

Wesleyan University STARS Report

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WESLEYAN
UNIVERSITY

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Executive Summary

Wesleyan's commitment to sustainability began in the 1980s with the creation of a recycling program. This commitment expanded over the years to include addressing climate change, waste diversion, energy reduction, water conservation, integrating sustainability into the curriculum, promoting sustainability in co-curricular activities, and changing purchasing, building construction, and grounds practices. Wesleyan has taken great strides to promote social and financial sustainability, through the creation of an Office of Equity & Inclusion, programs to support students of color and those from low-income backgrounds, a sustainable compensation policy, employee wellness programs, community sustainability partnerships, and student efforts to promote environmental justice. Wesleyan's Sustainability Office is charged with catalyzing and coordinating many of these efforts.

Wesleyan began tracking its carbon footprint in 2007, but had difficulty evaluating the success of qualitative sustainability measures, including academics and social sustainability. The Sustainability Tracking, Assessment, and Rating System (STARS) goes beyond carbon footprint metrics to measure multiple dimensions of social, financial, and environmental sustainability. Wesleyan's first STARS report in 2013 and its second in 2016 revealed that the campus is making significant progress toward a more sustainable future. Following Wesleyan's 2013 STARS report, Wesleyan developed and formalized a Sustainability Action Plan (SAP) in 2016. The SAP has hundreds of actionable items, many of which are derived from 2013 STARS recommendations.

The chart on page 8 shows scores in each credit category and subcategory, represented as both a raw score and percentage of total possible points. The overview below indicates Wesleyan's performance within each subcategory.

Academics

p. 11-14

The Academics category evaluates sustainability education efforts in the classroom and via research. Wesleyan received an overall score of 58% in this category. Wesleyan performed strongly in the research subcategory, with a score of 75% (↑5% from 2013) and received a score of 50% in the curriculum subcategory (↑12% from 2013).

Curriculum

p. 11-13

The Curriculum subcategory evaluates Wesleyan's availability of sustainability courses, learning outcomes, sustainability degree programs, and campus sustainability literacy. Wesleyan received full points for credits on undergraduate and graduate degree programs, and for having multiple sustainability immersive experiences (no change from 2013). New in 2016, Wesleyan received full points for offering incentives for developing sustainability courses through the Sustainability Across the Curriculum Program and for using the campus as a learning laboratory in a variety of classes. Wesleyan earned partial points for credits on offering sustainability courses and having sustainability learning outcomes for students in environmental degree programs. Wesleyan earned no points for AC 6, Sustainability Literacy Assessment, because we do not currently assess students' sustainability knowledge.

Research

p. 13-14

The Research subcategory examines engagement in sustainability research, as well as institutional research incentives. Wesleyan received partial points for a credit on research support, because Wesleyan has financial incentives to support faculty and student research, but lacks written policies and procedures that recognize inter-, trans-, and multidisciplinary research. Wesleyan received partial points for credits on faculty and departmental sustainability research engagement because many of Wesleyan's faculty members and departments perform sustainability-related research. Wesleyan received no points for a credit on open access to research because WesScholar is voluntary and unsupported by a policy.

Engagement

p. 14-18

The Engagement category evaluates sustainability engagement efforts outside of the classroom. Wesleyan received an overall score of 57% in this category, receiving a score of 59% in the area of campus engagement and a score of 54% in the area of public engagement (both subcategories ↓11% from 2013).

Campus Engagement**p. 14-16**

In the Co-Curricular Education subcategory, which examines on-campus engagement, outreach, events, and student involvement, Wesleyan received full points for nearly every credit regarding students, including student orientation, student group opportunities, outreach publications, and outreach campaigns. In an improvement from 2013, Wesleyan received partial points for having a student sustainability educators program (Eco Facilitators) that reaches about one-third of students and for assessing sustainability culture through the Eco Facilitators program (full points are available for both credits if initiatives reach all students). Wesleyan did not fare as well for employee engagement, scoring partial points for offering sustainability in new staff orientation (full points for offering it to faculty), and no points in the categories of professional development and employee educators programs for employees.

Public Engagement**p. 16-18**

In the Public Engagement subcategory, Wesleyan is evaluated on community sustainability collaborations, community service, and promotion of sustainability through policy and practice. Wesleyan earned full credit for its sustainability partnerships with the community and other campuses, and for being a member of the Worker Rights Consortium. We received partial points for participating in public policy at the local and national levels (full points for also participating at the state level), for having about 38% of students participating in community service (full points for 100% participation), and for collaborating with other colleges and universities. We received no points for the continuing education credit, as none of the Wasch Center's continuing education programs do not include sustainability.

Operations**p. 18-27**

The Operations category evaluates university operations and maintenance, much of which falls under the auspices of the Facilities Department. Wesleyan performed above average in the Purchasing (77%, ↑9% from 2013) and Water (71%, ↓27% from 2013) subcategories and average in the Transportation (60%, ↑8% from 2013), Air & Climate (59%, ↑18% from 2013), Waste (57%, ↓2% from 2013), Buildings (49%, ↑7% from 2013), Energy (46%, ↑20% from 2013), Food & Dining (40%, ↓18% from 2013), and Grounds (35%, ↑4% from 2013) subcategories.

Air & Climate**p. 18-19**

The Air & Climate subcategory evaluates greenhouse gas emissions measurement and reduction, as well as outdoor air quality. Wesleyan received full points for inventorying air emissions and having an anti-idling policy. For the credit on greenhouse gas emissions, we received just over half of the available points, as we have a publicly available inventory of emissions, but have not yet reached carbon neutrality.

Buildings**p. 19**

The Buildings subcategory examines the sustainability of new and existing buildings. Wesleyan received full points for the building design and construction credit, as we have not completed any new buildings or major renovations over the past three years. We received 18% of possible points for the building operations and maintenance credit, as our custodial contract, which covers 100% of buildings, has green cleaning requirements. We could receive full points if we certified existing buildings under LEED Operations + Maintenance Platinum, and partial points for other certifications covering lesser degrees of existing building sustainability.

Energy**p. 20**

The Energy subcategory evaluates building energy consumption and campus usage of renewable energy. Wesleyan received 76% of possible energy consumption points for reducing our per square foot building energy consumption levels about 34% over the past eight years (full points are for 50% reduction) and for reducing energy consumption per square foot over 90% below a recommended energy consumption level. Wesleyan received no points for the renewable energy credit; although Wesleyan generates nearly 1 MW of renewable energy, all but 0.01% of that energy's renewable energy credits are sold so Wesleyan is unable to count this energy toward a renewable energy total.

Food & Dining**p. 21-22**

The Food & Dining subcategory examines sustainable food purchasing, support for sustainable food systems, and waste programs. Wesleyan received full points for the sustainable dining credit for having a variety of food systems programs (including sourcing food from Long Lane Farm, Veg Out Tuesdays, and culturally diverse dining options) and for a variety of waste reduction programs (including reusable dinnerware, composting programs, and food donation). Wesleyan earned 20% of possible points for the food and beverage purchasing credit as approximately 23% of food served in dining halls is from local or sustainable sources (full credit for 75% purchase), but only 33% of animal product purchases are not from confined animal feeding operations (CAFOs).

Grounds**p. 22**

The Grounds subcategory examines sustainable land-use practices and attention to biodiversity. Wesleyan received partial points for managing most of campus in accordance with integrated pest management (IPM) practices; the remainder is managed organically (full points for 100% organic management). Wesleyan received no points for the biodiversity credit, as no assessments to identify environmentally sensitive areas or vulnerable species habitat have been conducted.

Purchasing**p. 22-23**

In the Purchasing subcategory, which evaluates policies to promote sustainable purchasing, as well as purchases of paper, computers, and cleaning products. Wesleyan earned full credit for purchasing only EPEAT Gold certified computers. Partial points were earned for credits on cleaning product and office paper purchases, as well as having written criteria for sustainability criteria in a variety of areas and employing life cycle cost assessment for energy projects.

Transportation**p. 24-25**

The Transportation subcategory evaluates the campus fleet, student and employee commuting, and support for sustainable transportation. Wesleyan earned full points for credits on support for sustainable transportation, as there are 11 different programs or options in place (including bike racks, condensed work week options for employees, and shuttles to New Haven on weekends). Partial points were earned for credits on commuting (4% of possible for employees and 93% for students), as not everyone uses alternative transportation to get to school or work. Wesleyan also earned partial points for having 23% of fleet vehicles alternatively fueled or powered.

Waste**p. 25-26**

In the Waste subcategory, which evaluates waste minimization, diversion, and hazardous waste management Wesleyan received full points for the credit on hazardous waste management, as we have strategies to safely dispose of these wastes. Partial points were earned for credits on construction and demolition waste diversion (for diverting 84% of total such wastes; full points are available for 90% diversion) and for minimizing other wastes through recycling and composting (full points for 50% reduction, 90% diversion, and generating 0.05 tons or less per person of waste; Wesleyan is at 23%, 42%, and 0.32 tons per person, respectively).

Water**p. 26-27**

Wesleyan received the highest Operations category score in the Water subcategory, which examines campus water usage and rainwater management. Wesleyan earned full credit for the water use credit for reducing water use 46% below our 2008 baseline (full points at 30% reduction). A new credit this year for rainwater management, for which we received no points, brought down Wesleyan's water score, as we have no stormwater management plan to reduce runoff.

Planning & Administration

p. 27-31

The Planning & Administration category evaluates Wesleyan's institutionalization of sustainability, as well as social and financial sustainability. Wesleyan saw a decrease in the Diversity & Affordability subcategory (93%, ↓7% from 2013), and increases in the average scores in the areas of Coordination & Planning (69%, ↑13% from 2013), Wellbeing & Work (60%, ↑16% from 2013), and Investment & Finance subcategory (33%, ↑20% from 2013).

Coordination & Planning

p. 27-28

The Coordination and Planning subcategory examines Wesleyan's incorporation of sustainability into the institutional fabric. Wesleyan earned full points for credits on sustainability coordination, because of both the Sustainability Office and Sustainability Advisory Group for Environmental Stewardship (SAGES) and for sustainability planning, as the 2016 Sustainability Action Plan includes strategies covering all STARS categories. Wesleyan earned only 0.5 of 3.0 possible points for a credit on participatory governance, as Wesleyan does not include the community in institutional decision-making, there are representative governance bodies for faculty and students, but not staff, and none of the three groups have elected representatives on the Board of Trustees; all of these forms of representation are needed for full credit.

Diversity & Affordability

p. 28-29

Wesleyan earned its highest score in the subcategory of Diversity and Affordability, a testament to the hard work of the campus community to promote diversity, affordability, and inclusion on campus. Wesleyan earned full points in the areas of assessing diversity and equity, having support programs for underrepresented groups. Partial points were earned for the diversity and equity coordination credit (cultural competence trainings for all employees and students are needed for full credit) and for affordability and access programs (Wesleyan has a graduation success rate of 90% for low-income students and has 55% of students graduating with no interest-bearing student loan debt; to achieve full credit, a score of 100% is needed for both areas).

Investment & Finance

p. 29-30

The Investment subcategory examines Wesleyan's investments and policies or practices to promote sustainable investing. Wesleyan earned full points having a Committee on Investor Responsibility (CIR) and partial points for sustainable investment (for having engaging in proxy voting; full points if Wesleyan invested 60% or more of the investment in positive sustainability investment areas or if Wesleyan developed investor engagement policies or practices regarding sustainability). Wesleyan did not earn any points for the investment disclosure credit, as Wesleyan does not make investment holdings public.

Wellbeing & Work

p. 30-31

The Human Resources subcategory evaluates Wesleyan's compensation policies, employee satisfaction, training opportunities, and programs to promote employee and student health, safety, and financial sustainability. Wesleyan earned full points for having wellness programs for employees and students. Wesleyan earned partial points for the workplace health and safety credit (full points are available for zero workplace injuries, Wesleyan had 13 in 2015) and for employee compensation (Wesleyan guarantees wages at least 150% above the national minimum wage threshold; full points are available for a 200% minimum).

Introduction

Wesleyan University has tracked its sustainability efforts through participation in external ranking systems, including the Sustainable Endowments Institute's Green Report Card from 2007 to 2011 and Sierra Club's Cool Schools from 2007 to 2013, and the Princeton Guide to Green Colleges since 2011. Each of these systems evaluates sustainability in a different way, but presents an incomplete picture of Wesleyan's work to promote a sustainable campus. This is Wesleyan's second STARS report; the first was completed in 2013.

Since 2007, Wesleyan has been tracking its carbon footprint. In the areas of energy and transportation, greenhouse gas emissions are a good way of monitoring progress. For areas like inclusion, academics, and wellbeing, finding concrete ways to measure Wesleyan's sustainability progress and compare to peers has been more elusive. When the Sustainability Office opened in 2012, Wesleyan sought a more holistic and accurate way of measuring the success of its sustainability efforts. The Sustainable Tracking, Assessment, and Rating System (STARS) presents the perfect opportunity to measure both qualitative and quantitative information on a number of sustainability metrics in a way that can easily be compared from year to year and school to school.

STARS is a transparent, self-reporting framework developed by AASHE (Association for the Advancement of Sustainability in Higher Education) for colleges and universities to measure their sustainability performance. STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability. STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS evaluates sustainability in four broad categories: Academics, Engagement, Operations, and Planning & Administration, with subcategory criteria given different weights based on sustainability impact. Scores in each of the four categories are tallied and divided by the total possible points available in that category. Each institution's final score is an average of its scores in the four categories. There are four STARS ratings available (Bronze, Silver, Gold and Platinum). The table below summarizes the minimum scoring thresholds corresponding with each rating.

Rating	Minimum Score
Bronze	25
Silver	45
Gold	65
Platinum	85

Wesleyan completed its first STARS report in October 2013 and earned a Silver rating with a score of 53.06. Over the past three years, Wesleyan developed a Sustainability Action Plan to address many of the areas of improvement found in the 2013 STARS report and has increased its score by over five points to 58.11. The Sustainability Office will conduct the STARS evaluation on a three year rotation to track the success of Wesleyan's sustainability efforts and set targets for improvement. The following report gives an overview of each STARS credit, how well Wesleyan performed, and offers suggestions from the Sustainability Office for improvement. For full credit submission information, visit Wesleyan's official [STARS report](#).

Summary of Results

In the following chart, Wesleyan's ratings summary is shown, both in raw scores and percentages. Scores between 33-66% are highlighted in yellow and scores above 66% are highlighted in green.

Overall STARS Score (Silver)	58.11		
Category Scores	Score (raw)	2016 Score (%)	Change from 2013 score (%)
Academics	33.45/58.00	58%	
Curriculum	19.93/40.00	50%	+12%
Research	13.52/18.00	75%	+0%
Engagement	23.28/41.00	57%	
Campus Engagement	12.46/21.00	59%	-11%
Public Engagement	10.82/20.00	54%	-11%
Operations	38.73/126.00	31%	
Air & Climate	6.48/11.00	59%	+18%
Buildings	3.90/8.00	49%	+7%
Energy	4.57/10.00	46%	+20%
Food & Dining	3.20/8.00	40%	-18%
Grounds	1.06/3.00	35%	+4%
Purchasing	4.64/6.00	77%	+9%
Transportation	4.23/7.00	60%	+8%
Waste	5.65/10.00	57%	-2%
Water	5.00/7.00	71%	-27%
Planning & Administration	21.35/32.00	67%	
Coordination & Planning	5.50/8.00	69%	+13%
Diversity & Affordability	9.31/10.00	93%	-7%
Investment & Finance	2.33/7.00	33%	+20%
Wellbeing & Work	4.21/7.00	60%	+16%

How Wesleyan Compares

As of April 3, 2017, 811 institutions were registered for the STARS Reporting Tool. Of schools that have submitted STARS reports, 0.3% received a Platinum rating, 34.1% received a Gold rating, 50.9% received a Silver rating, 9.9% received a Bronze rating, and 4.8% submitted reports for Reporter status. The following schools have completed STARS reports and/or have a STARS Report in progress. Rated institutions have scores noted in parentheses.

All STARS Platinum-Rated Institutions

Colorado State University (85.29)

Peer STARS Gold-Rated Institutions

Stanford University (81.02)

Colby College (75.65)

Dickinson College (74.24)

Middlebury College (72.61)

Cornell University (70.05)

Pomona College (68.35)

Columbia University (67.06)

Peer STARS Silver-Rated Institutions

Yale University (62.54)

University of Pennsylvania (61.45)

Rice University (58.49)

Wesleyan University (58.11)

Princeton University (58.08)

Bowdoin College (57.92)

Tufts University (57.39)

Smith College (56.23)

Vassar College (55.50)

Wellesley College (53.20)

University of Rochester (52.63)

Haverford College (49.24)

Williams College (47.51)

Peer STARS Reporter Institution

Duke University

Peer Institutions with STARS reports in progress

Brown University

Carleton College

Claremont McKenna College

Colorado College

Dartmouth College

Davidson College

Georgetown University

Grinnell College

Harvard University

Johns Hopkins University

Kenyon College

Massachusetts Institute of
Technology

Northwestern University

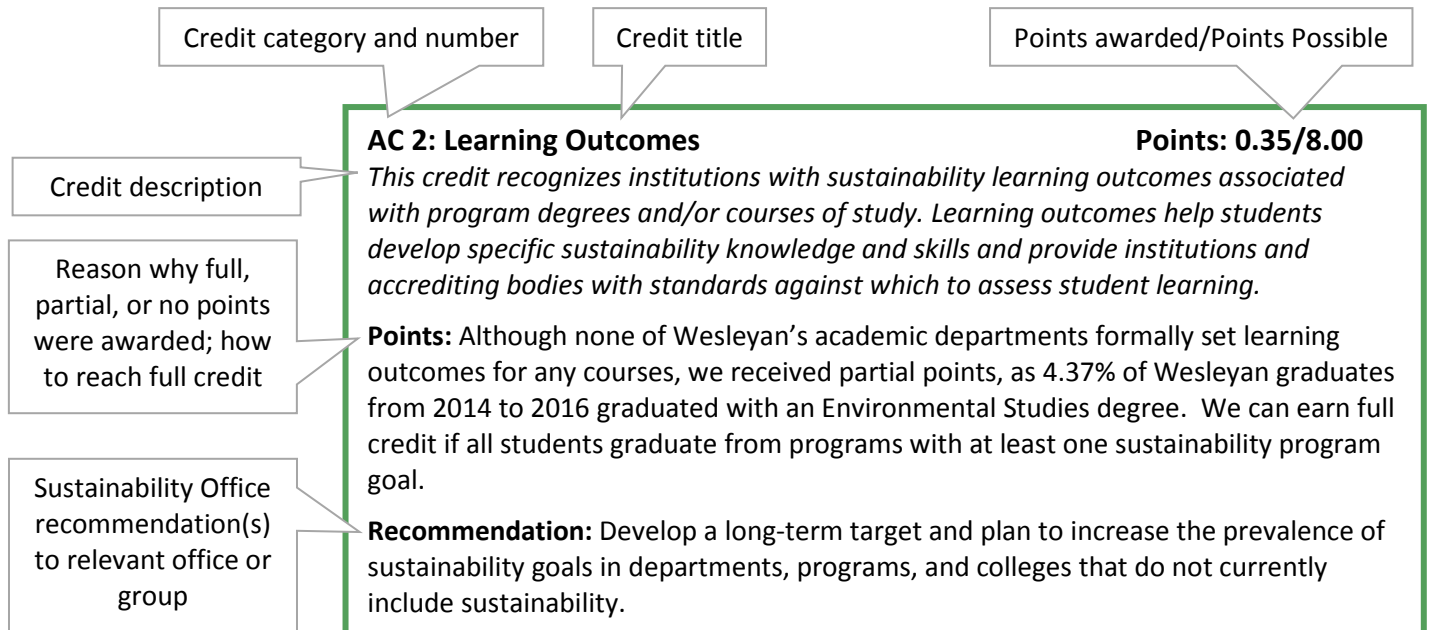
Trinity College

University of Chicago

How to Read this Report

Wesleyan University’s STARS report is divided into four broad categories: Academics, Engagement, Operations, and Planning & Administration. Within each category are narrower subcategories and specific credits. The sample credit below explains the different elements of each credit.

All recommendations are from the Sustainability Office and do not necessarily reflect existing or proposed campus policies or practices.



Academics

The Academics category evaluates sustainability education efforts in the classroom and via research.

Curriculum

Points: 19.93/40.00

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.

AC 1: Academic Courses

Points: 5.58/14.00

This credit recognizes institutions that offer sustainability courses and that include sustainability in courses across the curriculum. Sustainability courses can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, or introduce students to sustainability concepts. Institutions that integrate sustainability concepts throughout the curriculum prepare students to apply sustainability principles in their professional fields. Having sustainability courses and content offered by numerous departments helps ensure that the institution's approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses and content in numerous departments can increase student exposure to sustainability topics and themes.

Points: For part 1 of this credit, we would receive full (8.00) points if 20 percent of courses taught included sustainability in some way. For 2013-2016 (three academic years), 3.44% of courses met this criteria. For Part 2 of this credit, we would receive full (6.00) points if 90 percent or more of departments or their equivalent offered at least one course including sustainability. For the same period, 63.04% of departments offered at least one course.

Recommendation: Data for this credit was collected via WesMaps keyword searches and contacting individual faculty members whose courses were in question. Develop a more holistic method that incorporates the course definitions of sustainability developed in the October 2016 Sustainability Across the Curriculum workshop. Continue this workshop in future years to increase the number of existing courses that include sustainability, recruiting especially faculty from departments not currently offering any sustainability courses.

AC 2: Learning Outcomes

Points: 0.35/8.00

This credit recognizes institutions with sustainability learning outcomes associated with program degrees and/or courses of study. Learning outcomes help students develop specific sustainability knowledge and skills and provide institutions and accrediting bodies with standards against which to assess student learning.

Points: Although none of Wesleyan's academic departments formally set learning outcomes for any courses, we received partial points, as 4.37% of Wesleyan graduates from 2014 to 2016 graduated with an Environmental Studies degree. We can earn full credit if all students graduate from programs with at least one sustainability program goal.

Recommendation: Develop a long-term target and plan to increase the prevalence of sustainability goals in departments, programs, and colleges that do not currently include sustainability.

AC 3: Undergraduate Program

Points: 3.00/3.00

This credit recognizes institutions that have formal, undergraduate-level degree programs focused on sustainability. Developing such programs signals an institution's commitment to sustainability. Such programs also provide a path for students to study sustainability topics in depth, which better prepares them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

Points: We received full points for this credit, as the College of the Environment is focused on sustainability.

Recommendation: None.

AC 4: Graduate Program**Points: 3.00/3.00**

This credit recognizes institutions that have formal, graduate academic degree programs focused on sustainability. Developing such programs signals an institution's commitment to sustainability. Formal academic programs focused on sustainability provide a path for students to study sustainability topics in depth, thus better preparing them to address sustainability challenges. Formal academic programs also provide a home for sustainability scholars within the institution.

Points: We received full points for this credit, as we offer a Master of Arts in Earth and Environmental Sciences.

Recommendation: None.

AC 5: Immersive Experience**Points: 2.00/2.00**

This credit recognizes institutions that offer sustainability-focused immersive experience programs. Sustained immersive experiences such as community-based internships and "study abroad" programs give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge of sustainability.

Points: We received full points for this credit, as we have offered courses including research of the Connecticut River, dance and performance with the Middletown Water and Sewer Department, dance and performance on rehabilitating old houses, American farming and agriculture, soil analysis at Long Lane Farm, and research methods on invasive species. All of these courses have had field and/or trip components. In addition, students have led half-credit student-taught forums on food justice, permaculture, farming, environmental justice, food sustainability, and fostering sustainable behaviors.

Recommendation: Encourage additional courses to offer immersive experiences through Sustainability Across the Curriculum and Service Learning.

AC 6: Sustainability Literacy Assessment**Points: 0.00/4.00**

This credit recognizes institutions that are assessing the sustainability literacy of their students. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.

Points: We received no points for this credit, as we do not assess student sustainability literacy. We earn full credit by conducting a sustainability literacy assessment and conducting a follow-up assessment of the same cohort group using the same instrument.

Recommendation: Collaborate with Institutional Research to develop a sustainability literacy assessment (may be an independent document or an addendum to an existing assessment) that assesses knowledge, not beliefs or values). This could be an excellent senior capstone project opportunity.

AC 7: Incentives for Developing Courses**Points: 2.00/2.00**

This credit recognizes institutions that offer incentives to help faculty expand sustainability course offerings. Providing release time, funding for professional development, trainings, and other incentives can help faculty broaden and deepen sustainability curriculum. Faculty members often need these incentives to determine how best to include sustainability in their courses. Providing such incentives lends institutional support to increased sustainability course offerings.

Points: We received full points for this credit for the creation of the Sustainability Across the Curriculum workshop and seminar in Fall 2016. This program offered participating faculty stipends for course integration and created opportunities for faculty to both integrate multidimensional sustainability into existing courses and to collaborate across disciplines.

Recommendation: Secure funding and an administrative structure to repeat this program in the 2017-2018 academic year and beyond.

AC 8: Campus as a Living Laboratory**Points: 4.00/4.00**

This credit recognizes institutions that utilize infrastructure and operations as living environments for multidisciplinary learning and applied research that advances sustainability on campus. Students that actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation.

Points: We received full points for this credit for offering course opportunities that use the campus as a learning environment for of 9 of 13 topic areas (buildings, energy, food and dining, grounds, purchasing, waste, water, public engagement, and wellbeing and work).

Recommendation: Expand courses to include missing topic areas (transportation, coordination and planning, diversity and affordability, finance and investment) and expand opportunities in topic areas already covered.

Research**Points: 13.52/18.00**

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

AC 9: Research and Scholarship**Points: 10.52/12.00**

This credit recognizes institutions where faculty and staff are conducting research and other forms of scholarship on sustainability topics. Conducting an inventory of an institution's sustainability research can serve as a valuable first step in identifying strengths and areas for development. Likewise, since sustainability requires collaboration that transcends traditional disciplines, conducting an inventory can help connect individuals, laboratories, research centers, and other campus community members with a shared interest in sustainability. The percentage of research faculty and staff and departments that are engaged in sustainability research are measures of the spread of sustainability research.

Points: For Part 1 of this credit, we received full points, as over 15 percent of faculty and staff are engaged in sustainability research (26.91% of Wesleyan faculty engage in some form of such research). For Part 2, we received partial points, as less than 75 percent of departments have faculty who engage in sustainability research (56.52% of academic departments have faculty who engage in such research).

Recommendation: None.

AC 10: Support for Research**Points: 3.00/4.00**

This credit recognizes institutions that have programs in place to encourage students and faculty members to research sustainability. Providing support and incentives demonstrates that sustainability is an institutional priority and can help deepen students' understanding of sustainability issues and attract new researchers to the field. In addition, it helps faculty members explore new areas and encourages broader research on the topic. Giving interdisciplinary research equal weight as research from a single academic discipline provides an important foundation that allows faculty to pursue sustainability related research.

Points: We received full points for three of the four areas of this credit. The College of the Environment and Earth and Environmental Sciences department offer financial and structural incentives to support student research. Through the College of the Environment's Think Tank, faculty and students explore a different environmental issue each year. Olin Library and Science Library support sustainability research.

We did not receive any points in the fourth area of this credit, as Wesleyan does not have published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.

Recommendation: Discuss with Academic Affairs the feasibility of a written policy that formally recognizes interdisciplinary research in promotion and tenure.

AC 11: Open Access to Research**Points: 0.00/2.00**

This credit recognizes institutions that have policies and repository programs in place to ensure open access to new peer-reviewed research produced by their faculties. Institutions that empower faculty to distribute their scholarly writings freely help stimulate learning and innovation, and facilitate the translation of this knowledge into public benefits that advance sustainability.

Points: Wesleyan's academic divisions are encouraged to share scholarly work through WesScholar, a published open access option. We received no points for this credit, as participation is voluntary and not supported by a policy or financial incentives.

Recommendation: Create a policy supporting open access to research.

Engagement

The Engagement category evaluates sustainability engagement efforts outside of the classroom.

Campus Engagement

Points: 12.46/21.00

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

EN 1: Student Educators Program**Points: 1.46/4.00**

This credit recognizes institutions with programs that engage students to serve as educators in peer-to-peer sustainability outreach. Such initiatives help disseminate sustainability concepts and a sustainability ethic throughout the campus community and serve as a valuable learning experience for students.

Points: We received partial points, as the Eco Facilitators education and outreach program reaches 36.4% of the student body. Full points are awarded for programs that reach 100 percent of the student body.

Recommendations: Discuss the feasibility of expanding the Eco Facilitators program to a larger portion of the student body or reaching more students through other Sustainability Office programs.

EN 2: Student Orientation**Points: 2.00/2.00**

This credit recognizes institutions that include sustainability in orientation activities and programming. Including sustainability in student orientation demonstrates that sustainability is an institutional goal and encourages students to adopt sustainable habits in their new school environments. Orientation sets the tone for the campus experience.

Points: We received full credit, as all students have the opportunity to participate in sustainability activities during Orientation, including cardboard collection, composting and reusables at meals, and activities with Eco Facilitators.

Recommendations: Continue to collaborate with Student Activities and Leadership Development to strengthen Orientation programming around sustainability.

EN 3: Student Life**Points: 2.00/2.00**

This credit recognizes institutions that have co-curricular programs and initiatives that contribute to students learning about sustainability outside of the formal classroom. These programs and initiatives engage students by integrating sustainability into their lives, experiential learning experiences, and campus culture.

Points: We received full credit for having many sustainability-focused student groups (WILD Wes, Middletown Urban Gardens, WesCFPA, Climate Ambassadors, and Long Lane Farm), student-run enterprises (Espwesso and Local Co-op), sustainable investment funds (Wesleyan Green Fund), events (College of the Environment lectures, Pumpkin Fest, and Earth Month), cultural events (Feet to the Fire and Common Moment), outdoor programs (Outing Club), campus themes (College of the Environment Think Tank), and skill-building opportunities (Earth House, Farm House, and Out House), and sustainability employment opportunities (Sustainability Office, College of the Environment, and Bon Appetit).

Recommendations: None.

EN 4: Outreach Materials and Publications**Points: 2.00/2.00**

This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability outside of the formal classroom.

Points: We received full credit, as we have more than eight different outreach and publication material types.

We have:

1. A sustainability website
2. Social media platforms (Facebook and Twitter)
3. Regular coverage of sustainability in the Argus
4. Student sustainability research published on WesScholar
5. Signs that highlight green building features in each LEED-certified building
6. Signs that highlight information about sustainable food systems in dining halls
7. Signs that highlight sustainable groundskeeping strategies in West College and Butterfields courtyards
8. Information on sustainable modes of transportation on the sustainability website
9. A variety of guides for incorporating sustainability into students' lives
10. Signs next to drinking fountains and bottle filling stations

We do not have:

1. A sustainability newsletter
2. A sustainability walking map or tour
3. Signage or education for bicyclists or pedestrians

Recommendations: Develop a sustainability walking map and tour. Improve signage for grounds and buildings. Complete campus water map.

EN 5: Outreach Campaign**Points: 4.00/4.00**

This credit recognizes institutions that hold sustainability outreach campaigns that yield measurable, positive results in advancing the institution's sustainability performance (e.g. a reduction in energy or water consumption). Campaigns engage the campus community around sustainability issues and can help raise student and employee awareness about sustainability. In addition, campaigns encourage students and employees to adopt or try sustainable practices and lifestyles.

Points: We received full credit, as we hold multiple outreach campaigns to conserve energy, reduce waste, and increase the availability of local and organic food on campus. These campaigns include Waste Not (reuse and Veg Out).

Recommendations: Find ways to involve more of the campus community in these campaigns. Develop an energy campaign in 2017-2018.

EN 6: Assessing Sustainability Culture**Points: 0.24/1.00**

This credit recognizes institutions that are assessing the sustainability culture of the campus community. Such assessments help institutions evaluate the success of their sustainability outreach and education initiatives and develop insight into how these initiatives could be improved.

Points: We received partial points, as the Eco Facilitators send out optional surveys to a portion of the student body (seven dormitories) at the start of the school year. This survey changes annually and is not representative, but includes cultural assessment questions. For full points, Wesleyan would need to administer a longitudinal assessment to the entire campus community, directly or by representative sample.

Recommendations: Explore the feasibility of including sustainability-related questions in a pre-existing longitudinal survey.

EN 7: Employee Educators Program**Points: 0.00/3.00**

This credit recognizes institutions that coordinate programs in which faculty and staff members educate and mobilize their peers around sustainability initiatives and programs. Engaging faculty and staff in peer educator roles can help disseminate sustainability messages more widely and encourage broader participation in sustainability initiatives.

Points: We received no points, as Wesleyan does not have a peer educator program for employees.

Recommendations: The Sustainability Office is interested, but does not have the staffing and resources at this time.

EN 8: Employee Orientation**Points: 0.75/1.00**

This credit recognizes institutions that address sustainability issues during new employee orientation. Including sustainability in new employee orientation helps establish sustainability as an institutional priority and part of the campus culture. Providing information and tools about the institution's sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines, and choices.

Points: We received partial points, as new staff orientation includes sustainability, but new faculty orientation does not.

Recommendations: Develop information for new faculty orientation for Fall 2017.

EN 9: Staff Professional Development**Points: 0.00/2.00**

This credit recognizes institutions that ensure that staff members have the opportunity to participate in training and/or other professional development opportunities in sustainability. By offering and supporting training and professional development opportunities in sustainability to all staff members, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behavior for students and the rest of the campus community.

Points: We received no points, as we do not offer development opportunities for staff regarding sustainability.

Recommendations: Develop at least one annual training opportunity by 2019.

Public Engagement**Points: 10.82/20.00**

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 intercampus collaboration, engagement with external networks and organizations, and public policy advocacy.

EN 10: Community Partnerships Points: 3.00/3.00

This credit recognizes institutions that have developed campus-community partnerships to advance sustainability. As community members and leaders, colleges and universities can be powerful catalysts, allies and partners in envisioning, planning and acting to create a sustainable future in the region and beyond.

Points: We received full credit, as Wesleyan has formal campus-community partnerships that center on sustainability, including the Connecticut Forest and Parks Association, Middletown Urban Gardens, and Feet to the Fire: Riverfront Encounter.

Recommendations: None.

EN 11: Inter-Campus Collaboration**Points: 2.50/3.00**

This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly. Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

Points: We received full credit for our participation with the Connecticut Alliance for Campus Sustainability, AASHE membership, and informal collaborations with Middlesex Community College, as well as representing Wesleyan in sustainability conference presentations.

Recommendations: None.

EN 12: Continuing Education**Points: 0.00/5.00**

This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community. Such courses train community members in sustainability topics and help build knowledge about the subject. They can also provide the training people need to obtain and perform green jobs. Certificate programs offer professional recognition for sustainability training and are important tools in helping students obtain, perform, and advance their position in green jobs.

Points: We received no points, as Wesleyan's continuing education programs do not include sustainability.

Recommendations: Investigate the feasibility of sustainability course offerings via the Wasch Center.

EN 13: Community Service**Points: 1.99/5.00**

This credit recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution. Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

Points: We received partial credit, as 38.35% Wesleyan students participated in community service in 2015-16. We earn full credit if 100% of students are engaged in community service.

Recommendations: None.

EN 14: Participation in Public Policy**Points: 1.33/2.00**

This credit recognizes institutions that promote sustainability through public policy advocacy. There are myriad public policies for which institutions can advocate that address sustainability, including policies specific to higher education. Given the prominence and importance of colleges and universities in their communities, institutions can be powerful voices in advancing sustainability through legislation and policy.

Points: We received $\frac{2}{3}$ of the potential points for this credit for advocating for sustainability in policies at the local level (Middletown Clean Energy Task Force, Middletown on the Move Stakeholder Committee, active representation at Common Council meetings) and the national level (via the American Campuses Act on Climate Pledge). We receive full credit if we advocate for policies on additional levels (state/regional and/or international).

Recommendations: Advocate for additional policies where relevant and important.

EN 15: Trademark Licensing**Points: 2.00/2.00**

This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution's name is produced under fair conditions. By ensuring that apparel bearing the institution's logo is made under fair working conditions, institutions promote health, safety, and secure livelihoods for domestic and global workers.

Points: We received full credit, as we are members of the Worker Rights Consortium.

Recommendations: None.

Operations

The Operations category evaluates university operations and maintenance, much of which falls under the auspices of the Facilities Department.

Air & Climate**Points: 6.48/11.00**

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.

OP 1: Greenhouse Gas Emissions**Points: 5.48/10.00**

This credit recognizes institutions that have inventoried their greenhouse gas (GHG) emissions and that have reduced their adjusted net Scope 1 and Scope 2 GHG emissions.

Points: We received full points (2 of 2) for having a publicly available greenhouse gas inventory covering Scope 1, 2, and 3 emissions - available online through both the ACUPCC website and Wesleyan's sustainability website. We received partial points (1.48 of 4) for reducing Scope 1 and 2 emissions 25.55% per square foot from our 2008 baseline; we would receive full points for a 100% reduction from the baseline. We received partial points (2 of 4) for achieving an emissions per square foot value of 0.01 MTCO_{2e} (tons of carbon dioxide equivalent) per square foot.

Recommendations: Continue efforts to reduce greenhouse gas emissions, especially in the area of building energy consumption.

OP 2: Outdoor Air Quality**Points: 1.00/1.00**

This credit recognizes institutions that are working to protect ecosystems and human health by minimizing atmospheric pollution and protecting outdoor air quality. Conducting an inventory of air emissions is helpful in determining compliance with international conventions and national regulations, identifying significant emissions, and acting to minimize those emissions.

Points: We received full points for having an inventory of significant air emissions (required by the State of Connecticut) and for having an anti-idling policy

Recommendations: Develop and install signage in strategic places to discourage idling.

Buildings**Points: 3.90/8.00**

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.

OP 3: Building Operations and Maintenance**Points: 0.90/5.00**

This credit recognizes institutions that operate and maintain their buildings in ways that protect the health of building occupants and the environment. By adopting and following a sustainable operations and maintenance framework, institutions can conserve energy and water, minimize impacts on the surrounding site, reduce waste and water consumption, promote indoor environmental quality, and support markets for environmentally preferable materials while providing healthy and productive work, learning, and living spaces. This credit specifically recognizes institutions that have comprehensive operations and maintenance programs and that pursue relevant third party certification.

Points: Points are determined based on certified square footage as a percentage of all building square footage. We received partial points (0.9 of 5.0) for having a green cleaning contract that covers 100% of the campus. We could have received additional partial points for policies, programs, or protocols controlling indoor air quality, energy management, and/or water management. We could receive full points if we certify all buildings under LEED O+M Platinum, and partial points for lesser certifications (in order: LEED O+M Gold, another Green Building Council (GBC) Certification (BREEAM-In Use, CASBEE for Existing Buildings, DGNB, or Green Star Performance), LEED O+M Silver, LEED O+M Certified, non GBC-rating certification).

Recommendation: Finalize and approve the draft Green Building Policy.

OP 4: Building Design and Construction**Points: 3.00/3.00**

This credit recognizes institutions that have incorporated environmental features into their design and construction projects. By designing and building for enhanced indoor environmental quality (IEQ), institutions can ensure their buildings provide safe, healthy, and productive spaces for the campus community. This credit recognizes institutions that have comprehensive green construction and renovation programs and that pursue third party certification of new campus buildings.

Points: We received full points, as we have not built any new buildings nor done major renovations in the past three years.

Recommendations: Incorporate a policy to build new buildings to Gold or Platinum LEED Certification into the Green Building Policy.

Energy**Points: 4.57/10.00**

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.

OP 5: Building Energy Consumption**Points: 4.57/6.00**

This credit recognizes institutions that have reduced their building energy usage.

Points: We received partial points for Part I of this credit (1.57 of 3), as we reduced our energy consumption per square foot by about 34% between FY 2008 and FY 2016. We can earn full credit if we reduce energy consumption by 50% from our baseline. For Part II, we received full points (3 of 3) for building energy consumption over 90% below 65 Btu per square foot per degree day (a proxy for weather); Wesleyan achieved 15.57 Btu per square foot per degree day.

Recommendation: Continue energy efficiency and conservation projects to reduce building energy consumption. Assess lighting levels in hallways, workspaces, and outdoor spaces across campus to ensure that spaces are not being overly illuminated (and consuming excessive energy). Ensure that building internal temperatures comply with University Temperature Policy. Establish energy consumption reduction milestones to move us toward 50% consumption reduction by target date.

OP 6: Clean and Renewable Energy**Points: 0.00/4.00**

This credit recognizes institutions that support the development and use of energy from clean and renewable sources.

Points: We received no points for this credit. Our generation of 27 MMBtu from the Fountain Avenue house PV array was insufficient to garner us any points (0.01%). Because we sell RECs from the other renewable (PV) and cogenerated electricity sources on campus, we cannot count this energy toward this credit. If we did not sell RECs, we would earn points for natural gas cogeneration RECs and the PV installations on Freeman and Admissions.

We could earn full credit by obtaining all energy from renewable sources, defined as solar thermal, geothermal (for electricity generation, not reducing electricity demand), low-impact hydro, PV, wave and tidal power, and wind. Biofuels from agricultural crops or waste, animal waste, landfill gas, untreated wood waste, and other organic waste also count toward this credit.

Recommendation: Develop goals for REC retirement on campus and continue to explore renewable energy opportunities, especially solar PV and geothermal.

Food & Dining**Points: 3.90/8.00**

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has negative 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. Using purchasing power to buy food that supports the local economy, alleviates poverty, provides safe working conditions, and encourages safe, environmentally friendly, and humane treatment builds sustainable food systems. Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

OP 7: Food and Beverage Purchasing**Points: 1.20/6.00**

This credit recognizes institutions that are supporting sustainable food systems through their food and beverage purchases. Institutions can do this by prioritizing the purchase of environmentally and socially preferable food and beverage items. These actions reduce the social and environmental impacts of food production and help foster robust local economies and food security; improved conditions for farm workers; healthier animals, soils and waterways; and secure livelihoods for farmers.

Points: We received partial points (1.2 of 4) for Part I of this credit, as we purchase 22.7% of our food and beverage items from local, organic, Fair Trade, and sustainably harvested items. We get full credit if we purchase 75% or more of items from these sustainable sources. For Part II of this credit, we received no points (0 of 2), as 67.8% of animal product purchases come from conventional sources (confined animal feeding operations, or CAFOs). We could receive partial points if 15% or less of animal product purchases were from conventional sources.

Recommendation: Set goals for increased purchases of animal products from local and/or community-based.

OP 8: Sustainable Dining**Points: 2.00/2.00**

This credit recognizes institutions that are supporting sustainable food systems and minimizing the impacts of their dining service operations. An institution can operate its dining services sustainably through its procurement policies and decisions, by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices

Points: We received full points for offering eight or more programs that support sustainable food systems and eight or more programs that support dining waste minimization.

Food systems programs in place:

1. Sustainable dining policy
2. Sourcing food from campus farm
3. A CSA (Local Co-op)
4. Vegan dining
5. Low-impact dining (Veg Out Tuesdays)
6. Sustainability-themed dinners (Eat Local Challenge and Low Carbon Diet Day)
7. Signage on food choices
8. Outreach efforts through Bon Appetit fellows on sustainable food systems
9. Culturally diverse (Kosher and Halal) and healthy options (In Balance portion control)

Waste programs in place:

1. Participation in EPA Food Recovery Challenge
2. Trayless dining
3. Food donation to Eddy Shelter
4. Food waste diversion
5. Pre-consumer composting programs
6. Post-consumer composting programs
7. Reusable ware at dine-in meals
8. Compostable containers for to-go meals and reusable to-go containers (Eco to Go)
9. Incentives to use reusable mugs and to-go containers

Recommendation: The only item above for which Wesleyan did not receive credit was having a sustainability-themed food outlet. We will achieve this goal in FY 2018 with *grown* cafe in the new Wesleyan Bookstore.

Grounds

Points: 1.00/3.00

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 resources.

OP 9: Landscape Management

Points: 1.06/2.00

This credit recognizes institutions that manage their grounds sustainably. Sustainable landscape management integrates economic, social, and ecological considerations to meet human needs and maintain healthy ecosystems.

Points: We received partial points, as 199 acres of campus (94.31%) is managed in accordance with Integrated Pest Management practices; 12 acres (5.69%) are managed organically, for a total of 211 acres. Full points are available for 100% organic management and half points for 100% IPM.

Recommendation: Follow through with SAP strategy to pilot one organically maintained field as a test.

OP 10: Biodiversity

Points: 0.00/1.00

This credit recognizes institutions that have a biodiversity management strategy designed to identify vulnerable ecosystems and species on campus and prevent, manage, and/or remediate damage to natural habitats and sensitive areas. Identifying and protecting the integrity of natural ecosystems can enhance the surrounding environment and improve the quality of campus and community life.

Points: We received no points, as we have not conducted any assessments to identify endangered or vulnerable species and/or environmentally sensitive areas on campus.

Recommendation: Investigate the cost feasibility of conducting such an assessment, including the feasibility of partnering with Wesleyan or external students.

Purchasing

Points: 4.64/6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, institutions 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.

OP 11: Sustainable Procurement**Points: 2.00/3.00**

This credit recognizes institutions that incorporate sustainability into procurement decisions. Each purchasing decision an institution makes represents an opportunity to choose environmentally and socially preferable products and services, to support companies with strong commitments to sustainability, and to support just and resilient local economies.

Points: We received partial credit, as Wesleyan employs life cycle cost assessment (LCCA) for some energy-related projects and has published sustainability criteria for chemical purchases, construction and renovation projects, computers and electronics, food, transportation and fuels, and wood and paper products. Full points are available for employing LCCA as a matter of practice for all energy- and water-consuming products and systems and for having a written purchasing policy or guidelines that support sustainable purchasing campus-wide.

Recommendations: Formally adopt the Sustainable Purchasing Guidelines, which are currently in draft form.

OP 12: Electronics Purchasing**Points: 1.00/1.00**

This credit recognizes institutions that are supporting markets for environmentally preferable computers and other electronic products.

Points: We received full credit, as the Cardinal Technology Center has made it a priority to buy EPEAT Gold standard computers and monitors. EPEAT (Electronic Products Environmental Assessment Tool) is a computer certification that looks at energy efficiency, material use, design for end-of-life, product longevity, and packaging, among other criteria.

Recommendations: Incorporate current computer purchasing practices into the Sustainable Purchasing Guidelines.

OP 13: Cleaning and Janitorial Purchasing**Points: 0.95/1.00**

This credit recognizes institutions that purchase green cleaning and janitorial products. By switching to nontoxic cleaning products, institutions reduce exposure impacts for all building occupants and the environment, thereby promoting clean and healthy work, living, and learning spaces.

Points: We received partial credit, as Wesleyan's contract with Sun Services specifies that Sun Services shall not use any petroleum-based cleaners, polishes, and dressings or cleaning materials that leave an oily residue. The contract also specifies that Sun Services should only use products that are Green Seal certified unless an alternate product has been approved. Sun Services has stated that they use products manufactured by Diversey, which are all Green Seal Certified and may also carry EcoLogo or GREENGUARD certifications. In FY 2016, 94.64% of cleaning product purchases were for Green Seal and/or EcoLogo certified products.

Recommendations: Follow through with the Sustainability Action Plan strategy to investigate ionized water "blue cleaning" as a non-toxic alternative.

OP 14: Office Paper Purchasing**Points: 0.69/1.00**

This credit recognizes institutions that purchase recycled-content and third party certified office paper. By supporting markets for environmentally preferable paper, institutions contribute to conservation of water, energy, and virgin forest.

Points: We received partial credit, as we have an institution-wide preference to purchase recycled content office paper. About 25% of Wesleyan's paper purchases are for paper that has 90%+ recycled content and/or FSC Recycled label. Over 99% of Wesleyan paper purchase are for paper with a recycled content above 30%; full points are only available for 100% of paper with 90%+ recycled content and/or FSC Recycled label.

Recommendations: None.

Transportation

Points: 4.23/7.00

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. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

OP 15: Campus Fleet

Points: 0.23/1.00

This credit recognizes institutions that use cleaner fuels and fuel-efficient vehicles. Institutions can help shape markets by creating demand for and enhancing the visibility of more efficient vehicles and cleaner fuels that reduce greenhouse gas emissions and improve local air quality. While other credits address the climate impacts of fuel usage and the replacement of motorized vehicles with non-motorized vehicles, this credit recognizes the purchase and use of fuel efficient and alternative fueled vehicles.

Points: We received partial credit, as 18 of Wesleyan's 79 fleet vehicles are hybrid (8) or electric (10). We can earn full credit if all vehicles are alternatively fueled and/or powered (hybrid, electric, CNG, hydrogen, or B20/E85 for 6+ months of the year. We have reduced our fleet from 110 vehicles in FY 2013 to 79 vehicles in FY 2016.

Recommendations: Continue energy-efficient vehicle purchases, with an emphasis on electric vehicles when possible.

OP 16: Student Commute Modal Split

Points: 1.92/2.00

This credit recognizes institutions where students use preferable modes of transportation to travel to and from the institution. Using alternative modes of transportation helps reduce local air pollution and GHG emissions. Walking and biking offer health benefits as well.

Points: We received partial credit, as approximately 93% of students walk, bike, or take The Ride to class (Sightlines estimate). We earn full points if all students use alternative modes of transportation (walk, bike, carpool, public transportation, motorcycles, scooters, and/or shuttle) to get to and from class.

Recommendations: Develop policies with Public Safety to discourage student driving on campus and a ban on first-year students' cars on campus.

OP 17: Employee Commute Modal Split

Points: 0.08/2.00

This credit recognizes institutions where employees use preferable modes of transportation to travel to and from the institution. Using alternative modes of transportation reduces local air pollution and GHG emissions. Walking and biking offer health benefits as well.

Points: We received partial credit, as less than 4% of Wesleyan employees use alternative transportation (Sightlines estimate from ITS data). We earn full points if all employees use alternative modes of transportation (walk, bike, carpool, public transportation, motorcycles, scooters, and/or shuttle) to get to and from work.

Recommendations: Consider charging for parking in the new parking plan. Advertise CT Rides ride sharing incentives to encourage carpooling. Collaborate with CT Transit and Middletown Area Transit (MAT) to better advertise schedules. Evaluate bus routes and suggest changes to MAT.

OP 18: Support for Sustainable Transportation**Points: 2.00/2.00**

This credit recognizes institutions that support active transportation and commuting alternatives for its students and employees. Encouraging more sustainable modes of transportation and offering programs to reduce commuting helps decrease local air pollution and greenhouse gas emissions.

Points: We received full points for having the following options to encourage sustainable commuting:

1. Indoor shower facilities for commuters at Allbritton, Boger, 160 Cross St., and Freeman Athletic Center.
2. Outdoor bike racks across campus
3. Compliance with the City of Middletown's Complete Streets Plan
4. WesBikes semester-long bike rental program
5. The Ride campus shuttle for on-campus and local travel
6. Paid shuttles to New Haven on weekends and breaks.
7. Participation in CT Rides, a program of the CT Department of Transportation, that offers carpool matching, vanpool matching, and guaranteed rides home
8. Four Zipcars on campus
9. Two Level 2 electric vehicle charging stations open to the campus and the public.
10. Condensed work week option for employees.
11. Wesleyan Rental Housing Program, Advanced Purchase Program, and Mortgage Program; each of which incentivizes employees living closer to campus

Recommendations: Install bike racks next to buildings where there is currently no bicycle parking. Install additional bike racks in high-traffic locations. Review snow removal plans so as to not inhibit bike parking access. Investigate the feasibility of a bike rental program. Install additional Level 2 electric vehicle charging stations at Admission and Allbritton. Investigate the feasibility of larger-scale telecommuting options for employees whose jobs permit.

Waste**Points: 7.41/12.50**

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 from the earth, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing the generation of waste 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. Source reduction and waste diversion save institutions costly disposal and hauling fees and can engage the entire campus community in contributing to a tangible sustainability goal.

OP 19: Waste Minimization and Diversion**Points: 3.81/8.00**

This credit recognizes institutions that are minimizing their production of waste, diverting materials from landfills and incinerators, and conserving resources by recycling and composting.

Points: We received partial points for Part I of this credit, as we have reduced waste through recycling and composting) by 23.2% from our FY 2008 baseline. We get full credit if we reduce waste at least 50% from the 2005 baseline. We received partial points for Part II for generating 0.32 tons of waste per person per year in FY 2016, an increase from 0.25 tons per person in FY 2008; we would receive full points if we generated 0.05 tons or less per person. For Part III; we receive full credit if we divert 90% or more of waste from the incinerator. In FY 2016, we diverted about 41.5% of our total waste volume through recycling, compost, reuse, and donation, an increase from 33% diversion in FY 2013.

Recommendation: Continue to expand waste reduction through increased composting and recycling. Consider establishing a zero-waste institutional goal. Increase participation in Waste Not during move out and move in

OP 20: Construction and Demolition Waste Diversion**Points: 0.84/1.00**

This credit recognizes institutions that have diverted construction and demolition (C&D) wastes. Construction and demolition is a significant source of waste that falls outside of an institution's standard waste stream and may be handled by a separate contractor or waste hauler.

Points: We received partial points for this credit, as we diverted about 84% of total C&D waste last year (2,092 tons recycled/donated/recovered, 398 tons incinerated/landfilled).

Recommendation: Incorporate plans for 90% C&D waste diversion in the next Green Building Policy. Investigate recycling programs for gypsum board and other recyclable materials.

OP 21: Hazardous Waste Management**Points: 1.00/1.00**

This credit recognizes institutions that seek to minimize and safely dispose of all hazardous, universal, and nonregulated chemical waste and that have electronic waste ("e-waste") recycling and/or reuse programs. Hazardous waste typically contains toxic components such as lead and mercury that can contaminate soil and groundwater and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Likewise, computers, cellular phones, and other electronic materials can be donated or re-sold at reduced cost to non-profit organizations and community groups. Given the environmental and workplace health hazards that arise from hazardous waste disposal and e-waste recycling, this credit is reserved for programs that take steps to ensure that workers' basic safety is protected and environmental standards are met.

Points: We received full credit, as we have strategies to dispose of all hazardous, universal, and non-regulated chemical wastes. Wesleyan's Chemical Hygiene Plan gives resources to researchers for using and recycling solvents and suggests green chemical substitutions.

Recommendations: Develop a website for hazardous materials management.

Water**Points: 5.00/7.00**

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 management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

OP 22: Water Use**Points: 5.00/5.00**

This credit recognizes institutions that have reduced water use. By reducing campus water withdrawals, institutions can reduce pressures on local aquifers, streams, rivers, lakes, and aquatic wildlife.

Points: We received full points for this credit, as we have reduced our water consumption more than 30% below our FY 2008 baseline (water usage reduced 45.8% during this period).

Recommendation: Continue to reduce water consumption through outreach on water conservation behaviors.

OP 23: Rainwater Management**Points: 0.00/2.00**

This credit recognizes institutions that implement policies and programs to reduce stormwater runoff and resultant water pollution, and treat rainwater as a resource rather than as a waste product. By using low impact development practices and green infrastructure to manage rainwater, institutions can help replenish natural aquifers, reduce erosion impacts, decrease pressures on public infrastructure and minimize local water contamination.

Points: We received no points for this credit, as we do not have an institutional plan to reduce runoff, although we do employ many strategies for reducing runoff, including native plantings, permaculture gardens, vegetated roofs, stone swales, a rain garden, and stone swales.

Recommendation: Develop a stormwater management plan to reduce runoff across campus. Install rain gardens, vegetated swales, and/or retention ponds in flood-prone areas of campus. Install porous pavement in at least one test location and evaluate the feasibility of larger-scale installations.

Planning & Administration

The Planning & Administration category evaluates Wesleyan's institutionalization of environmental, social, and financial sustainability.

Coordination & Planning

Points: 5.50/8.00

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, faculty, and community stakeholders in governance. 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 stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

PA 1: Sustainability Coordination Points: 1.00/1.00

This credit recognizes institutions with active committees, offices, or officers charged by the administration or board of trustees to coordinate sustainability work on campus. Institution-wide coordination helps institutions organize, implement, and publicize sustainability initiatives.

Points: We received full credit, as we have a sustainability committee, office, and director, all of which focus on sustainability in a broad sense.

Recommendations: Continue to expand all three coordination components to have greater ties to equity and inclusion.

PA 2: Sustainability Planning**Points: 4.00/4.00**

This credit recognizes institutions that have developed comprehensive plans to move toward sustainability. Establishing measurable goals and objectives allows an institution to track its future progress, identify and document its successes, and manage the levels of resources devoted to (and required for) the attainment of its sustainability goals. Including sustainability at a high level in the institution's strategic plan and other guiding documents also signals an institution's commitment to sustainability and may help spread an ethic of environmental, fiscal and social responsibility.

Points: We received full credit, as Wesleyan's 2016 Action Plan includes strategies covering all STARS categories.

Recommendations: Follow through with SAP strategy to integrate sustainability into future strategic plans.

PA 3: Participatory Governance**Points: 0.50/3.00**

This credit recognizes institutions that engage students, staff, faculty and local community members in the ongoing governance of the college or university. Governance includes a variety of organizational functions and decision-making processes, from financial oversight and personnel management to goal-setting and strategic planning. Sustainability requires participatory processes and structures that empower stakeholder groups to come together and work collaboratively to address sustainability challenges through access to and involvement in institutional governance. Without transformed governance structures, many sustainability gains cannot be realized.

Points: We received partial points for having representative governance bodies for faculty and students. We could receive full points if staff also had a representative governance body, if all three groups had an elected representative on the Board of Trustees, and if Wesleyan developed written policies and procedures to engage the Middletown community in institutional decisions that affect the community.

Recommendations: Create a representative staff governance body.

Diversity & Affordability**Points: 9.31/10.00**

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, socioeconomic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

PA 4: Diversity and Equity Coordination**Points: 1.67/2.00**

This credit recognizes institutions with active committees, offices, or officers charged by the administration or governing body to coordinate diversity, equity, inclusion and human rights work on campus. Diversity and equity coordination increases the ability of an institution to more effectively address these issues.

Points: We received partial credit, as Wesleyan has an Office of Equity & Inclusion, that has given cultural competence trainings for most employees and students. We receive full points if all students, faculty, and staff engage in trainings.

Recommendations: Expand trainings as feasible to greater portions of the Wesleyan campus community.

PA 5: Assessing Diversity and Equity**Points: 1.00/1.00**

This credit recognizes institutions that systemically assess the diversity and equity culture on campus. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. In order to foster such a culture, it is helpful to gather information about campus stakeholders' personal experiences on campus to highlight strengths as well as areas for development.

Points: We received full points for the comprehensive assessment in FY 2016 that included student and employee outcomes related to diversity, equity, and success. Results will be shared more in-depth in FY 2017.

Recommendations: None.

PA 6: Support Programs for Underrepresented Groups**Points: 3.00/3.00**

This credit recognizes institutions that have programs in place to support underrepresented groups and foster a more diverse and inclusive campus community. Certain challenges accompany being a minority on campus. Schools can help create and maintain a diverse student body and help build diversity within academic disciplines and across higher education broadly by offering support programs to help individuals in underrepresented groups thrive academically and socially.

Points: We received full credit, as we have a public non-discrimination statement, offer programs to recruit faculty, staff, and students from underrepresented groups, and have mentoring or peer support programs for faculty, staff, and students. Student recruitment and success programs are joined in the Pathways to Inclusive Excellence program (PIE) and includes Mellon Mays Fellowship Program, McNair Program, Wesleyan Math and Science Scholars Program, Upward Bound Math-Science Program, and the Posse Veteran Scholars Program. Wesleyan's affirmative action program is designed to increase faculty and staff diversity. Mentoring and peer support programs include Administrators and Faculty of Color Alliance and the Connections mentorship program. In addition, Wesleyan has a publicly accessible inventory of gender-neutral restrooms and offers housing options to accommodate the needs of transgender and transitioning students.

Recommendations: None.

PA 7: Affordability and Access**Points: 3.64/4.00**

This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations and non-traditional students.

Points: We received full points for Part I for having affordability and access programs to low-income and non-traditional students. For Part II, we received partial credit, as the graduation success rate for low-income students is below 100% (90%) and percentage of students graduating with no interest-bearing student loan debt is below 100% (55%).

Recommendations: None.

Investment & Finance**Points: 2.33/7.00**

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system. Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

PA 8: Committee on Investor Responsibility**Points: 2.00/2.00**

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

Points: We received full credit, as Wesleyan has a formally established CIR that makes recommendations to the Trustees on socially and environmentally responsible investment opportunities. Members include students, faculty, and staff.

Recommendations: Increase activity level of the CIR, and focus on proxy voting and shareholder resolutions that promote sustainability. Expand CIR membership.

PA 9: Sustainable Investment**Points: 0.33/4.00**

This credit recognizes institutions that use their investment power to promote sustainability. There are a variety of approaches an institution can take toward sustainable investment, including making positive investments that promote sustainability and engaging with companies in which they already hold investments. Positive investing supports socially and environmentally responsible practices and the development of sustainable products and services. Active investor engagement can help align an institution's investments with its values, protect the institution from the financial consequences of fines, lawsuits, customer boycotts and damages to a company's reputation that may result from unsustainable corporate behavior, and improve the sustainability performance of the businesses it invests in. Both types of activities contribute toward a more just and sustainable financial system.

Points: We received 0.33 of 4 possible points for having proxy voting via the CIR over the past three years. We could receive full points if we engaged in one of two investment strategies:

- Invest 60% or more of Wesleyan's endowment in one or more of the following positive sustainability investment areas: sustainable industries, businesses selected for sustainability performance, sustainability investment funds, community development financial institutions, socially responsible mutual funds with positive screens, and/or green revolving loan funds funded from the endowment or
- Develop policies and practices that in one or more of the following investor engagement areas: publicly available sustainable investment policy with or without negative screens, use said policy to select and guide investment managers, engage in proxy voting to promote sustainability, file shareholder resolutions that address sustainability, and/or engages in policy advocacy by participating investor networks.

Recommendations: Consider one or more of the options above to expand sustainable investment opportunities.

PA 10: Investment Disclosure**Points: 0.00/1.00**

This credit recognizes institutions that regularly make their investment holdings public. The transparency ensured by public disclosure is as an important accountability mechanism and as a learning tool for students and other stakeholders.

Points: We received no credit, as we do not make investment holdings available to the public.

Recommendations: None, as current disclosure issues make investment disclosure difficult. If possible, consider making a snapshot of holdings available to the campus community, perhaps through WesPortal.

Wellbeing & Work**Points: 4.21/7.00**

This subcategory seeks to recognize institutions that have incorporated sustainability into 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 offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

PA 11: Employee Compensation**Points: 2.40/3.00**

This credit recognizes institutions that ensure that their lowest paid workers earn a living wage. Poverty, or the inability of current generations to meet their needs, is a sustainability challenge even in highly developed countries. By providing employee wages and benefits that meet basic needs, a university or college can enfranchise its entire workforce so that each individual can contribute positively and productively to the community.

Points: We received full credit for Parts I and II, as Wesleyan ensures that all of its employees and subcontracted employees receive wages at least 150% above the national minimum living wage threshold. We would receive full credit in Part III if Wesleyan paid its employees 200% above minimum wage. Wesleyan changes the minimum wage for non-student employees each fall by the percentage that the weighted average poverty threshold changes.

Recommendations: Continue to evaluate employee workloads, especially for custodians, to ensure safe working conditions.

PA 12: Assessing Employee Satisfaction**Points: 0.00/1.00**

This credit recognizes institutions that support the engagement of their employees by conducting a regular survey or other evaluation. Evaluating employee satisfaction and engagement helps institutions gauge their performance as an employer and can identify strengths as well as areas for development.

Points: We received no credit, as Wesleyan's last official employee satisfaction evaluation took place in 2002-3 and was driven by benefit changes. Unofficial workshops to collect staff feedback were conducted in Fall 2016.

Recommendations: Conduct future employee satisfaction evaluations within the next five years.

PA 13: Wellness Program**Points: 1.00/1.00**

This credit recognizes institutions that support the wellbeing of their employees and students. Providing wellness programs and related services can enhance the health and wellbeing of the entire campus community.

Points: We received full credit, as Wesleyan offers wellness programs that make counseling, referral, and wellbeing services available to all students and employees.

Recommendations: None.

PA 14: Workplace Health and Safety**Points: 0.81/2.00**

This credit recognizes institutions that help ensure the health and safety of their employees. Institutions that reduce workplace injuries and occupational disease cases help ensure that all employees have a safe working environment.

Points: We received partial points, as we had 13 workplace injuries in calendar year 2015 (full points are awarded for zero injuries). This injury level is the same as the 2013 baseline.

Recommendations: Expand health and safety programs to protect employees.

Next Steps

Wesleyan's 2013 and 2016 STARS reports have revealed many aspects of campus sustainability that had been difficult to measure and track in the past. Between 2013 and 2016, Wesleyan saw significant improvements in six categories (Curriculum, Air & Climate, Energy, Coordination & Planning, Investment & Finance, and Wellbeing & Work) and some setbacks in four categories (Campus Engagement, Public Engagement, Food & Dining, and Water). Most of the negative changes, as well as some of the positive ones, were due to new credit questions and different weights for different initiatives; others were due to changes in Wesleyan's policies, initiatives, and programs. Wesleyan's overall score increase of five points indicates that progress is being made across the board.

Over the past three years, Wesleyan has expanded its sustainability efforts significantly, most notably in the creation of a Sustainability Action Plan (SAP), which directly addresses areas for improvement noted in the 2013 STARS report, as well as ways to move Wesleyan closer to its 2050 carbon neutrality target. The SAP is driving change in hundreds of different areas, including the creation of the Eco Facilitators peer sustainability educator program, the Sustainability Across the Curriculum program to support faculty integration of sustainability into the curriculum, and smaller initiatives to integrate sustainability into Wesleyan's campus culture, including the Energy Conservation Policy and energy conservation signage.

Through 2021, most of Wesleyan's sustainability efforts will be guided more by the Sustainability Action Plan than by the 2016 STARS report, though several items from this STARS report which are not included in the SAP warrant attention over the next three years. In order to achieve a STARS Gold rating in 2019, significant efforts in all category areas (Academics, Engagement, Operations, and Planning & Administration) will need to continue.

Potential strategies not included in the SAP that would move Wesleyan closer to STARS Gold are below:

Academics

- Continue the Sustainability Across the Curriculum Program annually and expand to new departments and courses (*in progress*)
- Develop a sustainability literacy assessment and follow-up for all students (*no plans to create at this time*)
- Investigate the feasibility of a written policy that formally recognizes interdisciplinary research in promotion and tenure (*no plans to create at this time*)

Engagement

- Expand formal student sustainability educator outreach to reach all students (*in progress*)
- Integrate sustainability into faculty orientation (*in progress*)
- Develop at least one professional development opportunity for staff (*no plans to create at this time*)
- Develop at least one sustainability course offering through Continuing Education (*no plans to create at this time*)

Operations

- Develop and publish Purchasing Sustainability Guidelines, a Building Sustainability Policy, and a Grounds Sustainability Policy (which should include stormwater management) (*in progress*)
- Investigate the feasibility of a campus hot water heating loop to better enable Wesleyan to switch to geothermal or fuel cell energy in the future (*in progress*)
- Investigate the feasibility of switching to renewable fuel oil, a liquid fuel made from wood waste, as an alternative to natural gas and oil. (*in progress*)
- Consider keeping some of Wesleyan's renewable energy credits and/or purchasing credits to increase our renewable energy portfolio, which is currently at less than 1% (*no plans to create at this time*)
- Through food waste reduction campaigns and continued strategies to decrease meat consumption, increase purchases of non-factory farmed animal products (*no plans to create at this time*)
- Conduct a campus biodiversity assessment (*no plans to create at this time*)

Planning & Administration

- Create a representative staff governance body (*plans unknown*)
- Require cultural competence trainings for all members of the Wesleyan community (*plans unknown*)
- Conduct a formal employee satisfaction survey (*no plans to create at this time*)