous Waste Management

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

The Environmental & Occupational Safety Manager provides guidelines to reduce and better manage hazardous waste including: keeping an up-to-date inventory of hazardous materials, purchasing only the amount of materials needed, substituting less hazardous chemicals for hazardous ones, and including waste minimization in student and employee training sessions.

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

It is a state law to dispose of hazardous materials properly. All hazardous waste material containers must: be secure, in good condition, compatible with the waste; have a screw cap; and be kept closed at all times unless waste is being added. Labels must contain the chemical name, and the appropriate hazard box must be checked. All hazardous waste disposal is managed by the Environmental & Occupational Safety Manager who complies with state and federal waste guidelines.

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

1.) A chemical spill of about 2 gallons of flammable liquid on a lab bench and floor area at Gateway was caused from the mixing of two incompatible chemical hazardous waste materials into one container. There was no release to the environment, nor were there any injuries. An environmental services response company conducted the cleanup at a cost of $9,000; the lab area was shut down for about 2 days.

2.) A hazardous waste bottle containing about 1 gallon of flammable solvents broke on the floor of a Gateway lab. There was no release to the environment, nor were there any injuries. An environmental service response company conducted the cleanup at a cost of $6,000.

3.) A glass bottle containing one gallon of a toxic/flammable liquid was accidentally broken by a graduate student in a main campus laboratory. There was no release to the environment, nor were there any injuries. The EOS Manager was able to cleanup this spill; the lab area was shut down for about 3 hours.

4.) Incidental chemical spills (less than one gallon) occur in WPI labs rarely. They are managed by the EOS Manager. During the past year, no spills greater than one gallon occurred.

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

Chemicals and other lab supplies are shared between labs and between departments to minimize the amount of waste and repurchase of chemicals and supplies.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Electronic waste that is in good condition is sent to Worcester Technical High School for students to refurbish computers and distribute through the public school system, and unsalvageable computers and peripherals are taken by Institutional Recycling Network and are recycled properly. Every spring, WPI holds a free electronics waste drive for the entire community to bring old or broken electronics.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

WPI's contractor recycling hauler, Institutional Recycling Network, charges a fee for membership in its network and assures that all recycled waste is properly handled. IRN audits its recycling locations to ensure that recycled components are handled as claimed.

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

http://www.wpi.edu/offices/safety/laboratory.html

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	**Baseline Year**
Total water use	43,470,683 *Gallons*	30,786,295 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	34,970,683 *Gallons*	30,786,295 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**

Number of residential students	1,941	1,237
Number of residential employees	4	2
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,125	2,894
Full-time equivalent of employees	916	760
Full-time equivalent of distance education students	399	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,394,471 *Square Feet*	1,946,938 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	35 *Acres*	35 *Acres*

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2007	June 30, 2008

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

Water recycled/reused on campus, performance year:

850,000 *Gallons*

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

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

Two 25,000 gallon cisterns were installed under the Quadrangle that collect drainage water from the roof and perimeter of the Sports & Recreation Center. This water is pumped to the roof of this building and used for the rooftop cooling towers. This process saves 850,000 gallons of fresh water per year.

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

Water metering is provided through the City of Worcester water usage system. Metering is separate by each WPI building.

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

Waterless urinals were installed in the Sports & Recreation Center. Low-flow faucets and showers were installed in the Sports & Recreation Center, East Hall, and Faraday Hall. Toilet flushometers were installed in the Sports & Recreation Center and Faraday Hall. In building renovations, priority is placed on water conservation appliances.

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

In building renovations, priority is placed on water conservation applicances.

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

The green roof built atop East Hall includes native plants that do not require irrigation.

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

Rain sensors are installed on the irrigation systems, which prevent irrigation when it is raining.

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

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

Rainwater Management

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Recent construction projects have incorporated LIDs as a standard practice. East Hall, opened in 2008, has a green roof which collects rainwater. The rainwater no longer drains directly to the street but is absorbed by the planting atop the roof. Additionally, two 25,000 gallon cisterns were installed to collect storm water runoff from the roof at the Sports & Recreation Center. Collected water is pumped back to the rooftop to cool chillers. The WPI Park Avenue Garage project included the construction of two rain gardens located on the

Higgins Lot to help manage storm water runoff from portions of the site entry drive and Higgins Parking. The rain gardens are LID measures that provide water treatment and attenuate increased peak rates of runoff. Also, the design of the subsurface infiltration system includes a permeable bottom that allows for maximum infiltration of the treated runoff from storm events up tot eh 100-year storm. The system can hold approximately 670,00 gallons of water, allowing much of this to infiltrate into the native soils and release in a controlled rate into the municipal system. At Faraday Hall, the grounds are irrigated by a water-conserving irrigation system combined with drip irrigation that reduces potable water use by at least 50%.

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? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

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

Two 25,000 gallon cisterns were installed under the Quadrangle that would collect drainage water from the rood and perimeter of the Sports & Recreation Center. This water is pumped to the roof of this building and used for the rooftop cooling towers. This process saves 850,000 gallons of freshwater per year.

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

850,000 *Gallons*

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

A bioswale has been installed to catch runoff from Higgins parking lot. Water makes it way into the small depression where the soil, plants, woodchips filter sediment and contaminants.

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

East Hall has a green roof which collects rainwater and provides a vehicle for students to study ruffoff.

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

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):

A rain garden bioswale was installed at the grounds of the new parking garage at 150 Park Avenue.

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

When the Park Avenue Garage was built, the city's storm water system in the area was old and undersized. It was not designed to handle runoff from an impervious surface the size of the parking garage. Since there was no room for a retention pond, engineers designed an underground system to keep storm water from flowing too quickly into the city system. It comprises 7-foot-diameter pipes, hundreds of feet long, that hold water until it percolates into the ground or slowly flows into the city infrastructure.

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

http://www.telegram.com/article/20080819/NEWS/808190626/1116

Wastewater Management

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

John Orr
Professor
Liberal Arts & Computer Engineering

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:

The WPI Task Force on Sustainability produces an annual sustainability report describing its operations and accomplishments. One major accomplishment in recent years was the development of a comprehensive sustainability plan that establishes sustainability goals and objectives over the upcoming years. The Task Force also coordinates programming around Earth Day and helped bring water bottle refill stations to campus.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The purpose of the WPI Task Fore on Sustainability is to provide leadership and coordination for WPI's campus-wide efforts in energy and resource conservation and reduction in the harmful environmental impacts of our operations, all directed toward enhancing the long-term sustainability of WPI's activities and the environment of which we are a part of. We are an educational institution; thus, these goals are interwoven with our academic goals in teaching about the practices of sustainable design and the impacts of behavioral changes,

as well as in conducting research in the reduction of environmental impacts and in methods of enhancing sustainability.

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

John A. Orr, Professor of Electrical and Computer Engineering

Jeffrey S. Solomon, Executive VP/CFO, Finance and Operations

Alfredo DiMauro, Assistant VP for Facilities

Philip Clay, Dean of Students

Amy Morton, Chief Marketing Officer

Rick Sisson, Dean of Graduate Studies

Liz Tomaszewski, Facilities Systems Manager/Sustainability Coordinator

Joe Kraskouskas, Dining Services Manager

Linda Looft, Assistant VP of Government & Communications Relations

Karen Oates, Dean of Arts and Science, Professor

Rob Krueger, Director, Environmental and Sustainability Studies Program

Paul Mathisen, Associate Professor of Civil and Environmental Engineering

Pam Weathers, Professor of Biology and Biotechnology

Eric Keys, Sustainability Professor

Victor Hu, Student Green Team

Alex Zitoli, Students for a Just and Stable Future

Kristen Markuson, Student Green Team

Rob Anton, Student Green Team

Mary Prescott, Student Sustainability Coordinator

Binam Kayastha, Student Sustainability Coordinator

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

http://www.wpi.edu/about/sustainability/taskforce.html

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Liz Tomaszewski, Facilities Systems Manager/Sustainability Coordinator

A brief description of each sustainability officer position:

WPI's Director of Sustainability left for other opportunities in fall 2014. WPI expects to hire a replacement this year. In the meantime, Liz Tomaszewski is filling in as a halftime sustainability coordinator.

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

Sustainability Planning

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

Other	No	No

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

WPI's 2013 Sustainability Plan establishes the following goals: "WPI's graduates will leave campus with the understanding and abilities to develop sustainable solutions to the world's problems. All WPI students, undergraduate and graduate, will have the opportunity to incorporate and critically evaluate significant aspects of sustainability in their education.

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

1)Increased visibility and financial support for the global project centers by FY14 and ongoing. 2)Achieving social justice and meet basic human needs in sustainable global development through integration with academic programs by FY15 and ongoing. 3)The role of sustainability is explicit in WPI's Statement of Value for Undergraduate Education and Learning Outcomes by FY14/15. 4)Track the activities that address social justice and basic human needs in sustainable global development by FY15 and ongoing. 5)Track and coordinate sustainability content of IQPs, MQPs, GPS, and Humanities and Arts requirements by FY14/FY15 and ongoing. 6)Formalize and highlight the significance of sustainability issues in the Great Problems Seminars, with consideration to the completion of the GPS by all students, by FY14 and ongoing. 7)Define the role of sustainability in the disciplines for all undergraduate and graduate academic majors by FY14/FY15 and ongoing. 8)Assist students in incorporating sustainability into their majors by FY14/FY15 and ongoing. 9)Create a major energy project center with substantial external collaboration, FY14. 10)Establish a project center dedicated to supporting student projects that address on-campus sustainability, FY 14. 11)Define and document the sustainability component of each student's education, FY14/FY15 12)Track and report faculty expertise and interest in sustainability, FY14/FY15 and ongoing.

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

Interdisciplinary and Global Studies Division, Sustainability Studies Program, Humanities and Arts Department, Director of Sustainability, Undergraduate Studies, WPI Task Force on Sustainability, Associate Dean for the First Year, department heads, Academic Advising, Director of the major energy project center, Director of the project center, Office of the Provost

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

WPI's 2013 Sustainability Plan establishes the following goal: "Through our research and scholarly activities WPI will make significant contribution to the technologies, the policies, and the attitudes that will help assure a sustainable world."

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

1)WPI is recognized for its contribution in one or more areas of sustainability research, by FY14 and ongoing. 2)All of WPI's sustainability-related researchwork is visible and accessible via the web, by FY14 and ongoing. 3)Appoint a coordinator for sustainability related research, FY14 4)Identify and establish one or more major center(s) of the WPI's current strengths in sustainability. 5)Establish a lecture series to address sustainability-related topics, by FY14 and ongoing. 6)Initiate a series of sustainability conferences in areas of WPI's research strength, by FY15 and ongoing.

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

Director of Sustainability, WPI Task Force on Sustainability, Marketing and Communications, Office of the Provost, Sustainability Research Coordinator, Graduate Dean

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

"WPI's students, faculty, and staff will be actively engaged in promoting a culture of sustainability to enhance the current and future welfare of our communities: on campus, in Worcester, for our nation, and globally."

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

Objectives: 1)At least 50% of the campus community is engaged in sustainability efforts, by FY15 and ongoing. 2)Sustainability-related project centers involve both the WPI campus and local communities, by FY15 and ongoing 3)Implement a sustainability training and education program for students/faculty/staff (i.e. new staff, faculty, and student orientation program), by FY 16 and ongoing. 4)Incorporate sustainability targets into key students/staff/faculty roles, by FY16 and ongoing. 5)Development a mechanism for engaging all constituents in sustainability planning activities on campus and beyond, by FY15 and ongoing. 6)Develop award/recognition program to support on-campus and off-campus sustainability efforts, by AY14 and ongoing

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

Director of Sustainability, Sustainability Advisory and Working groups, Human Resources, Interdisciplinary and Global Studies Divison, Project Center Directors, Government Relations, Office of the First Year and Insight Program

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

"WPI's students, faculty, and staff will be actively engaged in promoting a culture of sustainability to enhance the current and future welfare of our communities: on campus, in Worcester, for our nation and globally."

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

1)Sustainability-related project center involve both the WPI campus and local communities, by FY15 and ongoing. 2)WPI's expertise is available via projects and other mechanisms to assist community, governments, and non-profit groups, by FY15 and ongoing. 3)Development mechanism for engaging all constituents in sustainability planning activities on campus and beyond, by FY15 and ongoing 4)Develop award/recognition program to support on-campus and off-campus sustainability efforts, by FY14 and ongoing. 5)Develop a transportation plan for the WPI community to decrease reliance on single-occupancy vehicles, by FY14 and ongoing.

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

Director of Sustainability, Sustainability Advisory and Working groups, Human Resources, Interdisciplinary and Global Studies Division, Project Center Directors, Faculty Leaders, Library, Continuing and Professional Education, Government Relations

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

"The operation of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Objectives focusing on reducing greenhouse gas emissions are included under this broad goal.

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

1)Measure GHG emissions and report Scope 1 and 2 emissions annually by FY 14 and ongoing. 2)Establish a methodology and timeline for reducing GHG emissions, by FY14/FY15

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

Facilities, Director of Sustainability

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

The operation of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs. Objectives focusing on reducing greenhouse gas emissions are included under this broad goal.

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

1)In addition to new construction, all major buildings renovations on campus are LEED certifiable, by FY15 and ongoing. 2)Define building usage and assess building schedules to efficiently manage heating and cooling, by FY14/FY15

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

Director of Sustainability, Facilities

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

"The operations of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Sustainability dining is included under this broad goal.

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

1)Develop and implement purchasing guidelines to select products manufactured, packaged, and distributed in sustainable manners, by FY15. 2)Eliminate disposable/single-use plastic water bottles from the campus by FY15

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

Director of Sustainability, Director of Food Services

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

"The operation of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Sustainable energy systems are included under this broad goal.

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

1)Reduce utility consumption by 25% over 5 years, by FY18. 2)Invest in energy programs (focus on deferred maintenance with support from utility incentives), by FY15 and ongoing. 3)Monitor energy use real-time with submetering, by FY16 and ongoing. 4)Define building usage and assess building schedules to efficiently manage heating and cooling, by FY14/FY15 5)Increase sustainability in computing by using sustainable principles in the purchasing and operations of data centers, and through community education and awareness programs, by FY15 and ongoing.

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

Facilities, Director of Sustainability, IT

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

"The operations of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Sustainable grounds management is part of this broad goal.

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

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

Facilities

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

"The operations of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Sustainable purchasing is part of this broad goal.

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

1)Develop and implement purchasing guidelines to select products manufactured, packaged, and distributed in sustainable manners, and/or are made from recycled goods, by FY15. 2)To increase sustainability in computing by using sustainable principles in the purchasing and operation of data centers, and through community education and awareness programs, by FY15 and ongoing.

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

Director of Sustainability, Purchasing, IT, Departments

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

"The operation of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Sustainable transportation systems are part of this broad goal.

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

1)Develop a transportation plan for the WPI community to decrease the reliance on single-occupancy vehicles, by AY14 and ongoing.

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

Director of Sustainability, Advisory Council, Human Resources, Government Relations

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

"The operation of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Waste minimization is part of this broad goal.

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

1)Evaluate how recycling and trash pick-up is managed, including disposal contractors and research opportunities, by FY14. 2)Improve campus recycling infrastructure by purchasing and installing user-friendly recycling containers and adding solar compactors to campus outdoor trash receptacles, by FY15. 3)Develop a marketing campaign to tell the story of recycling at WPI, by FY15. 4)Eliminate disposable/single-use plastic water bottles from the campus, by FY15. 5)Install water bottle filling stations on campus, by FY15

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

Director of Sustainability, Facilities, Marketing and Communications, Chartwells

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

"The operations of WPI's campus and facilities will demonstrate that the principles of sustainability guide our actions as well as our academic and research programs." Sustainable water use is part of this broad goal.

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

1)Utility consumption is reduced by 25% over 5 years, by FY18

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

Facilities

A brief description of the plan(s) to advance Diversity and Affordability:

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

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The 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:

Sustainability at WPI encompasses three mutually complementary components:
Ecological Stewardship embodies the principle that human activities must respect the need to preserve our natural world.
Economic Security represents the understanding that all members of society deserve access to the means to support themselves and their families.
Social Justice represents our belief that respect for the dignity of every human being leads to the assurance of equitable rights and opportunities for everyone.

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

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.wpi.edu/Images/CMS/Facilities/WPI_Sustainability_Plan.pdf

Governance

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

Submission Note:

other websites:
www.wpi.edu/Campus/Faculty/
;
http://sga.wpi.edu/
;
http://wpi.orgsync.com/org/rhc/home
;
www.wpi.edu/Admin/Provost/committees.html

Students have a role in student government initiatives, not necessarily institution initiatives, except as noted

"---" *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:

Undergraduates can participate in the Student Government Association and graduate students have the Graduate Student Government. Both of these two groups have campus wide elections. In addition to these governance bodies we have IFC and Panhellenic Council which are the governing boards for the Fraternities and Sororities on campus. In the SGA and GSG experience, students go through a nomination and or voting process to be elected. Descriptions can be found through their constitutions. Fraternities and Sororities have representatives for PanHellenic and IFC councils. There is a slating and application process for Panhellenic and a voting procedure for Fraternities. Students can also serve as RAs (Resident Advisors) or CAs (Community Advisors) and are selected through an application process. The Resident Hall Council is also available to students who are interested in planning activities and advocating for student concerns. Students also have an opportunity to serve on a Faculty Governance Committee on Advising and Student Life, which consists

of six elected Faculty Members, two undergraduate students, one graduate student, a representative of the Provosts Office, and ex officio, the Director of Academic Advising and the Dean of Student Life; the Committee on Academic Operations, the Committee on Academic Policy, and a graduate student may serve on the Committee on Graduate Studies and Research.

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:

Students have an opportunity to serve on a Faculty Governance Committee on Advising and Student Life, which consists of six elected Faculty Members, two undergraduate students, one graduate student, a representative of the Provosts Office, and ex officio, the Director of Academic Advising and the Dean of Student Life; the Committee on Academic Operations, the Committee on Academic Policy, and a graduate student may serve on the Committee on Graduate Studies and Research.

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:

Students in both GSG and SGA voice the concerns and issues addressed by their peers and work in a collaborative effort to make positive advancements for the student experience at WPI and create partnerships with students, faculty, and staff. SGA was instrumental in the creation of the recreation center as well as the campus center. They allocate fees to all the clubs and organizations, provide minutes, etc.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through

direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

Staff are appointed to serve on the Fringe Benefits Committee or the Human Resources Advisory Committee.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The HR Advisory Group was formed as a direct result of the most recent Employee Opinion Survey. The survey identified a n umber of areas where the university could be doing a better job at making WPI a great place to work. The HR Advisory Group initially worked on prioritizing areas of need, and then on initiating projects that would help to make improvements in these areas. Three examples that resulted from this initiative include the Woman's Advisory Group, Spot Awards, and the re-working of the performance appraisal process.

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:

There are many avenues that all faculty participate. Any tenure-track, tenured, and phased retirement faculty does get to participate on virtually all committees, should they choose. But certain committees, such as Committee on Appointments and Promotions requires that you have reached the status of full-professor. Non-tenure track faculty do not have voting privileges on most faculty governance operations. However, they are eligible to participate on some committees, such as the Fringe Benefit Committee. Most NTT faculty do have a voting voice in their department homes and they can participate on department committees. All faculty, independent of type/status are requested to be members of numerous ad-hoc committees, such as the Online Steering Committee (composed of 6 TTT faculty, 6 NTT faculty, 6 administrators). The 'mechanism' is (most frequently) to submit their names (to the announcements of openings within committees) that they are interested in participating. There is a formal procedure to submit your name in writing with 5 signatures nominating you for the position, then the 'announcing' committee will list you on the candidacy list. The final candidacy list goes to the Faculty for votes. However, most committees (after the voting is performed) have appointed faculty to join the committee. They are appointees from the President, Provost, HR, etc. Any/all faculty interested in a specific committee can also inform those that appoint to the committee.

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:

There are some faculty that are elected - if campus-wide, then they are tenure-track - if department wide, then they are subject to the department policies. The faculty serve on all of the major committees of the WPI Board of Trustees and their selection originates with the Faculty.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---

Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

The website URL where information about the institution's governance structure is available:

https://www.wpi.edu/offices/hr/about.html

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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

Submission Note:

For more information:
http://www.wpi.edu/offices/hr.html

4 staff are employed in the Office of Multicultural Affairs; 9 staff are employed in the department of Human Resources

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes

Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Office of Multicultural Affairs is committed to promoting a campus community that is inclusive, pluralistic, and free of discrimination. We strive to provide high-touch outreach and support to underrepresented students, while at the same time, fostering inclusion and pluralism across the entire student body. Our office provides students with the tools and resources they need to achieve their academic, professional, and personal goals and become responsible and productive global citizens. In addition, we offer a wide range of programs to the entire campus community to raise awareness of and appreciation for diversity and multiculturalism. The Human Resources Office ensures equity and fairness for all employees: it is the policy of WPI to provide each qualified individual - regardless of race, sex, age, color, national origin, religion, genetic identity disability, gender identity or expression, marital or parental status, sexual orientation, transgender status, veteran status, or any other protected status – the opportunity to participate in the University's educational and employment programs and activities in a discrimination and harassment-free environment, in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

The full-time equivalent of people employed in the diversity and equity office:

14

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.wpi.edu/offices/multicultural/staff.html

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	No
Staff	No
Faculty	No
Administrators	No

A brief description of the cultural competence trainings and activities:

There is some cultural competence built into the NSO program, RA training, CA training, and we are now offering this through the LD series through HR for faculty and staff, and working to build programming for other offices including IGSD. It is not currently available to all, but this may change next year. The cultural competency trainings and activities cover multicultural competencies, including sensitivity to difference/diversity, human biases and prejudices, cross-cultural communication, dialogue around different and difficult conversations, becoming a change agent, multicultural education structures, etc.

The website URL where information about the cultural competence trainings is available:

http://www.wpi.edu/webapps/regi/hr.html?method=session&sessionID=21774

Assessing Diversity and Equity

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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) :

The Dean of Students regularly conducts a survey every two years of campus climate for diversity and equity; the last survey was conducted in 2012. The Human Resources Department conducts an Employee Opinion Survey; this survey was conducted in AY2010, and the results of these two surveys are shared with stakeholders, departments, divisions, and presentations.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

WPI participates in the Chronicle of Higher Education's annual survey. The survey reviews colleges for specific best practices and policies in the categories of: compensation and benefits, institutional policies, and work environment. WPI's ranking of "Great College to

Work For" was determined by data submitted by randomly selected faculty and staff that completed online questionnaires during March and April 2009. The survey's questions focused on WPI's work environment, pay and benefits and institutional policies.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

The HR Advisory Group was formed as a direct result of a recent Employee Opinion Survey (2009). The survey identified a number of areas where the university could be doing a better job at making WPI a great place to work. The HR Advisory Group initially worked on prioritizing areas of need, and then on initiating projects that would help to make improvements in these areas. Three examples that resulted from this initiative include the Woman's Advisory Group, Spot Awards, and the re-working of the performance appraisal process.

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:

https://www.wpi.edu/news/20090/chronicle.html

Support for Underrepresented Groups

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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:

Connections: The mission of the Connections (formerly EMSEP) is to increase the access to educational opportunities at Worcester Polytechnic Institute for underrepresented students of African, Latino, and American Indian descent. Established in 1993, Connections is a comprehensive network of support services for students of color while enrolled at WPI./Society of Women Engineers, whose focus is to stimulate women to achieve full potential in careers as engineers and leaders, to expand the image of the engineering profession as a positive force in improving the quality of life, and to demonstrate the value of diversity./ALANA Student Support Network: a group of of administrators from several colleges within the Worcester consortium. The network's goal is to develop a stronger connection between all the ALANA students in the Worcester consortium and to expand support and resources for ALANA students, provide opportunities for them to meet and dialogue, and then for them to develop genuine supportive relationships with each other./Gay, Lesbian, Bisexual, and Transgender: WPI is committed to providing support services for the Gay, Lesbian, Bisexual, & Transgender (GLBT) community on campus. To date, we have active student groups, events, and we are building a resource library at the OASIS Cultural Center./The Louis Stokes Alliance for Minority Participation (LSAMP): contributes to the national agenda by increasing the number of underrepresented minorities receiving baccalaureate degrees in science, math, engineering, and technology disciplines.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.wpi.edu/offices/multicultural/programs.html

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

It is the policy of WPI to provide each qualified individual, regardless of race, sex, age, color, national origin, religion, genetic identity disability, gender identity or expression, marital or parental status, sexual orientation, transgender status, veteran status, or any other protected status - the opportunity to participate in the University's educational and employment programs and activities in a discrimination and harassment-free environment, in accordance with state and federal laws, including Title VI of the Civil Rights act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. WPI prohibits and will not tolerate unlawful discrimination or harassment. ...WPI prohibits and will not tolerate any form of retaliation against persons who have complained about, or participated in an investigation of a complaint about unlawful discrimination or harassment. WPI will administer any complaint of discrimination or harassment with the utmost degree of privacy and confidentiality possible under the circumstances of each matter as permitted by law. ...Any individual who believe(s) that he or she has been subjected to prohibited discrimination or harassment in connection with any University program or activity should immediately bring the matter to the attention of Tracy Hassett, Vice President of Human Resources/Title IX Coordinator (for faculty or staff conduct), Philip Clay, Dean of Students/Deputy Title IX Coordinator (for student conduct) or one of the other Deputy Title IX Coordinators.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.wpi.edu/offices/policies/antiharassment.html

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Responsible Party

Andrea Bourke
Student Sustainability Coordinator
Department of Facilities

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.

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

Affordability and Access

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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:

WPI offers a variety of need-based scholarships and other aid to assist low-income students. Tuition and fees may also be paid through a monthly payment plan to reduce the overall amount of money students need to borrow.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of any programs to prepare students from low-income backgrounds for higher education:

A brief description of the institution's scholarships for low-income students:

WPI offers need-based scholarships. The formula for determining need involves comparing cost of attendance (including tuition, room and board, fees, personal expenses and books) to the expected family contribution (EFC).

A brief description of any programs to guide parents of low-income students through the higher education experience:

The Dean of Students Office provides a variety of resources to support parents of WPI students, including the distribution of a Parents & Friends Newsletter six times each academic year.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

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:

WPI has established a relationship with First Friends, an early care and educational center for infants, toddlers, and preschool children, through which WPI employees and students are given preference if there is a wait list to get into the center. First Friends provides a supportive, nurturing, and stimulating program that responds to the developmental needs of each child.

A brief description of other policies and programs to support non-traditional students:

WPI participates in the Yellow Ribbon Program of the Post 9/11 Veterans' Educational Assistance Act of 2008. Under this program, WPI partners with Veterans' Administration to assist eligible students with educational expenses. For the 2014-2015 academic year, WPI made available six WPI Yellow Ribbon Scholarships to undergraduate students and two WPI Yellow Ribbon Scholarships to graduate students on a first-come, first-served basis. WPI contributes up to $10,000 per student per year for this program.

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	14.30
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	77
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.wpi.edu/offices/fa.html

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

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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.

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

Number of employees:

910

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

910

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:

20

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

"WPI recognizes that its employees are valuable assets. To achieve its goal of continuing to build an environment that promotes innovative thinking, values mutual respect and diversity, highly regards scholarship, and engenders life-long learning for the campus community, it must attract, retain and motivate a highly qualified and competent work force. As an employer, WPI believes that it is in the best interest of the University and its employees to fairly compensate its work force for the value of work provided. It is WPI's plan to use a compensation system that will pay employees based on the skills and knowledge required of a fully qualified member of its community.
"

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

910

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

not available

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

not available

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

not available

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

not available

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

not available

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

not available

The local legal minimum hourly wage for regular employees:

8 *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?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.wpi.edu/Images/CMS/HR/FY_11_Annual_Report.pdf

Assessing Employee Satisfaction

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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:
100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

WPI participates in the Chronicle of Higher Education's Great Colleges to Work For survey, which asks employees to evaluate the work environment, pay, benefits, and other policies.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The HR Advisory Group was formed as a direct result of the survey. The survey identified a number of areas where the university could be doing a better job at making WPI a greater place to work. The HR Advisory Group initially worked on prioritizing areas of need, and then on initiating projects that would help to make improvements in these areas. Three examples that resulted from this initiative include the Woman's Advisory Group, Spot Awards, and a re-working of the performance appraisal process.

The year the employee satisfaction and engagement evaluation was last administered:

2,013

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

Submission Note:

For more information:

http://www.wpi.edu/offices/hr/benefits-policies.html
;
http://www.wpi.edu/campuslife/health.html
;

http://www.wpi.edu/offices/sdcc.html

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

WPI offers several programs on campus to promote health and wellness among employees, including lunchtime fitness programs (cardio, yoga, dance), stress-relieving massage, intramural sports and a fitness incentive program. Its Employee Assistance Program (EAP) assists employees and their families to obtain - at no cost to the employee - confidential assessment, counseling, referral and follow-up services for problems covering a wide range of issues, including: emotional problems, marital and relationship concerns, family problems, parenting issues, stress, work problems, domestic violence, eating disorders, alcohol and drug use, communication problems, depression and suicidal thoughts, budget and debt problems, and legal concerns.

WPI also offers wellness programs for students. Student Health Center provides high-quality, cost-effective, professional medical care for students. The Healthy Alternatives Program provides alcohol and drug education, prevention, and intervention. The Student Development and Counseling Center offers educational training, counseling, referrals, and crisis intervention services free-of-charge to all WPI students. As a result of its comprehensive mental health program, WPI was among the first campuses to be awarded a JedCampus Seal from the Jed Foundation, a leading organization working to promote emotional health and prevent suicide among college and university students.

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

http://www.wpi.edu/offices/hr/wellness.html

Workplace Health and Safety

Responsible Party

Liz Tomaszewski
Facilities Systems Manager/Sustainability Coordinator
Facilities Department

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

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.

Submission Note:

WPI investments are in funds that are controlled by a third-party

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

Sustainable Investment

Responsible Party

Andrea Bourke
Student Sustainability Coordinator
Department of Facilities

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 in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Investment Disclosure

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

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Interactive Qualifying Project

A brief description of the innovative policy, practice, program, or outcome :

WPI believes that in order to become the best engineers and scientists they can be, students should have a broad understand of the cultural and social contexts of those fields, and thus be more effective and socially responsible practitioners and citizens. That's the intent of the Interactive Qualifying Project (IQP), a nine-credit-hour interdisciplinary requirement for all undergraduates involving applied research that connects science or technology with social issues and human needs.

The IQP is not organized as a course, not is it related to the major. Instead, small teams of students work under the guidance of faculty members from all disciplines to conduct research, using social science methods, directed at a specific problem or need. Students deliver findings and recommendations through formal reports and oral presentations to project sponsors (often nonprofit, municipal, or government agencies) and faculty advisors.

Sustainability serves as a common theme for IQPs, many of which address problems related to energy, environment, sustainable development, education, cultural preservation, and technology policy.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

The most tangible outcome from the IQPs are the reports that students provide to project sponsors. These reports are available through a searchable online database maintained by WPI's Gordon Library. Less measurable but ultimately more important is the learning that occurs as a result of participation in the IQP. WPI faculty created the IQP to help students learn to solve real-world problems and make decisions with an understanding of and appreciation for the social and humanistic contexts of their work. The IQP also is central to how WPI students learn to do research, write, and work in teams.

A letter of affirmation from an individual with relevant expertise:

Innovation_letters_WPI_IQP.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	No
Public Engagement	Yes

Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.wpi.edu/academics/igsd/iqplea75.html

Innovation 2

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

UTC Engineering Ambassador Program

A brief description of the innovative policy, practice, program, or outcome:

The UTC Engineering Ambassador Program is a leadership development program for underrepresented groups in the engineering profession, sponsored by United Technologies Corporation (UTC) and run by WPI.

In this program, undergraduate engineering students complete a specifically designed leadership and communications workshop. Through this training, students learn how to effectively communicate technical information to a variety of audiences and engage people in the excitement of engineering. Working in pairs, Ambassadors utilize their training by presenting and making engineering topics accessible to a variety of audiences, including K-12 students, WPI's prospective students, families, industry partners and the wider community.

The goals of the Engineering Ambassadors Program are:
- To create a connection with audiences in creative ways and inspire them to see the amazing opportunities and possibilities in the engineering field.
- To raise the visibility of engineering as a discipline and as a career option for all, specifically women and underrepresented minorities.
- To hone the leadership skills of the Ambassadors and provide opportunities and experiences that will lead to the personal and professional growth of the Ambassadors.
- To provide an outreach resource to the WPI community and regional middle schools and high schools.

In addition to the training described above, participants receive a quarterly stipend and preference for an internship at UTC.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In 2013-14, the Engineering Ambassadors participated in 54 events total, reaching 2,300 people. The number of events held and people reached has grown each year.

A letter of affirmation from an individual with relevant expertise:

Innovation_letters_WPI_UTC.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No

Public Engagement	Yes
Air & Climate	No
Buildings	No
Dining Services	No
Energy	No
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	Yes
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.wpi.edu/corporations/utcamb19.html

Innovation 3

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

National Grid Engineering Ambassador Program

A brief description of the innovative policy, practice, program, or outcome:

The National Grid Engineering Ambassador Program is a leadership development program with an outreach mission that is sponsored by National Grid and run by WPI.

In this program, undergraduate engineering students complete a specifically designed leadership and communications workshop. Through this training, students learn how to effectively communicate technical information to a variety of audiences and engage people in the excitement of engineering - an important skill for any engineer. Working in pairs, Ambassadors utilize their training by presenting on the power industry and smart grid applications at community events and to groups of middle and high school students.

Participants receive a quarterly stipend and are given preference for an internship with National Grid's Sustainability Hub, where they focus on consumer engagement in National Grid's smart grid program.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In 2013-14, the Engineering Ambassadors participated in 54 events total, reaching 2,300 people. The number of events held and people reached has grown each year.

A letter of affirmation from an individual with relevant expertise:

Innovation_letters_WPI_National Grid.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	No
Campus Engagement	No
Public Engagement	Yes
Air & Climate	No
Buildings	No

Dining Services	No
Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.wpi.edu/corporations/nation22.html

Innovation 4

Responsible Party

John Orr
Professor
Liberal Arts & Computer Engineering

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.

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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.

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Occupant Engagement Program for Energy Efficient Laboratories

A brief description of the innovative policy, practice, program, or outcome:

The development and implementation of a package of energy saving measures in WPI's Life Sciences & Bioengineering Center incorporated significant occupant engagement and feedback throughout the process. WPI held ideation sessions with building occupants to give them an opportunity to provide feedback on potential occupant-focused energy saving measures. Participants provided feedback on everything from types of signage, to graphic design, to locations for implementation. These sessions empowered occupants and allowed for the development of measures that are truly tailored to Gateway occupants. In particular, this process enabled the successful roll out of a building-wide Shut the Sash campaign, which aimed to reduce energy use in the laboratories by educating occupants on proper sash use. This was paired with sash stickers to provide visually-appealing reminders.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

As a result of the combined implementation of energy engineering and behavior change measures like the Shut the Sash campaign, electricity consumption at Gateway Labs has been cut by 33%.

A letter of affirmation from an individual with relevant expertise:

Signed Letter for IN-4.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	Yes
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No

Energy	Yes
Grounds	No
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.greeneru.com/case_study/worcester-polytechnic-institute-life-sciences-bioengineering
-center-gateway-greenerlabs-project-wpi-engages-science-community-achieves-33-reduction-electri
city-use/