



West Chester University of Pennsylvania STARS REPORT

Date Submitted: March 7, 2025

Rating: Silver

Score: 56.22

Online Report: [West Chester University of Pennsylvania](#)

STARS Version: 3.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

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 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.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 56.22

Rating: Silver

Report Preface

Report Preface

0.00 / 0.00

Academics

Curriculum

29.65 / 45.00

Research

15.60 / 23.00

Engagement

Campus Engagement

16.50 / 25.00

Public Engagement

15.40 / 25.00

Operations

Buildings & Grounds

7.64 / 20.00

Energy & Climate

15.65 / 26.00

Food & Dining

5.25 / 10.00

Procurement & Waste

5.65 / 19.00

Transportation

3.70 / 10.00

Planning & Administration

Coordination & Planning

8.50 / 11.00

Investment

0.00 / 9.00

Representation & Access

9.94 / 14.00

Wellbeing & Work

4.94 / 11.00

Innovation & Leadership

Innovation & Leadership

1.00 / 10.00

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

Report Preface

Report Preface

Points Earned 0.00

Points Available 0.00

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close
	0.00 /
Institutional Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Reporting Methodologies	Total adjusted for non-applicable credits
	Close

Executive Letter

Score	Responsible Party
0.00 /	Bradley Flamm
Total adjusted for non-applicable credits	Director of Sustainability
Close	Office of the President

Criteria

This credit allows an institution to upload a letter from the institution’s president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution’s STARS report. As such, the letter may include a description of the institution’s commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as an indicator of administrative support for sustainability and the STARS process.

Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

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

Executive cover letter:
[STARS_CoverLetter_WCUPres_2025_1.pdf](#)

Notes about the information provided for this credit:

Attached is a letter dated March 10, 2022 from our most recent AASHE STARS submission. Dr. Laurie Bernotsky, WCU's new president as of July 2024, will finalize and provide a new letter in support of this submission. We will upload it before March 21, 2025 at the latest.

Points of Distinction

Score	Responsible Party
0.00 /	Bradley Flamm Director of Sustainability Office of the President
Total adjusted for non-applicable credits	
Close	

Criteria

This credit provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution’s STARS rating.

Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

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

Name of the institution’s featured sustainability program, initiative, or accomplishment:

The Brandywine Project for Sustainability Education

Narrative and/or website URL providing an overview of the institution’s featured program initiative, or accomplishment:

What began as a sustainability-in-the-curriculum initiative in 2016, West Chester University's Brandywine Project for Sustainability Education has grown to include Faculty, Staff, and Student workshops designed to introduce our community to environmental, social, and economic sustainability and engage them in WCU initiatives to achieve our Climate Action Plan goals in collaborative ways. Four bi-annual Workshops for faculty from West Chester University (and nearby colleges and universities) have been held (the most recent in June 2024), ten Staff Workshops, and seven Student Workshops (the latter organized and implemented by student organizations: Students for Sustainable Action and WCU's Sustainability Peer Educators). The Brandywine Project has influenced other efforts on campus by, for example, lending the "Brandywine b" logo to student research projects highlighted in each semester's Research Day activities. The program, which started as a "Sustainability Across the Curriculum" initiative, has expanded to include "Sustainability Across the Campus and for the University Community" efforts.

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second featured sustainability program, initiative, or accomplishment:

West Chester University's Geo-Exchange Heating and Cooling System

Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment:

WCU’s Geo-Exchange System heats and cools over two dozen buildings on campus, representing more than 40% of all building space. Between 2008 and 2023, the university's investments in geo-exchange technology reduced the university's energy costs by millions of dollars and on-campus

Scope 1 fossil fuel carbon emissions by two-thirds. By seizing an opportunity to replace, rather than renovate, an aging district hot water heating system powered by a coal- and heating oil-fired boiler, WCU was able to decommission the plant (which had been a major point source of air pollutant emissions in Chester County, PA), eliminate coal entirely from our energy sources and reduce heating oil combustion by 95%. The system maintains healthy and comfortable indoor environments on campus for learning, research, administration, and campus operations and serves as a teaching and research resource for students, faculty, staff, and community neighbors.

A photograph or document associated with the second featured program, initiative, or accomplishment:

[geothermal_system_intial_history.pdf](#)

Name of a third featured sustainability program, initiative, or accomplishment:

West Chester University Campus Gardens

Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment:

West Chester University's four campus gardens -- three vegetable gardens on North and South campus and at the president's residence, Tanglewood, along with the new Natural Pigments and Dyes Garden -- link the university's educational mission to sustainability, research, and social equity efforts. Food is grown organically, faculty use the gardens to extend the classroom outdoors, produce is donated to WCU's Resource Pantry and Chester County Food Banks and is sometimes used in the Nutrition lab for hands-on demonstrations. In the past two years, the gardens have also been connected to the Ram Chefs initiative, a program to teach cooking and independence skills to young adults with disabilities and their caregivers (see <https://www.wcupa.edu/communications/newsroom/2023/05.11RamChefs.aspx>).

A photograph or document associated with the third featured program, initiative, or accomplishment:

[NoCampusGarden_2021_04_07a.jpg](#)

Notes about the information provided for this credit:

Institutional Characteristics

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Bradley Flamm

Director of Sustainability
Office of the President

Criteria

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

Measurement

Report the most recent data available from within the previous three years.

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the [STARS Help Center](#).

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

Institution type:

Doctoral/Research

Institutional control:

Public

Narrative outlining the institutional boundary used to complete this report:

<https://www.wcupa.edu/communications/wcuFacts.aspx>

Which of the following features are included within the institutional boundary?:

Museum

Locale:

Urban fringe of large city

Climate zone:

4 - Mixed

Gross floor area of building space:

3,844,630.9185321843

Full-time equivalent student enrollment:

17,309.0

Full-time equivalent of employees:

1,879.0

Percentage of students that live in campus housing:

30.6

Percentage of students enrolled exclusively in distance education:

7.7

Optional documentation

Notes about the information provided for this credit:

EXCLUSIONS: Parking Structures (As per 3.0 Documentation for PRE 3)

Source for employee and student data: [Gender Racial Ethnic and Indigenous Data Table.xlsx](#)

Dashboard where data from above sheet is sourced from:

https://viz.passhe.edu/t/Public/views/DiversityEquityInclusion/DiversityEquityInclusion?%3Adisplay_count=n&%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=viz_share_link&%3Ashow_filters=y

Contact for Building Data: Nicole Ward (nward2@wcupa.edu)

Total # of students living in on campus housing: https://www.wcupa.edu/_services/residenceLife/housing/#:~:text=WELCOME%20HOME,our%2012%20residence%20halls%20home.

Data Entry: Joanna Guay 2/28/2025

Additional documentation for this credit:

Reporting Methodologies

Score	Responsible Party
0.00 /	Bradley Flamm
Total adjusted for non-applicable credits	Director of Sustainability Office of the President
Close	

Criteria

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution's experience and organize their own processes accordingly.

Measurement

Report on methodologies used in the preparation of the institution's current STARS report.

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

Narrative outlining the data collection process used in the preparation of this report:

Beginning in the Fall semester of 2024, a team of three members of WCU's Office of Sustainability initiated a process for reaching out to campus colleagues for data necessary to complete relevant credits in the AASHE STARS version 3.0 platform. It was possible to complete some credits relying on information within the Office of Sustainability; in those cases no external outreach was required. A Microsoft Teams site was used to collect and archive requests for data, responses, and any follow-up email correspondence required to confirm details.

The three team members shared responsibilities for summarizing information provided by campus colleagues, inputting data in AASHE STARS credits, and writing narratives to provide additional information and details where requested.

Wherever required or advisable, we identified online sources for data or provided copies of relevant documents provided to us by key informants.

List of personnel who led the reporting process:

Bradley Flamm, Ph.D., Director, Office of Sustainability, West Chester University

Calli Lambard, Administrative Assistant, Office of Sustainability, West Chester University

Joanna Guay, Graduate Assistant, Office of Sustainability, West Chester University

List of additional personnel who contributed to the reporting process:

Cheryl Wanko, Ph.D., Professor of English, West Chester University

Aliza Richman, Ph.D., M.P.H., Professor of Sociology, West Chester University

Nicole Ward, Director of Design and Construction, West Chester University

Chancey Page, M.Ed., Assistant Director/Coordinator of Equal Opportunity Programs and Strategic Initiatives, West Chester University

Josh Braid, Grounds Manager, West Chester University

John Lattanze, Energy Projects Manager, West Chester University

Julie Dietrich, Executive Director, External Affairs, West Chester University

Rita Patel-Eng, Director, Center for Civic Engagement and Social Impact, West Chester University

Mary Beth Kurimay, Director, Conference Services, West Chester University

Nick Ventrola, Aramark, West Chester University

Ashely Ross, Facilities, West Chester University

Deborah Cornelius, Executive Director, West Chester University Foundation

Were students involved in the data collection process?:

Yes

Narrative outlining how students were involved in the data collection process:

WCU graduate student Joanna Guay worked 10 hours per week as a Graduate Assistant in the Office of Sustainability during the Fall 2024 and Spring 2025 semesters.

Description of the internal data quality controls used in the preparation of this report:

As data were entered into STARS credits by one of the Office of Sustainability team members and draft narrative responses created, reviews were assigned to another member of the team to ensure quality control. Questions and comments were recorded in a Communications Tracker spreadsheet and marked resolved as they were answered, then confirmed.

On multiple occasions, the team reached out to the AASHE STARS staff to pose questions and ensure we were following instructions correctly.

Were any independent audits or external assurance processes used in the preparation of this report?:

No

Narrative outlining the independent audits or external assurance processes used in the preparation of this report:

Notes about the information provided for this credit:

Additional documentation for this credit:

Academics

Curriculum

Points Earned 29.65

Points Available 45.00

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences 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 with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

Credit	Points
Sustainability Course Offerings	12.00 / 14.00
Undergraduate Programs	6.19 / 15.00
Graduate Programs	4.46 / 8.00
Applied Learning	3.00 / 4.00
Sustainability Literacy Assessment	4.00 / 4.00

Sustainability Course Offerings

Score	Responsible Party
12.00 / 14.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its academic departments have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more sustainability-focused courses or sustainability-inclusive courses. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department's sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the [STARS website](#).

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students. The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution's public website, B) through formal designation in the institution's official course catalog, or C) in a standalone publication.

Measurement

Report on the institution's currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

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

1.1 Percentage of academic departments with sustainability course offerings

Total number of academic departments that offer courses that may be taken for credit:
48.0

Number of academic departments with at least one sustainability course offering:
36.0

Annotated list or inventory of the institution's sustainability course offerings by department:

[Inventory_of_Sustainability_Courses_2024_FINAL.pdf](#)

Description of the process used to identify the institution's sustainability course offerings by department:

A task force of two WCU faculty members, the Director of the Office of Sustainability and the Graduate Assistant for Data Monitoring and Analysis developed a 13 question survey distributed electronically to all full- and part-time WCU faculty to obtain detailed information on their teaching, research, and service activities that were, in the 2022-23 Academic Year, sustainability-focused or sustainability-inclusive. The survey was released in mid-January 2024 and was open for responses until March 2024. Announcements were sent via the Provost's office, with reminder requests distributed by the Office of Sustainability. The definitions for the terms used were these: "A sustainability-focused course is one in which the main goals and objectives include the concepts of environmental, social or economic sustainability. A sustainability-inclusive course is one in which environmental, social or economic sustainability is addressed, but not as one of the main goals and objectives of the course. Many courses that are sustainability-focused or sustainability-inclusive address one or more of the 17 UN Sustainable Development Goals identified in the introduction to this survey: 1. No Poverty 2. Zero Hunger 3. Good Health and Well-being 4. Quality Education 5. Gender Equality 6. Clean Water and Sanitation 7. Affordable and Clean Energy 8. Decent Work and Economic Growth 9. Industry, Innovation, and Infrastructure 10. Reducing Inequality 11. Sustainable Cities and Communities 12. Responsible Consumption and Production 13. Climate Action 14. Life Below Water 15. Life On Land 16. Peace, Justice, and Strong Institutions 17. Partnerships for the Goals" The Office of Sustainability analyzed the data, comparing responses to entries in the university's official course catalogue. The Office of Sustainability also included courses that had been identified by faculty in the Academic Year 2020-2021 survey that were also offered in Academic Year 2022-2023. All duplicate course IDs were removed from the final count. The department count was identified from: <https://www.wcupa.edu/departments/academicdepartments.aspx>. Note, the Honors College and Youth Empowerment and Urban Studies were added to the department counts total.

The Reporting Tool will automatically calculate the following two figures:

Percentage of departments with sustainability course offerings:
75.0

Points earned for indicator AC 1.1:
6.0

1.2 Published sustainability course listings

Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students?:

Yes

Online location where the institution's sustainability course listings are maintained:

<https://www.wcupa.edu/Sustainability/education.aspx>

Publication where the institution's sustainability course listings are maintained:

[Inventory_of_Sustainability_Courses_2024_FINAL.pdf](#)

Description of the process used to create and maintain the institution's sustainability course listings:

The same process was used a) to identify WCU's sustainability course offerings by department and b) to create the list of sustainability courses. The initial list developed from the Fall 2023 survey of faculty is periodically updated as additional information comes to the Office of Sustainability from individual faculty members who teach at the institution.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.2:

3.0

1.3 Support for academic staff to integrate sustainability into the curriculum

Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training?:

Yes

Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum:

WCU offers every other year a two-day intensive Brandywine Project Faculty Sustainability Workshop that builds on the Piedmont/Ponderosa model of Sustainability Across the Curriculum. The workshop provides an incentive of a \$500 stipend to faculty participants who successfully complete the workshop and follow up with submission of a syllabus for a new or revised course that reflects their learning. The most recent workshop occurred in the summer of 2024, and was attended by 14 WCU faculty members and 17 faculty members from other universities within the Pennsylvania State System of Higher Education. To date over 200 full-time and adjunct faculty members, primarily from WCU but with some from other PASSHE and neighboring public and private institutions of higher education, have completed the Brandywine Faculty Workshop.

Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum?:

Yes

Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program:

In addition to the Brandywine Project Faculty Sustainability Workshop program, West Chester University offers other opportunities for faculty to incorporate sustainability across the curriculum through programs such as PETAL (Program for Effective Teaching and Learning: <https://www.wcupa.edu/tlc/petal.aspx>), "a collaborative and supportive faculty development program to promote innovative, effective, evidence-based teaching for all students, in and out of the classroom" that includes a key program outcome to "construct course materials that illustrate knowledge of accessibility, sustainability, diversity, equity, and inclusion."

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.3:

3.0

Optional documentation

Notes about the information provided for this credit:

Data on Undergraduate and Graduate Course Counts provided by Evette Alliston (NInamdar@wcupa.edu), Research Analyst, Office of Institutional Research Academic Departments information: <https://www.wcupa.edu/departments/academicDepartments.aspx>

Data Entry: Lindsey Beacher, Office of Sustainability Graduate Assistant for Data Monitoring and Analysis, April 2024, and Bradley Flamm, Director of the Office of Sustainability, January 2025.

Additional documentation for this credit:

Undergraduate Programs

Score	Responsible Party
6.19 / 15.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one sustainability-focused learning outcome and B) at least one sustainability-supportive learning outcome. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree, certificate, or major for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused concentration or minor for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification (e.g., a degree or minor) focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

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

2.1 Institutional sustainability learning outcomes for undergraduate students

Has the institution established institutional learning outcomes for its undergraduate students?:

Yes

Online resource detailing the institutional learning outcomes for undergraduate students:

<https://catalog.wcupa.edu/undergraduate/general-education-requirements/>

Publication detailing the institutional learning outcomes for undergraduate students:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?:

No

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?:

Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive:

Of the six requirements within the Academic Foundations for all West Chester University undergraduate students three focus on sustainability supportive concepts:

"Diverse Communities courses: "Embracing the university's aim of graduating students who are committed to creating a just and equitable society, Diverse Communities (or "J") courses focus on historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, and other forms of difference) and are framed by theories that lend understanding to the analysis of structural inequalities. These courses seek to foster an informed and reasoned openness to, and understanding of, difference. They also invite students to consider how marginalized groups resist oppression and have agency in spite of structural exclusion and discrimination." Because WCU in all its sustainability work emphasizes the three-part definition of the environment, society, and the economy, J courses reinforce our institutional commitment to social sustainability and educate our students about the concept.

"Interdisciplinary courses question and offer an alternative to traditional knowledge production processes in that they seek to be integrative and holistic, rather than fragmented and compartmentalized. They use an inquiry rather than a disciplinary or multi-disciplinary approach. In sum, the interdisciplinary course emphasizes connections among three or more disciplines and integration of knowledge, themes, and ideas from these different disciplines."

"Ethics courses provide opportunities for students to engage in activities that encourage them to problem-see and problem-solve with an ethical lens; they expose students to discipline-specific (or general theoretical) ways to use ethical frameworks for ethical decision-making."

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.1:

2.0

2.2 Undergraduate programs with sustainability-focused learning requirements

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

Yes

List and description of the institution's sustainability-focused degrees, certificates, and majors for undergraduate students:

- **BS in Environmental Health Science:** Graduates of the program who earn the B.S. degree become entry level Environmental Health Scientists who work to improve the quality of air, water, soil and food using technology to measure and control pollutants, indoors and outdoors. B.S. graduates are widely employed by private industry, environmental consulting firms, regulatory agencies, hospitals and public utilities.
- **BS in Urban and Environmental Planning:** Students learn about the urban and regional planning profession and develop basic skills in planning analysis in the areas of land use, natural resource protection, housing, transportation and urban design. Many students in this program are able to complement their studies with real-world internship experiences. Graduates of the program have gone on to work in entry-level planning positions in the private, public and non-profit sectors. A number of graduates have pursued graduate study in planning, geography, landscape architecture, and law.
- **BS in Urban Community Change:** Students interested in careers in public policy, social work, government, psychology, language and literacy, education/teaching, sociology, criminal justice and more will benefit from the connections (it's who you know, right?), the real-life experience, and the additional skills and knowledge you will have, verified by having these programs on your transcript. Non-profits are looking for creative and critical thinkers who have had real-life leadership experience. Educational institutions want staff who are experienced and understand diversity and local context. Businesses want to hire employees who can work with members of the community. RUX and YES will make your graduate school application - whether in social work, education, criminal justice, business, law, medicine, psychology, history or any other discipline or professional program - stand out.
- **Certificate in Education for Sustainability:** The undergraduate certificate program in Education for Sustainability (EFS) is designed for undergraduate and post-baccalaureate students who want to develop their understanding of sustainability and apply their learning on campus, at home, and in their future careers. The program consists of four courses that provide the perspective, experiences, and practical methods needed to immediately put learning into practice.

Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students?:

Yes

List and description of the institution's sustainability-focused concentrations and minors for undergraduate students:

- **Concentration in Ecology and Conservation, Biology program:** The B.S. in Biology - Ecology and Conservation Concentration provides an opportunity for interested students to obtain a strong background in field biology and the conservation of natural systems. The required core curriculum and concentration electives provide opportunities for careers as biologists in state and federal environmental agencies, industry, and environmental consulting firms, as well as graduate work in ecology and conservation. Internships are strongly recommended as part of the program. Course work emphasizes skills obtained in biology, chemistry, and mathematics. Additional course work from other departments may be recommended to fulfill particular career objectives.
- **Concentration in Environmental Geography, Geospatial Technologies, and Environmental Planning:** Environmental Geography is the study of the Earth's physical systems (atmosphere, hydrosphere, lithosphere, and biosphere) and the interaction of humans and the environment. Students study the geography of natural regions and resources as well as

human impact and demand. In this track, you will learn how Earth systems operate, how they impact human society, and our responses to these impacts in terms of adaptation, planning, and conservation. The track includes studies related to climate adaptation and resilience, responses to hazards, natural disasters, and climate change in terms of the natural and human worlds. Other areas include biogeography, urban forestry, social justice in urban environments, and sustainability.

- **Minor in Environmental Health:** The Environmental Health Minor provides students in a wide range of majors with an opportunity to learn about the impact of the environment on human health and how to improve sustainability and protect people from environmental hazards. Students can use this knowledge in their daily lives and in practical application to their major field of study. Concepts and skills learned in these courses can enhance one's professional career.
- **Interdisciplinary Minor in Sustainability and Resilience:** This minor program draws from class options across the campus – all fields, majors, and departments – to address the environmental, humanitarian, and economic crises facing us through classroom and applied projects. The required classes give you foundational skills and then allow you to pull all of your knowledge together in practical, applied projects in a capstone course. This minor will give you the broad, interdisciplinary knowledge, leadership dispositions, and practical tools you will need to confront the complex problems of your futures.
- **Applied Community and Environmental Sustainability Minor:** This minor centers on the application of the sustainability principles of economic vitality, environmental integrity, and social equity to communities and landscapes. The flexible and applied focus of the program combines well with other majors. Students learn practical applications of sustainability principles to local, regional, and global communities and environments.
- **Youth Empowerment and Urban Studies Minor:** Students interested in careers in public policy, social work, government, psychology, language and literacy, education/teaching, sociology, criminal justice and more will benefit from the connections (it's who you know, right?), the real-life experience, and the additional skills and knowledge you will have, verified by having these programs on your transcript. Non-profits are looking for creative and critical thinkers who have had real-life leadership experience. Educational institutions want staff who are experienced and understand diversity and local context. Businesses want to hire employees who can work with members of the community. RUX and YES will make your graduate school application - whether in social work, education, criminal justice, business, law, medicine, psychology, history or any other discipline or professional program - stand out.

Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

- **Bachelors in Geography -- General Track** includes the required course: GEO230 Environmental Conservation and Sustainability

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.2:

4.0

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

Performance year for undergraduate qualifications:

2024

Total number of undergraduate qualifications awarded:

3,361.0

Number of undergraduate qualifications awarded that are sustainability-focused:

93.0

Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

0.0

The Reporting Tool will automatically calculate the following three figures:

Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements:

93.0

Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements:

2.767033620946147

Points earned for indicator AC 2.3:

0.1936923534662303

Optional documentation

Notes about the information provided for this credit:

Data Provided by: Cheryl Wanko, English Department, (cwanko@wcupa.edu) for AC2 Data Entry: Lois Howell, 17-Dec-21 Updated by Chelsea Leffler, 08-Feb-22, Updated by Lindsey Beacher 11-April-24, Additional sustainability programs found <https://catalog.wcupa.edu/general-information/index-course-prefix-guide/program-index/>

Number of undergraduate degrees conferred for 2023-24 from this source: <https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/DegreesByAcadPlanAndDemo23-24.xlsx>. Additional data on certificate and concentration awards from the Office of Institutional Research.

Additional documentation for this credit:

Graduate Programs

Score	Responsible Party
4.46 / 8.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in ther Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

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

3.1 Graduate programs with sustainability-focused learning requirements

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

Yes

List and description of the institution's sustainability-focused degrees and majors for graduate students:

- **The Master of Urban and Regional Planning (MURP)** program at West Chester University prepares students to work as professional planners, meeting the growing demand for urban and regional planners, and related professions, in the region. Our students go on to influence the future of neighborhoods, local, regional and metropolitan areas. Urban and regional planners play a major role in shaping communities, in providing guidance for sustainable development, and in addressing social, economic, environmental and political problems of communities (<https://www.wcupa.edu/programs/grad/urbanRegionalPlanning/>)

Does the institution offer at least one sustainability-focused certificate, concentration, or minor for graduate students?:

Yes

List and description of the institution's sustainability-focused certificates, concentrations, and minors for graduate students:

- **Graduate Certificate in Education for Sustainability:** Three required courses: Environmental & Sustainability Education, Systems and Sustainability, Education for Sustainability: Methods & Projects <https://catalog.wcupa.edu/graduate/education-social-work/educational-foundations-policy-studies/graduate-certificate-education-sustainability/>
- **Public Health Master's Program, Community Health Concentration:** The online community health concentration will train you for a career as a health educator, manager, leader, or researcher. You'll build the skills necessary to conduct needs assessments, identify strategies for addressing unmet needs, design interventions for diverse communities, and clearly and effectively communicate health information to different target audiences. <https://www.wcupa.edu/programs/grad/publicHealth/>
- **Public Health Master's Program, Environmental Health Concentration:** WCU's environmental health concentration will prepare you to protect both humans and the environment by embracing sustainability through cooperation with nature and properly managing natural resources. You'll gain the technical and professional skills to improve the quality of air, water, soil, and food by using technology to measure and control pollutants. <https://www.wcupa.edu/programs/grad/publicHealth/>

Does the institution offer at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's graduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

- **Masters of Science in Transformative Education and Social Change: Education for Sustainability Track (TESC)** seeks to support educators in the examination of the transformative potential of teaching and learning. Candidates in the program will be given the opportunity to reflect on their own experiences, analyze the issues confronting contemporary education and society, and explore justice-oriented frameworks in order to build a better educational vision for the future. This cohort-based program is ideal for K-12 teachers, community-based educators, and community organizers who are committed to diversity, access, inclusion, and justice in a variety of contexts (suburban, urban, and rural). <https://>

www.wcupa.edu/programs/grad/transformEdSocialChange/ **Education For Sustainability (EFS)** is a rapidly emerging field that is guided by a vision of a sustainable society and rooted in a simple truth: we learn what we live. EFS practitioners are trained professionals who understand the challenge of sustainability and who have been prepared to teach others, to catalyze institutional and cultural change, and to model sustainable ways of living. The EFS curriculum develops the necessary knowledge, skills, and perspectives in a way that integrates classroom work with outdoor, experiential, and project-based learning. **This track results in a Certificate in Sustainability.**

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 3.1:

4.0

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

Performance year for graduate qualifications:

2024

Total number of graduate qualifications awarded:

1,245.0

Number of graduate qualifications awarded that are sustainability-focused:

55.0

Number of graduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

16.0

The Reporting Tool will automatically calculate the following three figures:

Total number of graduate qualifications awarded that have sustainability-focused learning requirements:

71.0

Percentage of graduate qualifications awarded that have sustainability-focused learning requirements:

5.7028112449799195

Points earned for indicator AC 3.2:

0.4562248995983936

Optional documentation

Notes about the information provided for this credit:

Data Provided by: Cheryl Wanko, English Department, (cwanko@wcupa.edu) for AC2 Data Entry:
Lindsey Beacher, 11-April-24; updated by Joanna Guay, February 2025.

Additional documentation for this credit:

Applied Learning

Score	Responsible Party
3.00 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges and meets all of the additional criteria listed below:

- A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.
- B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students.
- C. There are processes or tools in place to assess the success of the applied learning projects.
- D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects that address sustainability challenges.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

4.1 Applied learning for sustainability program

Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges?:

Yes

List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges:

The **Masters in Public Health** program includes a required Applied Learning Experience practicum. ALE assignments occur in a variety of public, private, and non-profit agencies and involve coordination between WCU faculty advisors and site supervisors. Students following the Environmental Health and Community Health concentrations are assigned to agencies where social and environmental sustainability concerns are priorities.

Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?:

No

Are there processes or tools in place to assess the success of the applied learning projects?:

Yes

Description of the processes or tools used to assess the success of the applied learning projects:

The **Master of Public Health** Applied Learning Experience program is based upon detailed processes to ensure learning objectives in on- and off-campus assignments are fully defined and assessed. See <https://www.wcupa.edu/healthSciences/health/MPH/ale> for links to Site Supervisor Orientation and ALE guidelines that every student, with their faculty advisors and site supervisors, follow.

Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects that address sustainability challenges?:

Yes

Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects:

The Master in Public Health Applied Learning Experience programs uses the Redcap platform (<https://redcap.wcupa.edu/>) to track current and past projects that are part of the ALE program. The platform is accessible to MPH faculty and all students who are enrolled in the program; however, as a password-protected website, the online portal is not publicly accessible. There is also a D2L (<https://d2l.wcupa.edu/d2l/home>) site for current students in the ALE program that includes archives of some, but not all, past projects. Neither of these platforms is accessible to the general public.

Examples of projects that have been part of the ALE program include two projects conducted for WCU's Office of Sustainability: "Green Cleaning: Reviewing West Chester University's green cleaning initiatives to reduce occupational hazards and improve sustainability" (a copy of the project poster is attached to this credit submission), and "West Chester University Food Nitrogen Footprint Analysis."

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 4.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Data Entry: Lois Howell, 21-Jan-22; updated by Calli Lambard 14-Mar-24 and by Joanna Guay Feb 2025.

Additional documentation for this credit:

[HEA650_Poster_Jacquelyn_Faulkner.pptx](#)

Sustainability Literacy Assessment

Score	Responsible Party
4.00 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the sustainability literacy of its students during the previous three years and meets both of the criteria listed below:

- A. Institution has conducted one or more assessments of the sustainability literacy of its students during the previous three years.
- B. Academic staff engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its predominant student body or else report on the entire student body.

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

5.1 Sustainability literacy assessment design and administration

Has the institution conducted one or more assessments of the sustainability literacy of its students during the previous three years?:

Yes

Narrative overview of of the instruments/tools used to assess sustainability literacy:

A Sustainability Census Wave I data collection effort took place in Fall 2022 with distribution electronically to all students, faculty, staff, and administrators (approximately 19,000 recipients). The literacy index (one part of the larger Sustainability Census) was comprised of 15 questions. A score of 0 indicated low sustainability literacy and 15 demonstrated high sustainability literacy.

Description of the institution's recent sustainability literacy assessment findings and any notable trends:

The average number of correct responses was 10.5 out of 15 (70%). Variation observed by role at WCU - Students averaged 10 correct responses (66.7%); faculty averaged 12.6 (84%); staff averaged 11.8 (78.7%); and administrators averaged 11.8 (78.7%). Further, we note a statistically significant relationship between the sustainability literacy index and class standing, with seniors answering on average 1.7 more questions correctly (10.7) compared to first-year students (9).

Were academic staff engaged in sustainability education at the institution involved in developing and/or adopting the methodologies used to assess sustainability literacy?:

Yes

Description of the process through which academic staff were involved in developing and/or adopting the methodologies used to assess sustainability literacy:

Yes, the primary data collection project was led by a faculty member, Dr. Aliza Richman, who is a quantitative sociologist and demographer.

The Sustainability Census questionnaire was developed with the help of students, faculty, and staff at WCU, led by Principal Investigator, Dr. Aliza Richman (quantitatively trained sociologist and demographer). WCU's Office of Sustainability and Sustainability Council informed question development and survey creation.

Are the literacy assessments designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives?:

Yes

Description of how the design and administration of the sustainability literacy assessments supports the evaluation of the success of the institution's sustainability education initiatives:

We are able to compare across Sustainability Census survey waves changes in sustainability literacy, across academic year and over time. We can also compare the influence of various education initiatives such as the Brandywine Project Faculty / Staff / Student Sustainability Workshops attendance on sustainability literacy index scores.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.1:

2.0

5.2 Percentage of students assessed for sustainability literacy

Percentage of students assessed for sustainability literacy, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy:

The Sustainability Census did not rely upon a random or representative sample -- it was designed for all 19,000 members of WCU's campus community - students, faculty, staff, and administrators- to complete. As such, Dr. Richman was able to ascertain the percentage of students who responded to the Survey as 10.4%. Using quantitative techniques, actual responses, and statistical weights provided by WCU's Office of Institutional Research the results are generalizable to the entire student body.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Dr. Aliza Richman, Associate Professor of Sociology, Sustainability Council Chair, and curator of the Survey Census and the Literacy Assessment included in the census, provided responses and data on 2/14/2025. Dr. Bradley Flamm, Director of the Office of Sustainability, provided additional comments and context.

Data entry: GA Joanna Guay 2/21/25

Additional documentation for this credit:

[The_State_of_Sustainability_at_WCU__Key_Insights_from_WCUs_First.pdf](#)

Research

Points Earned 15.60

Points Available 23.00

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions 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 strategies and tools to address them.

Credit	Points
Sustainability Research	7.93 / 10.00
Center for Sustainability Research	3.00 / 6.00
Responsible Research and Innovation	4.67 / 7.00

Sustainability Research

Score	Responsible Party
7.93 / 10.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its academic departments that are engaged in research are engaged in sustainability research. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department's sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) academic staff and B) students to conduct sustainability research. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

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

6.1 Percentage of academic departments engaged in sustainability research

Total number of academic departments engaged in research:

48.0

Number of academic departments engaged in sustainability research:

32.0

Annotated list or inventory of the institution's sustainability research by department:

[Inventory_of_Sustainability_Research_2024.pdf](#)

Description of the process used to identify the institution's sustainability research:

The attached inventory includes self-reported information from 71 full and part-time faculty members who responded "yes" to the question "Between the beginning of the 2023 summer sessions and the end of the 2024 spring semester, did you conduct research at WCU that was related to any of the UN Sustainable Development Goals?" This question was part of a survey distributed electronically to all full- and part-time faculty in January 2024 (while tenured and tenure-track faculty have clearly defined responsibilities to conduct research, there are also expectations that part-time faculty fulfill research and service activities in proportion to their teaching load). Multiple reminders were sent to faculty asking for completion of the survey before March 20th, 2024. The final count identified faculty academic departments which were compared to the total number of academic departments at West Chester University.

The Reporting Tool will automatically calculate the following two figures:

Percentage of academic departments engaged in sustainability research:

66.66666666666666

Points earned for indicator AC 6.1:

5.926666666666667

6.2 Incentives for sustainability research

Does the institution provide incentives for academic staff to conduct sustainability research?:

Yes

Description of the sustainability research incentives for academic staff:

The West Chester University Office of Research and Sponsored Programs began in the spring of 2018 to sponsor a **Campus Sustainability Research and Creative Activities Grant**. The program supports faculty efforts to investigate and develop sustainability-related projects on campus. Funding preference is given to proposals that specifically address and work to realize one or more goals of WCU's Climate Action Plan (<https://www.wcupa.edu/Sustainability/documents/climateActionPlan.pdf>) while fostering collaboration between members of the WCU community, students, faculty, and staff. Faculty applicants are encouraged to include a model for student/faculty collaboration in their proposals and all proposals must demonstrate student impact. Grants of up to \$2,000 have been awarded every year since 2018. As reporting of results is provided by researchers, summaries are posted on our website at https://digitalcommons.wcupa.edu/src_a_gr/.

Does the institution provide incentives for students to conduct sustainability research?:

Yes

Description of the sustainability research incentives for students:

Each semester, West Chester University's Office of Research and Sponsored Programs sponsors Research Day to highlight student research initiatives. The cover of the digital Research and Creative Activities Day Abstracts Booklet indicates that "Because West Chester University seeks to be a leader in local, regional, and global sustainability efforts, the Office of Research and Sponsored programs has collaborated with the Office of Sustainability to create a special designation for those Research and Creative Activity Day projects that perpetuate the health and welfare of people, economies, and the environment. Thus, all abstracts identified with the **Brandywine B** reveal the many ways that West Chester University faculty and students are helping to design, implement, evaluate, and improve a variety of environmental, social, and economic sustainability activities." Though the designation does not provide financial support to student researchers, it encourages faculty to mentor students in principles of sustainability research, draws attention to students' work at the Research Day event, and can be noted on curriculum vitae to highlight the attention they have paid to environmental, social, and / or economic sustainability.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 6.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Total number of faculty source: 2023 WCU Factbook (<https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/Factbook%202023.pdf>). All WCU faculty are required to conduct research. Total Departments: https://www.wcupa.edu/_academics/adprograms.asp. Data Entry: Lois Howell, 1-Feb-22; Updated by Calli Lambard 20-Mar-2024 and Joanna Guay Feb 2025.

Additional documentation for this credit:

[Inventory_of_Sustainability_Research_2024.pdf](#)

Center for Sustainability Research

Score	Responsible Party
3.00 / 6.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to sustainability challenges. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research earns 3 points.

Measurement

Report on the current status of the institution's programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution's name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution's participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

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

7.1 Organized sustainability research center, institute, or unit

Does the institution have at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or integrated approaches to address sustainability challenges?:

No

List and description of the institution's sustainability research units:

Does the institution have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research?:

Yes

List and description of the institution's research units focused on subjects other than sustainability that produce sustainability research:

The **Innovation in Diversity & Inclusion Grants Council** promotes a sense of community, facilitates communication and cooperation among diverse constituencies of the University community, and collaborates in support of the University mission, values statement, and strategic plan with special emphasis on diversity, inclusion, and emergent issues of community importance. The Council invites grant applications for programs and activities that enhance the WCU campus climate for students, staff, and faculty through scholarship, programming, creative and collaborative activities, teaching, learning, and other aspects of campus community development.

One such project is [Diversifying representation for Biology students through an early-career seminar series](#) by Dr. Megan Fork, Assistant Professor of Biology and Dr. Jessica Sowa, Assistant Professor of Biology, awarded in 2023-2024. In 2024-2025, Dr. Fork was awarded another grant for the project Building On The Success of the Diversifying Biology Seminar Series by Dr. Megan Fork, Assistant Professor of Biology

<https://www.wcupa.edu/innovationGrants/default.aspx>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 7.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Information reviewed and data input by Calli Lambard, March 2025.

Additional documentation for this credit:

Responsible Research and Innovation

Score	Responsible Party
4.67 / 7.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for research in document form or on a publicly accessible website. The code of conduct may address research ethics in the context of human subjects research, animal care & use, biosafety, radiation & lab safety, conflicts of interest, community engaged research, export controls and/or other topics.

Measurement

Report on current policies and protocols.

8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing academic divisions and give explicit positive recognition to at least two of the following: A) integrated research, B) community-based research, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote responsible research and innovation (RRI). A list of example networks is available in the [STARS Help Center](#).

Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

8.4 Support for open access publishing

An institution earns 2 points when it facilitates open access publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) transformative open access agreements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles. Policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

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

8.1 Published ethical code of conduct for research

Does the institution have a published ethical code of conduct for research?:

Yes

Online location of the institution's ethical code of conduct for research:

https://www.wcupa.edu/_admin/research/policies.aspx

Copy of the institution's ethical code of conduct for research:

[Requirement_for_Training_in_Responsible_Conduct_of_Research_Policy_05_26_2022.docx](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.1:

1.0

8.2 Recognition of integrated, community-based, and extra-academic research

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research?:

No

Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research:

There is no explicit positive recommendation for interdisciplinary / integrated research. Each department, however, has a "Teacher-Scholar Model" documents (aka "TSM") that specifies what departments value in terms of teaching and scholarship. Some may include positive promotion of integrated research, but we have not conducted the time-consuming review that would be required to assess four dozen departmental TSMs.

Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions?:

No

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research:

[Text below from WCU's Tenure and Promotion Policies document. Relevant text **bolded** for clarity.]

Continuing Scholarly Growth and Professional Development (35% before tenure, 25-42% post-tenure)

Definition:

Scholarly activity is valued in that it enhances the educational experience, enlivens the intellectual climate on campus, provides external funding to support the educational mission of the institution, and provides opportunities for students to participate in scholarly research. Scholarship is defined as the discovery, application, and/or advancement of knowledge through research, creative accomplishment, or professional endeavor and sharing the results of those activities. Scholarship should be designed to enhance the educational experience within the discipline and/or the faculty member's teaching/professional responsibilities. Scholarship also includes professional growth and recognition. **Additionally, the university, consistent with its mission, values the scholarship of community engagement broadly defined. This line of inquiry, both applied and empirical, has been defined as "scholarship that—in active collaboration with participating community partners—has a positive impact on complex societal needs and issues" (Academy of Community Engagement Scholarship, 2018).** Such scholarship should be consistent with the faculty member's SOE, Department Teacher/Scholar Model, and their scholarly agenda.

Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions?:

Yes

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals:

[Text below from WCU's Tenure and Promotion Policies document. Relevant text **bolded** for clarity. PDF copy of the document is attached below.]

Areas of evaluation - Scholarship in one or more of the following areas will be evaluated based on the quality of accomplishments in that area of endeavor.

1. Application of knowledge through research, creative accomplishment, or professional endeavor--evidence of accomplishment in this area includes **reviewed reports of ongoing research; participation in one-person or invitational shows; juried shows and premiere performances; reviewed musical, dance, literary, or theatrical performances; exhibition, production, and/or publication of electronic media; submission of grant applications or proposals (external, PASSHE, internal); peer reviewed contributions to the pedagogy of the discipline in the form of new methods of teaching or innovative curriculum structures; activities in which there is use of one's expertise (consultantships to government agencies, professional and industrial organizations and associations, and educational institutions); development of distance education programs.**
2. Sharing information--evidence of accomplishment in this area includes published peer reviewed articles, monographs, news articles, books, and parts of books; delivered papers, invitational lectures, and participation in panels; manuscripts accepted for publication as substantiated by letters of acceptance; **articles published in non-refereed journals, technical reports, research reports to the sponsoring agency;**

Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?:

Yes

If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.

Online location of the institution's promotion/tenure guidelines or policies:

https://www.wcupa.edu/_admin/faculty-personnel-items/documents/wcu-tenure-and-promotion-policy-082324.pdf

Copy of the institution's promotion/tenure guidelines or policies:

[wcu-tenure-and-promotion-policy-082324.pdf](https://www.wcupa.edu/_admin/faculty-personnel-items/documents/wcu-tenure-and-promotion-policy-082324.pdf)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.2:

3.0

8.3 Inter-campus collaboration for responsible research and innovation

Does the institution participate in one or more inter-campus research collaboratives that have an explicit mission to promote responsible research and innovation?:

No

Description of the institution's inter-campus collaborations for responsible research and innovation:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.3:

0.0

8.4 Support for open access publishing

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Narrative and/or website URL providing an overview of the open access repository:

Digital Commons @ West Chester University (<https://digitalcommons.wcupa.edu>) is an online showcase of research and creative works produced by West Chester University faculty and students. The content is easily discoverable on the Internet by all the major search engines, so all posted works have a high online profile. It includes faculty scholarship from all departments, student posters, masters theses and doctoral projects, an undergraduate research journal, an archive documenting the history and scholarship relating to the university's 125-acre Gordon Natural Area, and a section highlighting projects related to sustainability.

Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

No

Do the open access policies cover all of the institution's research-producing academic divisions?:

No

Text or online location of the institution's open access policies:

Copy of the institution's open access policies:

Does the institution provide an open access article processing charge (APC) fund for employees?:

No

Narrative and/or website URL providing an overview of the open access APC fund:

Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines?:

No

Narrative and/or website URL providing an overview of the institution's transformative open access agreements with publishers:

While WCU does not have formal policies concerning open access publishing and repositories, the university does have a well developed Open Education Resources program: "At West Chester University, Open Educational Resources (OER) play a pivotal role in promoting equity and access by eliminating financial barriers to education. By providing free, customizable learning materials, OER empower educators to tailor content to diverse student needs, fostering an inclusive learning environment where all learners can thrive. OER is just one-way WCU is addressing text affordability for its students." While scholarship and publications are an important part of WCU's teacher-scholar model, WCU's identity is primarily as a teaching institution where the development of freely

accessible teaching materials of all kinds, including textbooks, is a high priority. See <https://www.wcupa.edu/tlc/oer.aspx> for more details.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.4:

0.6666666666666666

Optional documentation**Notes about the information provided for this credit:**

Entry by: Brad Flamm 2/28/25

Additional documentation for this credit:

[WCU-Tenure-and-Promotion-Policy-082324.pdf](#)

Engagement

Campus Engagement

Points Earned 16.50

Points Available 25.00

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Outreach and Communications	3.50 / 5.00
Co-Curricular Activities	5.00 / 9.00
Staff Engagement and Training	5.00 / 8.00
Sustainability Culture Assessment	3.00 / 3.00

Outreach and Communications

Score	Responsible Party
3.50 / 5.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution's sustainability features or performance, E) manages a sustainability-focused communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives.

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and employees) are annually reached through the institution's sustainability outreach and communications efforts or are aware of its sustainability initiatives. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

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

1.1 Sustainability outreach and communications

Does the institution have a central sustainability website that consolidates information about its sustainability efforts?:

Yes

Website URL of the institution's central sustainability website:

<https://www.wcupa.edu/sustainability/>

Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new student orientation or the equivalent:

During the summer, all first-year and transfer students and their families are offered the opportunity to visit West Chester and prepare for fall orientation. In Summer 2024, the Office of Sustainability attended each of the eight information fairs offered to students and families as part of this pre-orientation. Information on sustainable transportation options, including WCU's bicycle lending library and shuttle bus system, upcoming events, WCU's sustainability commitments, and more were offered to students.

During Welcome Week -- part two of orientation the week before classes begin -- all first-year and transfer students have the opportunity to attend optional events coordinated by the Office of Sustainability and Sustainability Peer Educators: Sustainability Scavenger Hunt, Office of Sustainability Open House, tour of the 126-acre Gordon Natural Area on South Campus, and Pot a Plant. These events taught students how West Chester University practices sustainability and also gave the students the opportunity to learn more about how to get involved in sustainability efforts on campus and become acquainted with the faculty who teach and are involved in these efforts.

Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new employee orientation or the equivalent:

Since 2018 representatives of the Sustainability Council and the Office of Sustainability have attended in-person New Faculty Orientation (NFO) information fairs every August, talked with new faculty, and shared information and contacts. They have also prepared orientation documents which are shared in a portfolio of information provided by the organizers of NFO (see attachment for Fall 2024 version).

The non-academic staff onboarding process includes both self paced, online learning modules called New Ram Experience (accessed behind an employee log-in page at <https://www.wcupa.edu/hr/employee-onboarding.aspx>) and in-person orientation workshops. The New Ram Experience was used exclusively during the 2020 to 2021 campus COVID-19 shutdown; in-person events were used prior to 2020 and again beginning in 2022. In 2021, HR-Organizational Development partnered with WCU's Office of Sustainability and Sustainability Council to develop online modules to introduce sustainability-focused commute alternatives for new employees and orient them to the university's sustainability commitments and opportunities to contribute to sustainability objectives, such as by volunteering with the Green Office Program (<https://www.wcupa.edu/Sustainability/greenoffice.aspx>).

In 2024, Office of Sustainability staff were added to the "Golden Welcome Orientation" tour route, sharing information about the university's sustainability commitments, sustainable transportation options, opportunities to get involved in the Sustainability Council, and more with 15+ new staff hires each session. These orientations are held monthly or when there is an influx of new hires.

Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance?:

Yes

Description of the institution's sustainability dashboards and/or signage:

WCU utilizes flat digital screens throughout campus that offices can use for information sharing. WCU Sustainability events, initiatives like the personal electronics recycling program, and photos of the Gordon Natural Area are shared on these screens throughout the semester.

The Office of Sustainability also utilizes bulletin boards in key locations on campus (the Student Union, library, etc.) to share flyers on a variety of sustainability-related topics, including details of the WCU-sponsored shuttle bus routes, the personal electronic recycling program information, and upcoming events.

Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform?:

Yes

Description of and/or website URL for at least one sustainability-focused communication medium or platform:

The Office of Sustainability manages a newsletter, Facebook, Instagram, YouTube and TikTok accounts to share information about events, initiatives, the Gordon Natural Area, and sustainability basics with the campus community.

Newsletter archive: <https://us19.campaign-archive.com/home/?u=63d16e33f257c66f0f78f094e&id=36c2228a70>

Facebook: <https://www.facebook.com/WCUSustainability/>

Instagram: <https://www.instagram.com/gordonnaturalarea/> (Gordon Natural Area)
https://www.instagram.com/wcu_sustainability/ (Office of Sustainability)

YouTube: <https://www.youtube.com/@thisGNA> (Gordon Natural Area)

<https://www.youtube.com/@WCUSustainability> (Office of Sustainability)

TikTok: https://www.tiktok.com/@wcu_sustainability

Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years?:

Yes

Description of sustainability-focused outreach campaigns from the previous three years:

In the Fall of 2024, WCU launched a program to help raise awareness about and reduce the use of plastic confetti during commencement celebrations. A "Green Graduate Pledge" was created where soon-to-be graduates pledge to:

1. Use only sustainable alternatives during graduation photo shoot (particularly avoiding plastic confetti)
2. Leave their ceremony program on the chair after the ceremony if they won't use it afterward. They can be reused for subsequent ceremonies.

A [website was launched](#) with information on the impacts of plastic confetti and with ideas for alternative celebration methods. Photo props were provided through the Francis Harvey Green Library, and a non-toxic biodegradable option for confetti was offered at cap and gown pickup.

Outreach was sent to graduating students through graduation emails, via social media and email newsletters, and tabling events in Sykes Student Union. After a raffle drawing, one student is awarded a free graduation photo session for taking the pledge.

This pledge served as a pilot and the program will run in Spring 2025 for spring graduates.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.1:

3.0

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives?:
Yes

Percentage of campus stakeholders reached annually through sustainability outreach and communications:
20 to 39

Approach used to determine the percentage of campus stakeholders reached annually:
Conservative estimate based on mixed/limited data sources

Description of the methodology used to determine the reach of the institution's sustainability outreach and communications:

The Office of Sustainability led an analysis on impact of outreach by compiling traffic from these sources into a report as of February 1, 2025

- Email Bulletin subscriptions (892)
- Combined site visits to websites maintained by the Office of Sustainability (wcupa.edu/sustainability, wcupa.edu/gordonNaturalArea, wcupa.edu/CampusGardens, wcupa.edu/transportation) (15,843 site visits between June 2023 and July 2024)
- Youtube video views and subscribers (371 views and 127 subscribers)
- Instagram Followers for the Office of Sustainability, Gordon Natural Area, and Sustainability Peer Educators (combined 2,306 followers)
- Facebook followers for the Office of Sustainability (1,067 followers)
- All sustainability-related student membership networks (2,210 students total for 13 various sustainability membership networks)
- WCU News Article views relating to WCU sustainability (6,625 views from July 2023 to June 2024)

While we do not have a reliable way of identifying the identities of the followers / viewers / students / subscribers / visitors, nor can we know the overlap between these platforms, we believe that a conservative estimate of 20 to 39% of campus stakeholders reached through these media is a reasonable one.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.2:
0.5

Optional documentation

Notes about the information provided for this credit:

Prepared by Calli Lambard and Brad Flamm, Office of Sustainability

clambard@wcupa.edu

Checked and updated by Joanna Guay 2/28/25

Additional documentation for this credit:

[NewFacOrientation_Sustainability_2024.pdf](#)

Co-Curricular Activities

Score	Responsible Party
5.00 / 9.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused peer-to-peer education program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed enterprise that is sustainability-focused. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution's sustainability activities (e.g., as described in indicators 2.1 and 2.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused co-curricular activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

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

2.1 Student sustainability organization

Does the institution formally recognize at least one student organization that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused student organization(s):

Sustainability-related student organizations (with descriptions posted by the organizations to the RamConnect portal) include:

- **Students for Sustainable Action:** The purpose of SSA is to encourage all students to participate in campus-wide sustainability efforts by providing a student-centered environment for discussion and collaboration. By bringing different student organizations together to collaborate, divide, and conquer on projects, we can achieve the common goal of advancing sustainability at WCU.
- **Sustainable Living Yoga Club:** SLYC members are dedicated to empowering students on and off the mat in keeping each other and the environment safe, respected, and heard. We are healthy for wellness.

Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice?:

Yes

Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice:

A few examples of non-sustainability focused student organizations advancing ecological integrity or racial equity and social justice:

- **WCU National Council of Negro Women (NCNW):** Its mission is to lead, advocate for, and empower women of African descent, their families and communities. (see https://www.wcupa.edu/_services/stu/ramseyeview/studentOrgs.aspx and https://ramconnect.wcupa.edu/club_signup for more information)
- **NAACP of West Chester University:** The mission of the National Association for the Advancement of Colored People (NAACP) is to secure the political, educational, social, and economic equality of rights in order to eliminate race-based discrimination and ensure the health and well-being of all persons.
- **Sexuality and Gender Alliance:** SAGA is a social, student-run club that offers friendship, discussion, resources, and snacks for the LGBTQ+ community and allies. We meet every Wednesday at 4:30PM in Sykes 255.
- **Underrepresented Genders in Physics:** UGP provides a safe space for underrepresented genders in physics and engineering. We build a community to support each other with our unique struggles in these fields. We hold biweekly meetings where we chat/hang out, have book clubs, guest speakers, share research, and more.
- **Environmental Health Club:** The Environmental Health Club promotes the Environmental Health major, participates in environmental service projects, and provides a platform for members to network with local professionals.
- **Oceanography Club:** We are a community of students interested in Marine: Biology, Chemistry, Physics, and Geology. Whether you are interested in learning more about any of the previously listed topics, or just learning more about the ocean as a whole, this organization is for you!
- **Slow Food Club:** Slow Food at WCU advocates the ideas of the Slow Food Movement of "Good, Clean, and Fair." From supporting local vendors to growing their own produce, they promote food that is healthy, sustainable, and ethical.

- **Habitat for Humanity:** Habitat for Humanity of Chester County's goals are summarized by their formal mission statement which reads: "...Habitat for Humanity brings people together to build homes, communities, and hope." This is a service organization that divides our efforts between fundraising, conducting local community service projects, participating in builds, and much more!
- **Association for Women's Empowerment:** The Association for Women's Empowerment is an organization that serves the student population as a support, discussion, action, and education organization. Our purpose is to inform the student population about women's issues and related topics.
- **Food Systems Management Club:** While broadening knowledge in the field of dietetics, members also take part in the chain of activities connecting food production, processing, distribution, consumption, and waste management. Taking an ecological approach to these ideas of what foods to make while creating foods that are nutritious as well as enjoyable. Those taking part will become knowledgeable in preparing high numbers of nutritious foods while being cost effective.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.1:

2.0

2.2 Sustainability-focused co-curricular activities

Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students?:

Yes

Description of and/or website URL for at least one major sustainability-focused event or series of events:

WCU hosts a variety of events during both semesters of each academic year. Events include speakers, symposia, workshops, bingo nights, and more. In the Fall of 2017 a Sustainability Research and Practice Seminar with weekly Wednesday lunch-hour lectures by WCU faculty conducting research on topics related to sustainability was established and has continued to the Spring 2025 semester (going virtual during the year and a half of the COVID-19 campus shutdown).

WCU's Sustainability Council hosts a yearly Sustainability Showcase open to the campus community to bring together all sustainability stakeholders on campus. Tables with information, games, and giveaways are hosted by the council's committees, student sustainability organizations, WCU shuttles, and campus partners like Aramark and facilities. The Sustainability Council's Zero Waste Committee also hosts an annual Zero Waste Summit.

All of these events are open to and intended for students, university employees, and community members. See the calendar on the Office of Sustainability's homepage: <https://www.wcupa.edu/Sustainability/default.aspx>.

Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers?:

Yes

Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students:

WCU Sustainability Peer Educators (SPEs) are undergraduate students hired to help organize and lead sustainability education and outreach programs on campus. SPEs are primarily responsible for developing and implementing sustainability-focused events and programming to inform and educate students on campus on how to live with more sustainable values. SPEs may also assist with other sustainability-related initiatives of the WCU Sustainability Council, the Office of Sustainability, and organizations with similar ideals. The position of the SPE was created to promote a thorough understanding of sustainability by emphasizing the interconnections between the environmental, social, and economic aspects of our local and global societies. SPEs work to encourage their peers to embrace sustainability principles and promote conscious, healthy, and just futures for all.

Through classroom education, event and workshop activities, and being visible to students, our peer educators strive to start the conversation about sustainability concerning social, economic, and of course, environmental aspects.

Examples of events include climate anxiety workshops to connect students to mental health resources on campus, sustainability games / education evenings, and Brandywine Project workshops around topics like sustainable consumption, eating habits, and more.

Learn more: <https://www.wcupa.edu/Sustainability/spe.aspx>

Does the institution regularly provide sustainability-focused employment opportunities for students on at least an annual basis?:

Yes

Description of and/or website URL for at least one sustainability-focused employment opportunity for students:

The Office of Sustainability, the Student Affairs Division, and WCU's Student Wellness program all hire students to work on projects that support WCU's commitment to environmental, economic, and social sustainability. For students seeking sustainability-related employment and internship opportunities, the university's Twardowski Career Center provides an online platform (Handshake at <https://wcupa.joinhandshake.com/login>) that facilitates keyword searches for environmental, social, and economic sustainability. Such opportunities are also publicized in the Office of Sustainability's weekly email bulletin (an archive of the bulletin can be found at <https://www.wcupa.edu/sustainability>).

Examples of on-campus positions available every year since 2019 include Sustainability Peer Educators, Campus Organic Garden Interns, and Gordon Natural Area Interns.

Does the institution have at least one student-managed enterprise that is sustainability-focused?:

Yes

Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused:

Through the Saxbys Experiential Learning Program, students have the opportunity to manage a cafe on West Chester University's North Campus. Saxbys is a certified B Corporation that provides students paid opportunities to be fully responsible for a campus cafe. Students have opportunities to earn microcredentials to add to their resumes. West Chester University's Saxbys is located at 701 S High St, West Chester, PA 19382. See <https://www.saxbyscoffee.com/the-saxbys-elp/> for more information.

Description of additional sustainability-focused co-curricular activities for students:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.2:

2.0

2.3 Percentage of students that participate in sustainability activities

Does the institution collect data on the extent of student participation in its sustainability activities?:

Yes

Percentage of students that participate in sustainability activities annually:

1 to 19

Approach used to determine the percentage of students that participate in the institution's sustainability activities annually:

Conservative estimate based on mixed/limited data sources

Narrative outlining how student participation in the institution's sustainability activities was determined:

We determined student participation in these activities by taking counts of membership in sustainability related groups and clubs, and the sustainability council. We expect that there is some double counting that we cannot measure due to data limitations, and so we are indicating approximately between 1-19% for our participation.

97 students in the Sustainability Council

Students for Sustainable Action Membership 456

Sustainable Living Yoga Club Membership 366

Food Recovery Network Membership 47

Veg Out Membership 296

Environmental Health Club Membership 99

Outdoors Club Membership 714

Oceanography Club Membership 34

Geography and Planning Club Membership 126

Food Systems Management Club Membership 72

2,308 total in SC and clubs

17,076 total headcount of students <https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/Factbook%202023.pdf>

13.5%

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.3:

1.0

Optional documentation**Notes about the information provided for this credit:**

Entry by: Calli Lambard

Entered on: 2/14/25

Reviewed and confirmed on 2/28/25 by Bradley Flamm.

Additional documentation for this credit:

Staff Engagement and Training

Score	Responsible Party
5.00 / 8.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- Peer-to-peer education programs in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution's sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

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

3.1 Staff sustainability network or engagement program

Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs:

All WCU non-academic staff members are invited to participate in the Brandywine Project Staff Sustainability Workshops which provide a space for them -- whether they're well-versed in concepts of environmental, social, and economic sustainability or new to them -- to grow in their knowledge and impact for sustainable action. Participants learn about the history of sustainability at WCU, ongoing local efforts and initiatives (including the Green Office Program), and participate in breakout sessions aimed at collaboratively envisioning solutions to sustainability hurdles in the workplace.

The semesterly Brandywine Staff Sustainability Workshop is open to all staff members and takes place over one morning (8 am to noon).

<https://www.wcupa.edu/Sustainability/brandywineProject.aspx>

WCU staff are also invited to participate in the Green Office Program, which connects staff members with information about sustainable office practices in areas like waste and recycling, energy, dining and catering, and more. Through the SharePoint site and Sustainability Council, staff can connect about issues they're facing. <https://www.wcupa.edu/Sustainability/greenoffice.aspx>

Does the institution have at least one voluntary staff network or engagement program open to non-academic staff that is focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice?:

Yes

Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice:

The Office for Diversity, Equity, and Inclusion offer a number of personal and professional development opportunities: https://www.wcupa.edu/_admin/diversityEquityInclusion/odeiTrainingEducation.aspx

Examples of workshops regularly offered to non-academic staff and faculty include:

- Individuals with Disabilities: Creating an Inclusive Environment
- Inclusive Leadership 1.0: Understanding Identities
- Sexual Misconduct Prevention & Response for Students
- Unconscious/Implicit Bias Workshop
- Creating an Inclusive Classroom

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.1:

2.0

3.2 Sustainability-focused staff training

Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis?:

Yes

Description of and/or website URL for at least one of the institution's sustainability-focused staff training opportunities:

Human Resources's Organizational Training and Development Program, in partnership with WCU's Office of Sustainability, hosts "Commute With Care: Benefits and Sustainable Options You May Not Know About" Zoom trainings for staff members. Four sessions of this training were held in Fall 2024 and three are planned for Spring 2025.

Training description: WCU employees have choices when commuting to campus. Join Office of Sustainability experts Brad Flamm and Calli Lambard to learn about your options for driving, carpooling, bicycling, taking public transit, using WCU shuttle buses, and more. Participants will also discover the benefits of sustainable transport and discuss potential barriers. There will be time for Q&A following the training.

Trainings are shared on the training calendar page: <https://www.wcupa.edu/hr/schedule.aspx>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.2:

2.0

3.3 Percentage of employees that participate in sustainability activities

Does the institution collect data on the extent of employee participation in its sustainability activities?:

Yes

Percentage of employees that participate in sustainability activities annually:

10 to 24

Approach used to determine the percentage of employees that participate in the institution's sustainability activities annually:

Conservative estimate based on mixed/limited data sources

Narrative outlining how employee participation in the institution's sustainability activities was determined:

To determine employee participation in institutional sustainability activities, we considered the number of employees engaged in the Sustainability Council (<https://www.wcupa.edu/Sustainability/getinvolved.aspx>) and the number of employees who participated in a Brandywine Workshop during FY 2023. There are 1,879 total employees at West Chester University of whom 188 are members of the Sustainability Council and an additional 28 non-SC member employees attended a Brandywine Sustainability Workshop, so we can calculate that 11.5% of university employees participate in sustainability activities.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.3:

1.0

Optional documentation

Notes about the information provided for this credit:

WCU factbook where number of total employees is noted: <https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/Factbook%202023.pdf>

Data entry by: Calli Lambard, Office of Sustainability

Data entry date: January 2025

Additional documentation for this credit:

Sustainability Culture Assessment

Score	Responsible Party
3.00 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its sustainability culture during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution's sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its employees are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

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

4.1 Sustainability culture assessment design and administration

Has the institution conducted an assessment of its sustainability culture during the previous three years?:

Yes

Narrative and/or website URL providing an overview of the instruments/tools used to assess sustainability culture:

There are several questions on the most recent Sustainability Census administered at West Chester University -- a survey developed and distributed by Sociology Professor / Sustainability Council Chair Aliza Richman in the Fall of 2022 to all WCU students, faculty, and staff -- that address sustainability culture. Dr. Richman created a sustainable action index as one method of assessment using responses from sections 1 and 2 of the Sustainability Survey. Responses to questions addressed all three categories noted in this credit's instructions: attitudes, beliefs, and values; awareness of and participation in the WCU sustainability initiatives; and other behaviors or practices that support sustainability. Almost one half of all questions on the Sustainability Census were related to these three categories of sustainability culture.

Description of the institution's recent sustainability culture assessment findings and any notable trends:

The majority of respondents occasionally to usually engage in sustainable actions of a variety of kinds. Approximately, 10% of respondents usually or always engage in sustainable actions. The most common sustainable actions on campus are: reducing energy use (79.8%), sorting trash and recycling (73.3%), minimizing or avoiding air travel (72.8%), and avoiding purchasing bottled water (70.2%). 89.6% of respondents either agree or strongly agree that they would like to live more sustainably. 83.9% of respondents either agree or strongly agree that the climate crisis is urgent and they must take action now. 70% of respondents wish for WCU to take more action to address sustainability and the climate crisis. 92% of respondents believe that global warming is happening, and 84% correctly stated that global warming is mostly caused by human activities. 87.2% of respondents are somewhat or very worried about global warming.

Is the culture assessment designed and administered in such a way that the results can be used to measure change over time?:

Yes

Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time:

These questions will be asked again in Wave II of the Sustainability Census taking place in the Spring semester of 2025. This will enable us to ascertain variation in responses over time.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.1:

1.0

4.2 Percentage of students assessed for sustainability culture

Percentage of students assessed for sustainability culture, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of students assessed for sustainability culture:

The Sustainability Census did not rely upon a random or representative sample -- it was designed for all 20,000 members of WCU's campus community - students, faculty, staff, and administrators- to complete. As such, Dr. Richman was able to ascertain the percentage of students who responded to the Survey and the sustainability culture questions on it as 10.4%. Using quantitative techniques, actual responses, and statistical weights provided by WCU's Office of Institutional Research the results are generalizable to the entire student body.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.2:

1.0

4.3 Percentage of employees assessed for sustainability culture

Percentage of employees assessed for sustainability culture, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture:

The Sustainability Census did not rely upon a random or representative sample -- it was designed for all 20,000 members of WCU's campus community - students, faculty, staff, and administrators- to complete. As such, Dr. Richman was able to ascertain the percentage of employees who responded to the Survey and the sustainability culture questions on it as 22.2% (417 of 1,879).. Using quantitative techniques, actual responses, and statistical weights provided by WCU's Office of Institutional Research the results are generalizable to all employees at the university.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Dr. Aliza Richman, Associate Professor of Sociology, Sustainability Council Chair, and curator of Literacy Assessment, provided responses and data on 2/14/25. Additional context provided by Dr. Bradley Flamm, Director of the Office of Sustainability on 2/27/2025.

Data entry: GA Joanna Guay 2/21/25

Additional documentation for this credit:

Public Engagement

Points Earned 15.40

Points Available 25.00

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

Credit	Points
Civic Engagement	2.00 / 8.00
Community Partnerships	9.00 / 9.00
Continuing Education	0.00 / 3.00
Shared Facilities	2.00 / 2.00
Inter-Campus Collaboration	2.40 / 3.00

Civic Engagement

Score	Responsible Party
2.00 / 8.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other civic engagement programs sponsored by the institution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employees volunteering for community organizations during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's employee community service programs.

Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution (e.g., a faculty member) have helped initiate and/or develop public policies that address sustainability challenges during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on policy development and advocacy efforts from within the previous three years.

To qualify for Criterion B, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by the institution (i.e., by administrators or entities with authority to speak on behalf of the institution). For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not. Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify. For example, advocating for government funding for campus sustainability may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

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

5.1 Percentage of students that participate in civic engagement programs

Does the institution have one or more programs to support student civic engagement?:

Yes

Narrative and/or website URL providing an overview of the institution's civic engagement programs for students:

West Chester University's Center for Community Engagement and Social Impact (CCESI) promotes a variety of community engagement opportunities, such as an annual Public Service and Sustainability Expo (the most recent occurring on Thursday, February 13, 2025), manages an on-campus Resource Pantry with connections to civic organizations in Chester County, provides student leadership opportunities through its RamCorps program, and many other initiatives

https://www.wcupa.edu/_services/civicEngagementSocialImpact/ Corrected CCESI Homepage Link

Student Page: https://www.wcupa.edu/_services/civicEngagementSocialImpact/students.aspx CCESI Student Homepage

Ram Corps Page for Students (CCESI) https://www.wcupa.edu/_services/civicEngagementSocialImpact/ramcorps.aspx

One important initiative is WCU Votes, which encourages student participation in civic life through voting in primaries and general elections. Connected to this initiative and in partnership with Tufts University and the National Student Clearinghouse, WCU participates in the National Study of Learning, Voting, and Engagement. This study provides data on students who participate in national elections each midterm and general election allowing WCU to track student engagement in this important civic responsibility:

https://www.wcupa.edu/_services/civicEngagementSocialImpact/wcuVotes.aspx

Percentage of students that participate in community service and/or other civic engagement programs annually:

25 to 49

Approach used to determine the percentage of students that participate in civic engagement programs annually:

Direct tracking of participation

Narrative outlining how student participation in civic engagement programs was determined:

The NSLVE accounts for participation in elections, which is the most reliable data provided outside of accrued attendance at civic engagement related events. In the 2022 general election, 42.8% of WCU students voted.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.1:

2.0

5.2 Employee community service program

Does the institution have one or more programs designed to support employee community service?:

No

Narrative and/or website URL providing an overview of the institution's programs to support employee community service:

West Chester University does not currently have a program to support employee community service, though many employees living in Chester County participate in community service in multiple ways, such as contributing to stream clean-up initiatives, joining civic and community organizations, and serving on local government boards, commissions, and committees.

Does the institution support employees volunteering for community organizations during regular work hours?:

No

Narrative and/or website URL providing an overview of the institution's support for community volunteering during regular work hours:

WCU Human Resources indicates that all work hours must be appropriately charged to either work or leave in accordance with all employee collective bargaining agreements and by policy. There is no official process for devoting work hours to volunteer initiatives.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.2:

0.0

5.3 Support for public policies to advance sustainability

Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years?:

No

Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges:

Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges:

Has the institution advocated for public policies to advance sustainability during the previous three years?:

No

Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability:

Documentary evidence of the institution's advocacy for public policies to advance sustainability:

Online resource that provides evidence of the institution's advocacy for public policies to advance sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Data Source:

5.1 - Dr. Rita Patel Eng (rpateleng@wcupa.edu) & Katie Clay (kclay@wcupa.edu), Director and Associate Director for Center for Civic Engagement

5.2 - Bill Helzsouer (whelzlsouer@wcupa.edu), Human Resources & Labor relations

5.3 - TBD

Data Entry: Joanna Guay, 12/6/2024

Additional documentation for this credit:

Community Partnerships

Score	Responsible Party
9.00 / 9.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one community partnership that is sustainability-focused.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

6.3 Community partnership assessment

An institution earns 3 points when A) it follows guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution's community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's community partnership policies, guidelines, and practices. To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

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

6.1 Sustainability-focused community partnerships

Does the institution have at least one community partnership that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability-focused community partnerships:

The Center for Community Solutions (CCS), housed within the Office of External Relations, maintains a strong, ongoing mutually beneficial partnership with the [West Chester Green Team](#) (WCGT). For example, the focus of a Summer 2024 project was for a CCS student intern (hourly wages were paid for by the university) to support the WCGT's [Legendary Lenape Educational Series](#). Previous CCS interns have supported other West Chester Green Team initiatives, including a summer gardening program and the development of social media and other communications campaigns.

The Office of Sustainability at West Chester University also has an ongoing relationship with the West Chester Green Team that includes multiple events every academic semester since 2018, including public lectures on campus (for example, University of British Columbia Professor Suzanne Simard spoke at WCU in November 2023 as a joint WCU / WCGT event), film series, Earth Day celebrations, informational tabling events, and public panel discussions.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.1:

3.0

6.2 Partnerships to support underrepresented groups and vulnerable populations

Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified?:

Yes

Description of the institution's community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges:

WCU projects supporting vulnerable populations include ongoing collaborations with the [Chester County Food Bank](#) (CCFB) and the [Community Warehouse Project](#). The university's Resource Pantry / Center for Civic Engagement and Social Impact coordinates these initiatives on the university side.

The Center for Community Solutions (CCS), for example, has supported student internships to conduct needs assessments on behalf of the CCFB for underserved and unserved communities, using both primary and secondary data collection. A CCS student intern has worked with the Community Warehouse Project to provide enhanced awareness of the organization (the organization provides free furniture and housewares to families and veterans in need throughout Chester County, estimating a diversion of twenty tons of furniture from the landfills each month).

[WCU's Resource Pantry](#) also works with both the CCFB and the West Chester Food Cupboard, and all three of those organizations are recipients of donated fresh produce from West Chester University's campus gardens program.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.2:

3.0

6.3 Community partnership assessment

Does the institution follow published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial?:

Yes

Publication that includes the community partnership guidelines:

[CommunityPartners_StudentOrientation.pdf](#)

Online resource that includes the institution's community partnership guidelines:

https://www.wcupa.edu/_services/civicEngagementSocialImpact/directory.aspx

Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners?:

Yes

Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit:

Community Partnerships are evaluated based on level of engagement. For involvement in programs such as RamCorps https://www.wcupa.edu/_services/civicEngagementSocialImpact/ramcorps and Community-Engagement Pathway courses, feedback is collected from community partners, students, and the Center for Community Engagement and Social Impact (CCESI) on a semesterly basis to ensure mutual benefit for all parties. If dissatisfaction is expressed by any of the partners, courses of action include refocusing of project guidelines, establishing communication leads, and in some cases, removal of students from a given site. For community service endeavors that are non-continuous, feedback is collected on a case-by-case basis conducted by participating parties. Overall data is collected by CCESI in a semester Community Service Report.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.3:

3.0

Optional documentation

Notes about the information provided for this credit:

Data Source: Dr. Julie Dietrich, Executive Director of Office of External Relations (jdietrich@wcupa.edu) & Dr. Rita Patel Eng, Director Center for Civic Engagement and Social Impact (rpateleng@wcupa.edu), and Katie Clay, Associate Director CCESI (kclay@wcupa.edu)

Data Entry: Joanna Guay, 12/6/2024

Additional documentation for this credit:

Continuing Education

Score	Responsible Party
0.00 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one continuing education course or education program that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a sustainability challenge earns 1.5 points.

Measurement

Report on the current status of the institution's continuing education offerings, i.e., courses and education programs that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., "Introduction to Sustainability") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

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

7.1 Continuing education offerings in sustainability

Does the institution have at least one continuing education course or program that is sustainability-focused?:

No

Narrative and/or website URL providing an overview of the sustainability-focused continuing education course offerings:

Does the institution have at least one continuing education offering that is focused on a topic other than sustainability, but incorporates sustainability content or addresses a sustainability challenge?:

No

Narrative and/or website URL providing an overview of the institution's continuing education offerings that incorporate sustainability content or address sustainability challenges:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 7.1:

0.0

Optional documentation

Notes about the information provided for this credit:

WCU's last formal Continuing Education program ended during the COVID 19 pandemic and was not reinstated. While some departments (such as Social Work and Education) provide some educational opportunities that former graduates return to participate in, they do not appear to meet the definitions as described in this credit's instructions.

Additional documentation for this credit:

Shared Facilities

Score	Responsible Party
2.00 / 2.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

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

8.1 Publicly shared facilities

Does the institution have on-site space for meetings or events that is publicly accessible?:

Yes

Does the institution provide free or low cost access to the meeting or event space?:

Yes

Description of the institution's publicly accessible space for meetings or events, including any free or low cost access options:

From the Facility Use Policy (<https://www.wcupa.edu/policies/documents/Facility%20Use%20Policy.pdf>): "As a public institution of higher education, West Chester University (WCU) seeks to balance its mission of instruction, scholarship and co-curricula activities with its commitment of service to the broader community of which it is a part. WCU facilities exist for the primary purpose of education and use by faculty, staff, students, and affiliated organizations and constituencies. **However, when space availability allows, WCU is committed to making its facilities available to groups and organizations outside the University whose purpose is consistent with the University's mission and strategic plan...** Priority for the use of a specific facility within the context of the purpose for which that facility was designed (gymnasium, classroom, offices, etc.), is assigned as follows: 1. University academic activities. 2. University-sponsored events including athletic events and student events 3. University co-sponsored activities: a. Academic b. Athletic c. Student **4. Non-University/External constituents.** Student groups are given the highest priority for the use of the Earl F. Sykes Student Union Building..."

For non-profit and community organizations, rental costs are half the price charged to for-profit and commercial users of university space.

Does the institution have at least one on-site facility with services or programs to help people meet their basic needs and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the basic needs facilities?:

Yes

Description of the institution's publicly accessible facilities that help people meet their basic needs, including any free or low cost access options:

The University's Speech and Hearing Clinic's mission is to provide free, high-quality speech-language pathology and audiology diagnostic and rehabilitative services for all individuals while maintaining excellence in clinical education for pre-professional clinicians. For more details of this free service to the campus community and the general public, see <https://www.wcupa.edu/healthSciences/commDisorder/clinic.aspx>.

Does the institution have at least one on-site facility that provides cultural services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the cultural service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide cultural services, including any free or low cost access options:

The university's Archaeology and Anthropology Museum (<https://www.wcupa.edu/sciences-mathematics/anthropologySociology/museum/>) is publicly accessible as are the Knauer and Baker art galleries (<https://www.wcupa.edu/arts-humanities/artDesign/exhibitionsEvents.aspx>). The university's Francis Harvey Green Library is also open to the public and provides free access to computers, books, and other resources. A community access card, for checking out items, is \$20 per year (<https://asklibrary.wcupa.edu/faq/401842>).

Does the institution have at least one on-site facility that provides recreational services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the recreational service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide recreational services, including any free or low cost access options:

The Robert B. Gordon Natural Area for Environmental Education (commonly referred to as just "the GNA") is a 126 acre natural area of forests, meadows, and streams on West Chester University's South Campus. It is used for teaching, research, bird-watching, exercise, and recreation and is open to the campus community and the general public year-round. (See <https://www.wcupa.edu/gordonnaturalarea/> for more information.)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 8.1:

2.0

Optional documentation

Notes about the information provided for this credit:

Data Entry: Joanna Guay 2/21/25

Data provided by Mary Beth Kurimay, Conference Services, for section 8.1. Additional data accessible online by Office of Sustainability staff.

Additional documentation for this credit:

Inter-Campus Collaboration

Score	Responsible Party
2.40 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the following six criteria:

- A. Institution participates in one or more sustainability-focused networks for educational institutions.
- B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.
- C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution.
- D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years.
- E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years.
- F. At least one individual affiliated with the institution has served as a peer reviewer for another institution's sustainability report or data during the previous three years.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

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

9.1 Inter-campus collaboration for sustainability

Does the institution participate in one or more sustainability-focused networks for educational institutions?:

Yes

Description of the institution's participation in sustainability-focused networks for educational institutions:

WCU is represented on the PASSHE Sustainable Development Task Force (SDTF) by Sustainability Council Chair Professor Aliza Richman and Director of the Office of Sustainability Dr. Bradley Flamm. (PASSHE is the public 10-university Pennsylvania State System of Higher Education.) As one of three of the 10 universities in PASSHE with dedicated sustainability staff (Millersville and Slippery Rock being the other two), WCU has taken a leadership role on the Task Force and in two sub-committees, the Campus and Operations and Curriculum and Education sub-committees. WCU provides guidance and analytical support to the other PASSHE universities, particularly the seven without sustainability offices.

Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years?:

Yes

Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions:

West Chester University has been represented by participants and presenters at the Higher Education Climate Leadership Summit in February 2024 (Long Beach, California) and February 2025 (Washington DC), and at AASHE Annual Conferences and Expos many times, most recently in Anaheim, California in October 2024. In addition, WCU sustainability staff and faculty regularly give guest lectures and presentations at Delaware Valley region institutions of higher education; most recently in October 2024 when Director Bradley Flamm spoke at Kutztown University in Kutztown, Pennsylvania. WCU also hosts other colleges and universities for sustainability-focused events, such as the September 2023 workshop for six regional partners (including Temple University, Swarthmore College, and the University of Pennsylvania) on WCU's investments in and experiences with geo-exchange heating and cooling technologies.

Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution?:

No

Description of institution's sustainability-focused articulation/transfer agreements:

West Chester University has articulation agreements with Delaware County Community College, the Community College of Philadelphia, and other institutions to ensure smooth transitions from nearby institutions to WCU, but the agreements are not specifically focused on studying sustainability.

See https://www.wcupa.edu/_admin/articulation-agreements/default.aspx for details of WCU's many articulation / transfer agreements.

Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years?:

Yes

Description of the institution's sustainability mentoring activities:

Bradley Flamm, Director of the Office of Sustainability, has participated in AASHE's mentor / mentee program three times, most recently in 2023/24 with Dr. Miriam Shakow of The College of New Jersey, and in 2024/25 with Kaitlynn Hamaty, Sustainability Coordinator at Millersville University.

Has at least one individual affiliated with the institution served in a leadership role for a sustainability-related inter-campus sustainability network, conference, or community of practice during the previous three years?:

Yes

Description of the institution's leadership roles in inter-campus collaboration:

Dr. Paul Morgan currently serves on AASHE's Advisory Council (<https://www.aashe.org/about-us/who-we-are/advisory-council/>) with his current term ending in December, 2025. Dr. Bradley Flamm has also previously served on the Advisory Council and has often served as a judge for AASHE awards programs.

Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years?:

No

Description of the institution's peer review activities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 9.1:

2.4

Optional documentation

Notes about the information provided for this credit:

Prepared by Bradley Flamm, Director, WCU Office of Sustainability. Updated on 3/1/2025.

Additional documentation for this credit:

Operations

Buildings & Grounds

Points Earned 7.64

Points Available 20.00

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

Credit	Points
Building Design and Construction	1.73 / 3.00
Building Operations and Maintenance	0.00 / 5.00
Water Use	3.05 / 7.00
Ecologically Managed Grounds	2.86 / 5.00

Building Design and Construction

Score	Responsible Party
1.73 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and major renovation projects completed within the previous five years have been third party certified to a comprehensive green building standard that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

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

1.1 Percentage of new floor area designed and constructed to green building standards

Total floor area of newly constructed or renovated building space:

349,213.545658731

Floor area of new building space third party certified to a comprehensive green building standard:

172,136.455388664

Floor area of new building space third party certified to a less comprehensive green building standard:

0.0

Floor area of new building space built to green building standards, but not third party certified:

88,188.718046481

List and description of building and renovation projects completed within the previous five years:

Building	<u>Square feet</u>	<u>Square meters</u>	<u>Green building standards</u>
SECC (Science and Engineering Center / the Commons) building	172,132	15,992	Major new construction, LEED Gold certified
Commons garage	75,000	6,968	Major new construction, contributes to SECC LEED Gold certification
Anderson Hall	88,189	8,193	Renovation to LEED silver standard, but not certified
4 residential apartments	13,885	1,290	Unknown
TOTAL	349,206	32,443	

If reporting on the institution's custom green building standards, at least one of the following two fields is also required:

Online location of the institution's green building standards:

Copy of the institution's green building standards:

[FDC_MASTER_MANUAL_-REV_11-26-2019.docx](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 1.1:

1.731313380390223

Optional documentation

Notes about the information provided for this credit:

Data Source: Nicole Ward, Director of Design and Construction, December 2024.

<https://www.usgbc.org/projects/west-chester-university-secc>

Data entry: Joanna Guay, January 2025.

Additional documentation for this credit:

Building Operations and Maintenance

Score	Responsible Party
0.00 / 5.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a green building standard, as detailed in the Technical Manual. Incremental points are available and earned as outlined in the manual.

Measurement

Report on the current status of the institution's buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

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

Water Use

Score	Responsible Party
3.05 / 7.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

3.1 Potable water use per person

An institution earns 2 points when its annual potable water use per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark, and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period.

Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site green infrastructure (GI). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and existing infrastructure.

3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total water withdrawal. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the [US Environmental Protection Agency \(EPA\)](#).

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

3.1 Potable water use per person

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

High

Performance year for water use:

2024

Peer group:

Doctoral universities and research institutions

Potable water from off-site sources:

94,811,217.376774

Reclaimed water from off-site sources:

0.0

Other off-site water sources:

0.0

Potable water from on-site sources:

0.0

Other on-site water sources:

0.0

Full-time equivalent student enrollment:

17,309.0

Full-time equivalent of employees:

1,879.0

The Reporting Tool will automatically calculate the following four figures:

Annual potable water use:

94,811,217.376774

Full-time equivalent students and employees:

19,188.0

Annual potable water use per person:

4,941.171498540755

Points earned for indicator OP 3.1:

1.5010061640724555

3.2 Potable water use per square meter

Gross floor area of building space:

3,844,630.9185321843

The Reporting Tool will automatically calculate the following two figures:

Annual potable water use per unit of floor area:

24.660694541291605

Points earned for indicator OP 3.2:

1.2203517197563285

3.3 Systems for water recovery and return

Does the institution harvest rainwater on-site for storage and use?:

No

Narrative and/or website URL providing an overview of the institution's on-site rainwater harvesting systems:

Does the institution recover water on-site for reuse?:

No

Narrative and/or website URL providing an overview of the institution's on-site water recovery and reuse systems:

Does the institution collect and return water to surface water or groundwater through on-site green infrastructure?:

Yes

Narrative and/or website URL providing an overview of the institution's on-site green infrastructure:

West Chester University has rain gardens and water retention ponds in six locations on north campus, two associated with LEED Gold certified buildings: the Business and Public Management Center building and the Sciences and Engineering Center / the Commons building. The other locations are near the building named The Poetry Center (832 South High Street), behind the Sykes Student Union parking lot, behind the L parking lot, and near University and Allegheny Halls.

On south campus there are water retention ponds west of Glen Echo, west of UHS Village Apartments, and east of Rockwell Field.

Cisterns are located underneath the Academic Quad and near Commonwealth Hall.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 3.3:

0.3333333333333333

3.4 Ratio of water recovered/returned to total water withdrawal

Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site?:

No

Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site:

Estimated volume of rainwater harvested on-site for storage and use:

Estimated volume of water recovered on-site for reuse:

Estimated volume of water collected and returned through on-site green infrastructure:

The Reporting Tool will automatically calculate the following four figures:

Annual volume of water recovered and/or returned:

0.0

Total water withdrawal:

94,811,217.376774

Ratio of water recovered/returned to total water withdrawal:

0.0

Points earned for indicator OP 3.4:

0.0

Optional documentation

Notes about the information provided for this credit:

Data on water usage provided by John Lattanze (jlattanze@wcupa.edu) and entered by Data Monitoring/Analysis GA Joanna Guay (jg1051264@wcupa.edu) on 11/14/2024; updated with information from Gary Ludwig and Josh Braid in February 2025.

Additional documentation for this credit:

Ecologically Managed Grounds

Score	Responsible Party
2.86 / 5.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials approved for organic use are used). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution's organic IPM plan/protocol or equivalent.

4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area protected or restored or otherwise managed ecologically is equal to or greater than the total area of managed campus green space. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's grounds. Include the total area of green space actively managed within the institution's STARS reporting boundary, e.g., by the institution's in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution's discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use [i-Tree Tools](#) or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II in the Technical Manual. For further guidance, see the [STARS Help Center](#).

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

4.1 Organic landscaping/grounds services

Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach?:

No

Online location of the institution's IPM protocol:

Copy of the institution's IPM protocol:

Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds?:

Yes

Online location of the institution's chemical inventory:

Copy of the institution's most recent chemical inventory:

[HazardousInventory.pdf](#)

Do the institution's landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides?:

Yes

Narrative and/or website URL providing an overview of the institution's organic landscaping/grounds policies and practices:

Best practices of organic management include mechanical seasonal pruning, tree service, and some field mowing. Sometimes this is combined with an application of our organic compost which is created on campus. All debris is composted on campus.

NOTE: An Integrated Pest Management Protocol is in the process of being updated. Informally the Grounds Department has followed such practices for many years, but we cannot provide documentation so are responding "No" to the first question of 4.1.

Have the institution's landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides?:

No

Online resource affirming the organic status of the institution's landscaping/grounds services:

Document affirming the organic status of the institution's landscaping/grounds services:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 4.1:

1.0

4.2 Ratio of ecologically managed green space to total managed green space

Total area of managed green space:

420.0785

Area protected or restored:

126.02355

Area of tree canopy:

100.81884

Area managed organically:

201.0

The Reporting Tool will automatically calculate the following four figures:

Ratio of areas protected or restored to total managed green space:

0.3

Ratio of tree canopy to total managed green space:

0.24

Ratio of areas managed organically to total managed green space:

0.47847058823529415

Points earned for indicator OP 4.2:

1.858470588235294

Optional documentation

Notes about the information provided for this credit:

Tree canopy is a minimum of 80% of the area of the GNA (126 acres) = 100.8 acres = 40.8 hectares. Additional tree canopy exists in other areas of the university's south and north campuses, but the most recent quantitative analysis is 10 years old, so we document only the minimum, a conservative calculation of tree canopy cover.

Additional documentation for this credit:

Energy & Climate

Points Earned 15.65

Points Available 26.00

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas 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. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

Credit	Points
Energy Use	5.42 / 10.00
Greenhouse Gas Emissions	10.23 / 16.00

Energy Use

Score	Responsible Party
5.42 / 10.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from renewable sources. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's residual supply that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the [STARS Help Center](#).

5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

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

5.1 Energy consumption per square meter

Convert site energy figures to megawatt-hours (MWh) using the [STARS energy calculator](#) or an equivalent resource.

Performance year for energy use:

2023

Peer group:

Doctoral universities and research institutions

Gross floor area of building space:

3,844,630.9185321843

Electricity

Electricity generated by on-site renewable systems:

30.08

Description of the on-site renewable systems:

WCU has two small solar panel arrays, one a ground array of 6 panels used for a mini-split HVAC appliance at 114 W. Rosedale Ave. and one for a rooftop array of 165 panels on the Student Recreation Center.

On-site renewable electricity exported:

0.0

Electricity from off-site sources:

46,155.156

Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

Natural gas:

28,466.12

Propane/LPG:

0.0

Heating oil:

267.22

Coal/coke:

0.0

Bioenergy products:

0.0

Other stationary fuels:

0.0

Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

Steam from off-site sources:

0.0

Hot water from off-site sources:

0.0

Chilled water from off-site sources:

0.0

The Reporting Tool will automatically calculate the following six figures:

Total electricity consumption:

46,185.236000000004

Total stationary fuel consumption:

28,733.34

Total heating and cooling from off-site sources:

0.0

Total annual energy consumption:

74,918.576

Annual energy consumption per unit of floor area:

19.486537286119884

Points earned for indicator OP 5.1:

2.539372927489417

5.2 Energy consumption per person

Full-time equivalent student enrollment:

17,309.0

Full-time equivalent of employees:

1,879.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

19,188.0

Annual energy consumption per person:

3,904.4494475713987

Points earned for indicator OP 5.2:

2.874845725384811

5.3 Percentage of energy from renewable sources

Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided. Note that electricity generated by on-site renewable systems is reported above for indicator 5.1. Energy attribute certificates (EACs) include RECs, GOs, and I-RECs.

Contractual instruments for renewable electricity

Energy attribute certificates (EACs) sold or not owned by the institution:

0.0

Electricity from certified off-site renewable sources:

0.0

Description of the certified off-site renewable sources of electricity:

Electricity from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of electricity:

Certified unbundled EACs:

0.0

Description of the certified unbundled EACs:

Renewable stationary fuels

Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

Certified bioenergy products:

0.0

Description of the certified bioenergy products:

Uncertified biomethane from organic waste or landfill gas:

0.0

Description of the uncertified biomethane products:

Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource.

Heating and cooling from certified off-site renewable sources:

0.0

Description of the certified off-site renewable sources of heating and cooling:

Heating and cooling from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of heating and cooling:

Demand reduction**Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy:**

West Chester University has made significant investments in geo-exchange heating and cooling systems on our north and south campuses. 13 buildings are connected to a district system, three additional buildings have individual systems, and a student apartment complex is also heated and cooled via geo-exchange technology. Over 850 boreholes in multiple well fields provide the thermal exchange capacity needed to ensure comfortable building interior temperatures throughout the year. Of the university's 357,178 square meters of building space, over 40% is on geo-exchange systems.

The Reporting Tool will automatically calculate the following seven figures:

Electricity from on-site renewable systems, rights retained/retired:

30.08

Electricity from renewable sources:

30.08

Renewable stationary fuels:

0.0

Heating and cooling from off-site renewable sources:

0.0

Annual renewable energy consumption:

30.08

Percentage of energy from renewable sources:

0.04015025592584675

Points earned for indicator OP 5.3:

0.0012045076777754025

5.4 Percentage of electricity from on-site or certified renewable sources

The Reporting Tool will automatically calculate the following three figures:

On-site and/or third party certified renewable power:

30.08

Percentage of electricity from on-site and/or third party certified renewable sources:

0.06512903820606221

Points earned for indicator OP 5.4:

0.0006512903820606221

Optional documentation

Notes about the information provided for this credit:

In 2022 WCU was reclassified to a Doctoral University -- High Research Activity (R2): <https://www.wcupa.edu/communications/newsroom/2022/03.03R2.aspx>.

Fiscal Year 2023 (at WCU, 1 July 2022 to 30 June 2023) was selected as FY 2024 data remains incomplete due to billing and tracking problems of our electricity provider, PECO, a subsidiary of the Exelon Corporation.

94,324 mcf of natural gas converted to 28,466.12 Megawatt-hours

6,516 gallons of heating oil converted to 267.22 Megawatt-hours

Additional documentation for this credit:

Greenhouse Gas Emissions

Score	Responsible Party
10.23 / 16.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the 10 sources listed below. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry's General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a market-based method, a location-based method, or both (dual reporting).

For scope 3 GHG emissions, indicate to what extent all of the institution's relevant scope 3 activities in the category have been accounted for within the previous three years. To qualify as "full accounting", an institution must have accounted for all relevant scope 3 activities in the category. To qualify as "partial accounting", an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report "partial accounting".

6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by full-time equivalent students and employees, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero adjusted net scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance between a baseline and the net zero emissions target and earned as outlined in the Technical Manual.

Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

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

6.1 Greenhouse gas emissions inventory and disclosure

Scope 1 and 2 GHG emissions inventory

Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions?:

Yes

Copy of the institution's GHG emissions inventory:

Online location of the institution's GHG emissions inventory:

<https://unhsimap.org/public/institution/66>

Performance year for scope 1 and 2 GHG emissions:

2023

Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory:

University of New Hampshire's Sustainability Indicator & Management Analysis Platform (SIMAP) used to enter GHG emissions sources and publish results. Data for FY 2023 (July 2022 through June 2023) are reported in the performance year. Scope 3 emissions for business travel were obtained from Purchasing Department records of reimbursed air and ground travel for FY 2023. Commuting data obtained from survey conducted in the spring 2023 semester on campus of faculty, staff, and students.

Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Scope 1 GHG emissions from stationary combustion:

5,224.3

Scope 1 GHG emissions from mobile combustion:

569.67

Scope 1 GHG process emissions:

0.0

Scope 1 GHG fugitive emissions:

792.34

Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Which of the following methods were used to quantify the institution's scope 2 GHG emissions?:

Location-based

Scope 2 GHG emissions from off-site sources of electricity (market-based):

If using a location-based or dual reporting method, the following field is also required:

Scope 2 GHG emissions from off-site sources of electricity (location-based):
13,823.36

Scope 2 GHG emissions from off-site sources of heating and cooling:
0.0

The Reporting Tool will automatically calculate the following three figures:

Annual scope 1 GHG emissions:

Annual scope 2 GHG emissions:

Annual scope 1 and 2 GHG emissions:

20,409.670000000002

Biogenic emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Does the institution's GHG emissions accounting method separate out biogenic emissions for disclosure purposes?:

No

GHG emissions from biogenic sources:

0.0

Scope 3 GHG emissions

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel?:

Full accounting

Scope 3 GHG emissions from business travel:

1,828.67

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting?:

Full accounting

Scope 3 GHG emissions from commuting:

10,413.22

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services?:

Not at all

Scope 3 GHG emissions from purchased goods and services:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods?:

Not at all

Scope 3 GHG emissions from capital goods:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2?:

Full accounting

Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2:

2,106.58

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution?:

Not at all

Scope 3 GHG emissions from upstream transportation and distribution:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations?:

Full accounting

Scope 3 GHG emissions from waste generated in operations:

1,302.53

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard?:

Partial accounting

Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard:

742.88

If any scope 3 activities have been quantified, the following field is also required:

Description of the methodologies used to identify and account for the institution's relevant scope 3 activities:

Data obtained from Facilities Division for Scopes 1 and 2 and for relevant utilities (Solid Waste, Waste Water) for Scope 3. UNHSIMAP calculates FERA and T&D Losses for Scope 3.

We were not able to obtain Scope 3 related data for

1. Purchased goods and services
2. Capital goods
3. Fuel and energy related activities
4. Upstream transportation and distribution
5. Upstream leased assets
6. Downstream transportation and distribution
7. Processing of sold products
8. Use of sold products
9. End-of-life treatment of sold products
10. Downstream leased assets

11. Franchises

12. Investments

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 6.1:

2.625

6.2 Greenhouse gas emissions per square meter

Peer group:

Doctoral universities and research institutions

Gross floor area of building space:

3,844,632.0

The Reporting Tool will automatically calculate the following two figures:

Annual scope 1 and 2 GHG emissions per unit of floor area:

5.30861243416448

Points earned for indicator OP 6.2:

2.851428074753826

6.3 Greenhouse gas emissions per person

Full-time equivalent student enrollment:

17,309.0

Full-time equivalent of employees:

1,879.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

19,188.0

Annual scope 1 and 2 GHG emissions per person:

1,063.6684386074633

Points earned for indicator OP 6.3:

3.4791045844233777

6.4 Adjusted net greenhouse gas emissions

Carbon sinks

Report figures for the performance year. If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

Third party certified carbon offsets:

0.0

Description of the institution's third party certified carbon offsets:

Carbon storage from on-site composting:

0.0

Description of the institution's carbon storage from on-site composting:

Carbon sold or transferred:

0.0

Carbon storage from non-additional sequestration on institution-owned land:

0.0

Baseline emissions

Does the institution have baseline scope 1 and 2 GHG emissions data?:

Yes

Copy of the institution's baseline GHG emissions inventory:

Online location of the institution's baseline GHG emissions inventory:

https://www.wcupa.edu/Sustainability/documents/WCU_Climate_Action_Plan_2013.pdf

Baseline year for scope 1 and 2 GHG emissions:

2010

Narrative outlining when and why the GHG emissions baseline was adopted:

West Chester University's GHG emissions baseline represents the first year for which the university calculated carbon emissions. That year -- Fiscal Year 2010 -- was included in WCU's first Climate Action Plan (published in 2013), produced as a requirement of WCU's signing of the American College and University Presidents Climate Commitment in 2010.

Baseline scope 1 and 2 GHG emissions:

29,987.56

The Reporting Tool will automatically calculate the following four figures:

Net carbon sinks:

0.0

Adjusted net scope 1 and 2 GHG emissions:

20,409.670000000002

Percentage reduction in scope 1 and 2 GHG emissions from baseline:

31.939544264354947

Points earned for indicator OP 6.4:

1.2775817705741979

Optional documentation**Notes about the information provided for this credit:**

Data and narrative entered by Bradley Flamm, February and March 2025.

Additional documentation for this credit:

Food & Dining

Points Earned 5.25

Points Available 10.00

This impact area seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

Credit	Points
Dining Service Procurement	3.25 / 8.00
Food Recovery	2.00 / 2.00

Dining Service Procurement

Score	Responsible Party
3.25 / 8.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in the Technical Manual.

Food and beverage sustainability criteria

Scope

- Fresh food, e.g., produce, meat, eggs, fish, and shellfish
- Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods
- Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water

Sustainability criteria

A. Sustainably or ethically produced

- Certified to one or more of the following:
 - An organic standard that is endorsed by [I-FOAM Organics International](#) or requires conformance to an I-FOAM endorsed organic standard
 - An ISO Type I ecolabel or sustainability standard for food and beverage products that is developed or administered by a farm/ food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization
 - An environmental sustainability, fair trade/ labor, or animal welfare standard recognized at Level 1, 2, or 3 in the [Anchors in Action Aligned Framework](#) (US) or an AASHE-approved equivalent standard (in countries

other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.
- Produced by campus farms or gardens using sustainable or ethical methods

AND/OR

- Grown, raised, or caught by small producers using sustainable or ethical methods, as evidenced by or documented through one or more of the following:
 - Participatory Guarantee System (PGS)
 - Short food supply chain (SFSC)
 - Small Producers' Symbol (SPP)
 - World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership
 - An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an [updated list of qualifying certifications and programs](#).

B. Plant-based foods

- Unprocessed and minimally processed fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs,

spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves

- Culinary ingredients obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)
- Processed foods that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimis purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/

description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). [A template is available](#). For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the “percentage of food and beverage spend on products that are sustainably or ethically produced” and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria (e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy). A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One suppliers (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

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

7.1 Percentage of food and beverage spend that meets sustainability criteria

Performance year for food and beverage purchasing:

2024

Percentage of food and beverage spend on products that are sustainably or ethically produced:

1.37

Percentage of food and beverage spend on plant-based foods:

19.43

Inventory of qualifying food and beverage purchases:

[STARS_2_2_Plant_Based_OF_1_1.pdf](#)

Description of the methodology used to determine the spend on products that are sustainably or ethically produced:

This assessment was conducted for FY 2024 using Aramark's MarketPro Diversity & Sustainability Dashboard Reporting System.

Description of the methodology used to determine the spend on plant-based foods:

This assessment was conducted for FY 2024 using Aramark's MarketPro Diversity & Sustainability Dashboard Reporting System).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.1:

1.248

7.2 Percentage of dining service spend with social impact suppliers

Does the institution have sufficient data on its dining service spend to pursue this indicator?:

Yes

Performance year for social impact dining service purchasing:

2024

Percentage of dining service spend with social impact suppliers:

17.0

Narrative and/or website URL providing an overview of the dining service program's social impact suppliers:

<https://www.aramark.com/environmental-social-governance/equity-wellbeing/sourcing-ethically>

Description of the methodology used to determine the spend with social impact suppliers:

This assessment was conducted for FY 2024 using Aramark's MarketPro Diversity & Sustainability Dashboard Reporting System).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Data Provided by: Nicholas Ventrola, Resident District Manager of Aramark (ventrola-nicholas@aramark.com)

Data Entered: Joanna Guay 12/6/2024

Additional documentation for this credit:

Food Recovery

Score	Responsible Party
2.00 / 2.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

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

8.1 Food recovery program

Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus food donation program:

Yes - we have partnered with WCU's chapter of the Food Recovery Network and donate product to the Resource Pantry when excess happens and they can accept it.

<https://westchester.campusdish.com/Sustainability>

Do the institution's dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's pre-consumer food waste diversion program:

Pre-consumer food waste is pulped and dehydrated in the Commons Dining Hall (the largest dining facility on campus).

<https://westchester.campusdish.com/Sustainability>

Do the institution's dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's post-consumer food waste diversion program:

Yes - fryer oil is recycled to produce biofuel.

<https://westchester.campusdish.com/Sustainability>

In addition, post-consumer food waste has begun to be pulped and dehydrated in the Commons Dining Hall (the largest dining facility on campus) beginning in the Spring 2025 semester. While the dining hall has been open for several years, technical problems with the dehydrators prevented post-consumer food scraps from being processed.

<https://westchester.campusdish.com/Sustainability>

Do the institution's dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements?:

Yes

Narrative and/or website URL providing an overview of the institution's food and organic materials management tracking and assessment initiatives:

Aramark at West Chester University uses the Lean Path tool to track pre-consumer waste. See <https://westchester.campusdish.com/Sustainability> and <https://www.aramark.com/about-us/environmental-social-governance>.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 8.1:

2.0

Optional documentation

Notes about the information provided for this credit:

Data Provided by: Nicholas Ventrola, Resident District Manager of Aramark (ventrola-nicholas@aramark.com)

Data Entered: Joanna Guay 12/6/2024

Additional documentation for this credit:

Procurement & Waste

Points Earned 5.65

Points Available 19.00

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

Credit	Points
Sustainable Procurement System	0.00 / 7.00
Purchased Goods	1.61 / 4.00
Materials Management	2.50 / 4.00
Waste Generation and Recovery	1.54 / 4.00

Sustainable Procurement System

Score	Responsible Party
0.00 / 7.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

9.1 Supplier code of conduct

An institution earns 1 point when it has a published supplier code of conduct that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its bid solicitations - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a representative sample that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of \$50,000 USD or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution's bid appraisal process. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the institution's minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which "product and supplier sustainability" is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual contract spend is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of \$50,000 US Dollars (USD) or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

The analysis may be limited to the institution's Tier One suppliers (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier's subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the "Notes" field provided in the Reporting Tool.

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

Purchased Goods

Score	Responsible Party
1.61 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Cleaning product sustainability criteria

Scope	Sustainability criteria
• General purpose bathroom, glass, and carpet cleaners • Degreasing agents • Biologically-active cleaning products (enzymatic and microbial products) • Floor-care products (e.g., floor finish and floor finish strippers) • Hand soaps and hand sanitizers • Disinfectant • Metal polish and other specialty cleaning products An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.	A. Preferable Third party certified to a ISO Type I ecolabel or sustainability standard for cleaning products that is: • Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization AND/OR • Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization An updated list of preferable standards is available in the STARS Help Center. B. Other qualifying • Third party certified to an ISO Type I

ecolabel or sustainability standard not recognized as preferable

AND/OR

- 30 percent minimum postconsumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Electronics sustainability criteria

Scope	Sustainability criteria
- Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations) - Displays (monitors and signage displays) - Servers - Data center and networking equipment - Imaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners) - Televisions - Mobile phones	A. Preferable - EPEAT Gold (Green Electronics Council) AND/OR - TCO Certified B. Other qualifying - EPEAT Silver or Bronze - Third party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferable - ENERGY STAR, EU Energy A, or local equivalent - Refurbished AND/OR - Extended producer responsibility (e.g., a closed-loop or product take-back program)

An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Furniture sustainability criteria

Scope	Sustainability criteria
• Individual and group seating • Workstations, desks, and tables • Storage and shelving units • Filing cabinets and cases • Integrated visual display products (e.g., markerboards and tackboards) • Hospitality furniture • Miscellaneous items such as mobile carts, freestanding screens, and movable partitions An institution may include other types of furniture, at its discretion, as long as it does so consistently. Exclude goods that are reused on-site (i.e., not purchased).	A. Preferable Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is: • Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization AND/OR • Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization An updated list of preferable standards is available in the STARS Help Center. B. Other qualifying • Environmental Product Declaration (EPD) or Health Product Declaration (HPD) • Extended producer responsibility (e.g., a closed-loop or product take-back program) AND/OR • Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Office paper sustainability criteria

Scope	Sustainability criteria
Standard office printing and copier paper	A. Preferable
An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.	• 100 percent postconsumer recycled and/ or agricultural residue content • Forest Stewardship Council (FSC) Recycled label
	AND/OR
	• Paper Step 'Superior' (Canopy Ecopaper Database / Environmental Paper Network)
	B. Other qualifying
	• 30 percent minimum postconsumer recycled and/ or agricultural residue content • Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix)
	AND/OR
	• Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

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

10.1 Percentage of cleaning products spend that meets sustainability criteria

Local currency code:

840

Does the institution have sufficient data on its cleaning product spend to pursue this indicator?:

Yes

Performance year for cleaning products spend:

2024

Total annual spend on cleaning products:

117,968.28

Annual spend on cleaning products that meet preferable sustainability criteria:

79,748.0

Annual spend on cleaning products that meet other qualifying sustainability criteria:

14,035.0

List or sample of cleaning product purchases and the preferable and/or other qualifying criteria that each purchase meets:

Product	Manufacturer	Total Cost	Product Category	Sustainability
Take Down Fresh and Clean	Hillyard	\$466.56	cleaning product	
Tile and Grout Cleaner	Hillyard	\$146.88	cleaning product	
North Star	Hillyard	\$1,584.00	cleaning product	
Satin Floor Finish	Hillyard	\$3,613.60	cleaning product	
Heavy Duty Floor Cleaner	Hillyard	\$576.80	cleaning product	
Carpet Spotter	Hillyard	\$138.08	cleaning product	
Neutralizer	Hillyard	\$5,157.36	cleaning product	
Restorer	Hillyard	\$125.04	cleaning product	
Stripper	Hillyard	\$2,554.30	cleaning product	
Green Select Glass Cleaner	Hillyard	\$385.80	cleaning product	Green Seal
Suprox Heavy Duty	Hillyard	\$273.60	cleaning product	Green Seal
QT3 Disinfectant	Hillyard	\$3,192.80	Disinfectant	
Suprox Floor and Glass	Hillyard	\$6,566.40	cleaning product	Green Seal
Carpet Debrowner II	Hillyard	\$303.00	cleaning product	
Carpet Spotter	Hillyard	\$290.52	cleaning product	
Liquid Gum-Go	Hillyard	\$303.24	cleaning product	
Jumbo Toilet Tissue	Hillyard	\$52,052.00	Paper product or trash bag	UL ECOLOGO
Wow Stainless Steel Cleaner	EZ Finishes	\$134.10	cleaning product	
Brawny 1-Ply Bathroom Tissue	Georgia-Pacific	\$1,219.20	Paper product or trash bag	Green Seal
Crew Non-Acid Disinfectant	Diversey	\$5,402.00	Disinfectant	
Graffiti Remover		\$197.00	cleaning product	

	Spartan Chemical			
Mineral Shock	Envirox	\$2,993.00	cleaning product	UL ECOLOGO
Bona SuperCourt	Bona	\$400.00	cleaning product	Green Seal
Brown Roll Paper Towels	Grainger	\$14,035.00	Paper product or trash bag	50% min post-c
PeakServ Hand Towel	Hillyard	\$3,840.00	Paper product or trash bag	FSC International
Hand Soap	Scott	\$12,018.00	Hand soap or sanitizer	UL ECOLOGO

The Reporting Tool will automatically calculate the following three figures:

Percentage of cleaning product spend that meets preferable sustainability criteria:
67.60122297281947

Percentage of cleaning product spend that meets other qualifying sustainability criteria:
11.897265943014512

Points earned for indicator OP 10.1:
0.7354985594432673

10.2 Percentage of electronics spend that meets sustainability criteria

Does the institution have sufficient data on its electronics spend to pursue this indicator?:

Yes

Performance year for electronics product spend:

2024

Total annual spend on electronics:

1,827,928.53

Annual spend on electronics that meet preferable sustainability criteria:

1,599,649.02

Annual spend on electronics spend that meet other qualifying sustainability criteria:

15,851.85

List or sample of electronics purchases and the preferable and/or other qualifying criteria that each purchase meets:

West Chester University's Information Services and Technology division staff provided the fiscal year 2024 (7/1/2023 to 6/30/2024) annual spend dollars and noted that the calculations included computers, monitors, printers, and flat panel displays, but not purchases for IT infrastructure (servers, routers, switches, firewalls). They provided the breakdown below and noted that the unclassified equipment are ePeat rated, but the specific rating (bronze, silver, or gold) is not specified. However, because the rating for the \$212,428 spend is unknown, we have excluded that amount and are only including the amount for bronze and silver ePeat rating spend in the "other qualifying sustainability criteria" category.

Bronze: \$1,889.54

Silver: \$13,962.31

Gold: \$1,599,649.02

Unclassified EPEAT equipment: \$212,427.66

TOTAL: \$1,827,928.53

The Reporting Tool will automatically calculate the following three figures:

Percentage of electronics spend that meets preferable sustainability criteria:

87.51157355151079

Percentage of electronics spend that meets other qualifying sustainability criteria:

0.8672029425570594

Points earned for indicator OP 10.2:

0.8794517502278932

10.3 Percentage of furniture spend that meets sustainability criteria

Does the institution have sufficient data on its furniture spend to pursue this indicator?:

No

Performance year for furniture spend:

Total annual spend on furniture:

Annual spend on furniture that meets preferable sustainability criteria:

Annual spend on furniture that meets other qualifying sustainability criteria:

List or sample of furniture purchases and the preferable and/or other qualifying criteria that each purchase meets:

The Reporting Tool will automatically calculate the following three figures:

Percentage of furniture spend that meets preferable sustainability criteria:

Percentage of furniture spend that meets other qualifying sustainability criteria:

Points earned for indicator OP 10.3:

0.0

10.4 Percentage of office paper spend that meets sustainability criteria

Does the institution have sufficient data on its office paper spend to pursue this indicator?:

No

Performance year for office paper spend:

Total annual spend on office paper:

Annual spend on office paper that meets preferable sustainability criteria:

Annual spend on office paper that meets other qualifying sustainability criteria:

List or sample of office paper purchases and the preferable and/or other qualifying criteria that each purchase meets:

The Reporting Tool will automatically calculate the following three figures:

Percentage of office paper spend that meets preferable sustainability criteria:

Percentage of office paper spend that meets other qualifying sustainability criteria:

Points earned for indicator OP 10.4:

0.0

Optional documentation

Notes about the information provided for this credit:

10.1 Entered by Joanna Guay on 2/21/2025 based on data provided by Mr. Steve McStravick, Executive Director of Facilities Campus Services (Facilities Division).

10.2 Entered by Joanna Guay on 2/14/2025 based on data provided by Ms Teresa Hudson, Director of Technical Support Services (Information Services and Technology).

Additional documentation for this credit:

Materials Management

Score	Responsible Party
2.50 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

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

11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

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

11.1 Surplus and reuse programs

Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus program:

"As a State institution the University uses property to its best advantage and realizes the maximum value possible for equipment and furniture at the end of their useful life. By following surplus disbursement/disposal procedures we ensure that University property provides value to the full extent of its worth and that its disbursement/disposal will be conducted in an equitable, efficient, and cost-effective manner."

Surplus property items are listed on GovDeals."

https://www.wcupa.edu/_information/AFA/Facilities/surplusProperty.aspx

In addition, an internal reuse program named RamSwap: "**The Surplus Property Manager and Facilities** assist with the removal and redistribution of equipment and office furnishings which are unwanted but still usable. Ram Swap's goal is to enhance sustainability efforts and receive the maximum amount of value from a piece of furniture or equipment by finding re-use on campus."

Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution?:

No

Narrative and/or website URL providing an overview of the institution's reuse program:

During Move Out weeks in May in some years during the past decade, Student Housing and University Student Housing (USH) have coordinated donations of non-perishable food, clothing, furniture, and small appliances. However, because the accepted items have frequently changed and there is no ongoing, consistent program, we are not claiming points for such a program at this time.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.1:

0.5

11.2 Single-use disposable plastics program

Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic?:

No

Narrative and/or website URL providing an overview of the institution's composting program:

Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic?:

Yes

Narrative and/or website URL providing an overview of the institution's reusable container program:

Aramark at West Chester University runs a reusable to go container program, described this way: **"Need to take your meal to-go from Commons Dining Hall:** Simply request a reusable to-go box when you swipe in at The Commons Dining Hall. You will pay a one-time amount of \$5.00 for the reusable container that you have 15-minutes to fill up in the dining hall. If you come back again and need to get a meal to go and don't want to pay the \$5.00, you may bring back your previous reusable container, thoroughly rinsed out, and exchange it for another reusable container at no cost." See <https://www.wcupa.edu/dining-services/meal-plan-information.aspx>.

Has the institution eliminated the on-site use of at least one form of single-use disposable plastic?:

Yes

Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups?:

No

Narrative and/or website URL providing an overview of the institution's single-use disposable plastics program:

In 2020, based upon a student initiative, Aramark, operating of dining and retail services on campus, eliminated the use of all single use plastic bags in all dining and retail outlets on campus. One retail location on campus continued to distributed plastic bags -- the Campus Bookstore, operated by Student Services, Inc. -- but in 2023 they too eliminated distribution of plastic bags in order to comply with a township regulation.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.2:

0.5

11.3 Electronic waste management

Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse?:

Yes

Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required):

Yes

Narrative and/or website URL providing an overview of the institution's e-waste collection programs:

Information Services and Technology (IS&T) recycles the vast majority of university-owned electronics, including all computers, monitors, peripherals, and printers. Items are collected by IS&T upon request for pick up by employees, stored until at periodic times during the year, they are collected for recycling by Sycamore International (<https://sycamoreinternational.com>), a company the university contracts with for all electronics recycling.

"Personal electronics [owned by employees and students] can be recycled through PAR-Recycle Works (<https://par-recycleworks.org>) by dropping off items in bins in Sykes Student Union and the Francis Harvey Green Library." [PAR-Recycle Works is a non-profit electronics recycler providing transitional employment, job skill training and permanent job placement to people returning from prison.] See <https://www.wcupa.edu/Sustainability/documents/updated%20electronics%20recycling%20flyer.pdf> for more information.

Does the institution use an e-waste recycler that is certified to a qualifying standard?:

Yes

Standard to which the institution's e-waste recycler is certified:

R2v3 certified

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.3:

1.0

11.4 Hazardous waste management and disclosure

Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials?:

Yes

Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol:

https://www.wcupa.edu/_information/AFA/Facilities/environmental-health-safety/documents/lab_research_safety/updated-programs-aug-2022/HazardousWasteManagementProgram.pdf

Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse?:

No

Online resource that provides information about the specific types of hazardous waste managed by the institution:

Document that provides information about the specific types of hazardous waste managed by the institution:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.4:

0.5

Optional documentation

Notes about the information provided for this credit:

Information collected and input by Bradley Flamm, February 2025.

Additional documentation for this credit:

Waste Generation and Recovery

Score	Responsible Party
1.54 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of non-hazardous waste generated per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may track waste over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a representative sample.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of non-hazardous waste generated per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

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

12.1 Non-hazardous waste generated per person

Performance year for non-hazardous waste:

2024

Peer group:

Doctoral universities and research institutions

Non-hazardous waste recycled:

1,064.4346283999998

Non-hazardous waste composted:

27.55775

Non-hazardous waste prepared for reuse:

7.6500314

Non-hazardous waste disposed of to a landfill or incinerator:

2,242.09854

Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a waste-to-energy (WTE) facility:

100.0

Full-time equivalent student enrollment:

17,309.0

Full-time equivalent of employees:

1,879.0

The Reporting Tool will automatically calculate the following five figures:

Total non-hazardous waste diverted from disposal:

1,099.6424098

Annual non-hazardous waste generated:

3,341.7409497999997

Full-time equivalent students and employees:

19,188.0

Annual non-hazardous waste generated per person:

348.3157129247446

Points earned for indicator OP 12.1:

0.5503572562829397

12.2 Non-hazardous waste generated per square meter

Gross floor area of building space:

3,844,630.9185321843

The Reporting Tool will automatically calculate the following two figures:

Annual non-hazardous waste generated per unit of floor area:

0.7885226850261452

Points earned for indicator OP 12.2:

0.26170925025503167

12.3 Percentage of non-hazardous waste diverted from disposal

The Reporting Tool will automatically calculate the following two figures:

Percentage of non-hazardous waste diverted from disposal:

32.906273296432886

Points earned for indicator OP 12.3:

0.7305192671808102

12.4 Percentage of construction and demolition waste diverted from disposal

Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years?:

No

Does the institution have sufficient data on construction and demolition waste to pursue this indicator?:

No

Performance year for construction and demolition waste:

Construction and demolition waste recycled:

Construction and demolition waste prepared for reuse:

Construction and demolition waste disposed of to a landfill or incinerator:

The Reporting Tool will automatically calculate the following four figures:

Total construction and demolition waste diverted from disposal:

Annual construction and demolition waste generated:

Percentage of construction and demolition waste diverted from disposal:

Points earned for indicator OP 12.4:

0.0

Optional documentation

Notes about the information provided for this credit:

Baseline year data from: https://www.wcupa.edu/_INFORMATION/AFA/Facilities/Recycling/recyclereport.asp. Data for 2022-2023 Provided by: Joshua Braid (JBraid@wcupa.edu), Manager, Grounds Maintenance and Automotive Services Data Entry Calli Lambard, 26-Mar-24, updated by Bradley Flamm, February 2025.

Additional documentation for this credit:

Transportation

Points Earned 3.70

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems through fleet management, infrastructure investment, and behavior change. 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 oppressive governments.

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

Credit	Points
Vehicle Fleet	0.19 / 2.00
Commute Modal Split	3.51 / 6.00
Air Travel	0.00 / 2.00

Vehicle Fleet

Score	Responsible Party
0.19 / 2.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

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

13.1 Percentage of fleet vehicles that are electric vehicles

Total number of cars, vans, trucks, and buses in the institution's fleet:

93.0

Number of cars, vans, trucks, and buses in the institution's fleet that are zero emission vehicles (ZEVs):

9.0

Number of cars, vans, trucks, and buses in the institution's fleet that are plug-in hybrid electric vehicles (PHEVs):

0.0

The Reporting Tool will automatically calculate the following two figures:

Percentage of fleet vehicles that are electric vehicles:

9.67741935483871

Points earned for indicator OP 13.1:

0.1935483870967742

Optional documentation**Notes about the information provided for this credit:**

Data Supplied by Ashley Ross, Manager of Facilities Campus Services

Data entry: Joanna Guay 11/15/24

Additional documentation for this credit:

Commute Modal Split

Score	Responsible Party
3.51 / 6.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Representative samples may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their primary means of transportation. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

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

14.1 Percentage of students and employees using more sustainable commuting options

Performance year for commute modal split:

2023

Full-time equivalent student enrollment:

17,309.0

Full-time equivalent of employees:

1,879.0

Has the institution gathered data about student commuting behavior?:

Yes

Percentage of students that use more sustainable commuting options:

62.0

Description of the methodology used to gather data about student commuting:

The most recent student commute survey was completed at West Chester University in the spring of 2023. One out of seven University members were selected randomly by the University to be solicited for participation in the survey. The fraction would provide sufficient statistical precision for the current purposes. The sample was drawn from four student levels and seniors with 120+ credit hours.

For the survey of students and of employees, the following modes were included in the survey: drive alone, bicycle, carpool, public transit (commuter rail, light rail, public bus, and WCU shuttle buses), telecommuting, and walking.

Has the institution gathered data about employee commuting behavior?:

Yes

Percentage of employees that use more sustainable commuting options:

26.0

Description of the methodology used to gather data about employee commuting:

A commuter survey was conducted at West Chester University in the spring of 2023. One out of seven University members were selected randomly by the University to be solicited for participation in the survey. The fraction would provide sufficient statistical precision for the current purposes. The sample was drawn from full and part-time faculty; regular staff; USHC employees; and Aramark employees.

For the survey of students and of employees, the following modes were included in the survey: drive alone, bicycle, carpool, public transit (commuter rail, light rail, public bus, and WCU shuttle buses), telecommuting, and walking.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 14.1:

3.508480300187617

Optional documentation

Student commuting data

The following 10 fields are included to provide additional context for interpreting the institution's student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

Percentage of students that commute using single-occupancy car, van, or truck:
38.0

Percentage of students that commute by walking or the equivalent:
25.0

Percentage of students that commute by cycling or another micro-mobility option:
0.6

Percentage of students that commute by carpool or vanpool:
7.0

Percentage of students that commute by bus, shuttle, or ferry:
2.0

Percentage of students that commute by rail:
0.4

Percentage of students that commute by light rail or tram:
5.0

Percentage of students that commute by motorcycle or moped:
0.0

Percentage of students that commute by zero emission vehicle:
0.0

Percentage of students that avail of remote learning:
21.0

Employee commuting data

The following 10 fields are included to provide additional context for interpreting the institution's employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

Percentage of employees that commute using single-occupancy car, van, or truck:
74.0

Percentage of employees that commute by walking or the equivalent:
4.0

Percentage of employees that commute by cycling or another micro-mobility option:
1.2

Percentage of employees that commute by carpool or vanpool:
2.3

Percentage of employees that commute by bus, shuttle, or ferry:

0.0

Percentage of employees that commute by rail:

1.25

Percentage of employees that commute by light rail or tram:

1.25

Percentage of employees that commute by motorcycle or moped:

0.0

Percentage of employees that commute by zero emission vehicle:

0.0

Percentage of employees that avail of remote work:

16.0

Notes about the information provided for this credit:

Data collection, analysis, and input here by Bradley Flamm, February 2025.

Additional documentation for this credit:

Air Travel

Score	Responsible Party
0.00 / 2.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the following three criteria:

- A. Institution provides incentives designed to encourage employees to reduce their air travel.
- B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.
- C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

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

Planning & Administration

Coordination & Planning

Points Earned 8.50

Points Available 11.00

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Commitments and Planning	5.00 / 6.00
Institutional Governance	2.50 / 4.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

Measurement

Report on the current status of the institution's programs, initiatives, and staff positions.

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

1.1 Coordinating committee, officer, or office for sustainability

Does the institution have one or more sustainability committees?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability committees:

The mission of West Chester University's (WCU's) Sustainability Council (SC) is to further "the University's sustainability initiatives by advocating campus research, curriculum revisal, environmentally-friendly development, and community outreach. Everyone is welcome to attend SC meetings and/or join the work of a committee." The SC's Vision Statement reads "Our vision is to cultivate a campus community that thrives on the principles of sustainability. We practice, promote, and advocate for a campus culture and institutional structure that embody a deep respect for the natural world, social equity, and economic justice for all."

WCU's Sustainability Council has over 200 faculty, staff, student and community members. Membership is voluntary and does not require appointment or nomination. The SC meets three times per academic semester in the fall and spring and conducts work in seven standing committees (Transportation, Curriculum, Zero Waste, Buildings and Energy, Trees and Green Spaces, Sustainable Food Systems, and Scholarly and Creative Activities).

Website: <https://www.wcupa.edu/Sustainability/getinvolved.aspx> and <https://wcupa.sharepoint.com/sites/SustainabilityCouncil2> (the latter website is only accessible to WCU employees). Each standing committee also has a SharePoint website.

Does the institution have one or more sustainability officers?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability officers:

The Office of Sustainability has been led by Bradley Flamm, Ph.D. since 2017. As Director he reports directly to the Vice President for University Affairs and Chief of Staff to the President (Mr. Andrew Lehman) and provides leadership, expertise, and program development and implementation services to the university.

Biography located at <https://www.wcupa.edu/Sustainability/aboutUs.aspx> reads: "Bradley Flamm has been the Director of West Chester University's Office of Sustainability since 2017 and works with the large and diverse community of students, faculty, staff, and community partners who are active in WCU's Sustainability Council. He holds a doctorate in City and Regional Planning from UC Berkeley and a master's degree in Regional Planning from Cornell University and brings to this work the knowledge and skills he has developed as a professional transportation planner, a researcher and teacher, a food security analyst and community development worker, and an environmental advocate."

Does the institution have one or more sustainability offices with more than one full-time equivalent employee?:

Yes

Description of each sustainability office:

The Office of Sustainability at WCU was established in 2011 and staffed by a faculty member tasked as Sustainability Coordinator. In 2017, a search was initiated to hire the first full-time Director of the Office of Sustainability to be officially attached to the university's Office of the President.

The Office of Sustainability has a full-time staff of three with the support of three graduate student assistants and occupies four rooms in a university building at 114 West Rosedale Avenue, West Chester PA 19383.

- Bradley Flamm, Director, Office of Sustainability [Staff]
- Nur Ritter, Gordon Natural Area Stewardship Manager, Office of Sustainability [Staff]
- Calli Lambard, Administrative Assistant, Office of Sustainability [Staff]
- Paige Jones Graduate Assistant for Social Media and Student Outreach, Office of Sustainability [Student]
- Joanna Guay, Grad Assistant for Data Monitoring and Analysis, Office of Sustainability [Student]
- Emma Galantuomo, Grad Assistant for the Sustainability Peer Educators Program, Office of Sustainability [Student]

Biographies located at <https://www.wcupa.edu/Sustainability/aboutUs.aspx>

Full-time equivalent of people employed in the sustainability offices:

3.75

Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution?:

Yes

Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Office of Sustainability, based in the University Affairs Division of the university, has the responsibility to monitor and promote implementation of Climate Action Plan and Strategic Plan goals related to environmental, social, and economic sustainability. The Director, Administrative Support staff member, and GNA Stewardship Manager of the Office of Sustainability collaborate with the Sustainability Council, SC committees, various task forces and committees on campus, and community organizations that share sustainability goals.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 1.1:

1.0

Optional documentation

Notes about the information provided for this credit:

Submitted by Calli Lambard, Administrative Assistant, Office of Sustainability, 3 January 2025

Additional documentation for this credit:

Job descriptions

Text of the job description for the institution's sustainability officer (1st position):

Director of Sustainability WEST CHESTER, PA - POSTED: 10/19/16 Description: West Chester University of Pennsylvania is seeking exceptional candidates for the position of Director of Sustainability. Reporting directly to the President's Office and with a close working relationship with the Offices of the Vice President for Administration and Finance, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, and Associate Vice President for Facilities, the Director will have responsibility for overseeing all University initiatives related to sustainability. General Responsibilities: Within the context of the University's Strategic Plan, including its Climate Action Plan, the Director will be expected: • To bring visionary leadership and organizational strategy to the task of enhancing West Chester University's status as an emerging model for sustainability in higher education. • To create the strategy to integrate a culture of sustainability throughout the University via initiatives in Academic Affairs, the Facilities Division, and Student Affairs, network with and to facilitate internal and external resources to accomplish that goal, and evaluate the needs of the University community. • To create and to implement communication strategies to promote broad awareness of initiatives and to develop a University-wide process and organizational structure to support sustainability inquiry, change, and assessment. • To build effective partnerships and relationships with surrounding communities and with regional institutions and establish effective linkages with units across campus that may have sustainability initiatives in process or as part of their overall strategy. • To be responsible for grant writing and funding, corporate partnerships, and programs that promote campus sustainability efforts. • To be responsible for annual reporting requirements and implementing other University policies and commitments related to sustainability. • To coordinate, support, and expand opportunities for faculty, staff, students and administrators to learn about sustainability issues throughout the academic and operational dimensions of University life. Major Functions: Campus Sustainability Leadership • Provide leadership to the campus and act as organizational strategist in order to position West Chester University as a leader in sustainability in higher education. • Develop and coordinate a process that leads to the creation of sustainability standards and policies that are consistent with STARS (Sustainability Tracking Assessment and Rating System) and Climate Leadership Commitments, and that can be implemented at an institutional level. Develop annual sustainability planning priorities for the campus; identify annual expected outcomes, and coordinate appropriate evaluation and reporting of these efforts. • Coordinate with units, departments, and bodies that have existing sustainability initiatives. • Build relationships with campus administrative, operational, and academic units, and with student groups working in this field. Campus Facilities & Operations • Create a strategy to integrate sustainability principles and policies into the operational functions of the University; utilize the University's Climate Action Plan, the Sustainability Advisory Council (SAC), in-house expertise, peer institution practices, literature and conferences to develop ideas to advance West Chester University's sustainability efforts. • Collaborate with campus units as appropriate to infuse sustainability principles into campus short- and long-range planning, building design, construction, grounds, and other operations. • Offer expertise and collaboratively foster initiatives to reduce campus resource consumption and waste generation. • Work with appropriate campus units to assist them in developing sustainable practices in procurement, food systems, etc. Sustainability Program Management • Coordinate, support, and expand opportunities for faculty, staff, students, and administrators to learn about sustainability and incorporate sustainable practices into their day-to-day work. • Manage sustainability staff, graduate assistants, and other student employees and interns as appropriate. • Serve as an ex-officio member of the Sustainability Advisory Council (SAC), providing technical staff support to, and receiving

guidance from, the Council, and assisting the Council in implementation of SAC initiatives. Education & Research • Offer guidance to faculty and administrators to apply sustainability principles to education, research, and interdisciplinary projects. • Work with faculty and academic leadership to provide input on incorporating sustainability into the curriculum; serve as a guest lecturer in sustainability-oriented courses. • Design and coordinate educational workshops and the production of educational materials for the campus. Communications • Publicize, promote, and communicate West Chester University's sustainability efforts within and outside of the WCU community. Document progress towards sustainability and promote broader awareness of WCU's sustainability efforts and accomplishments. Collaborate with the campus community to shape and deliver internal campus messages about sustainability and serve as the campus spokesperson on sustainability issues with internal constituencies. • Collaborate with the Office of Public Relations and Marketing to shape and deliver campus messages to external constituencies to promote campus sustainability efforts; serve as a campus spokesperson on sustainability issues. • Oversee the content, design, and maintenance of the campus sustainability website and social media platforms. Outreach and Engagement • Build effective partnerships with local organizations to support sustainability efforts. • Collaborate with relevant administrative units to identify and pursue opportunities for external funding for a "Green Fund" and other funding mechanisms to provide members of the campus community with funds for their sustainability proposals. • Identify, seek, and secure grant funding, corporate partnerships, and other savings programs to leverage campus resources and further propel campus sustainability efforts. • Identify opportunities to educate and involve alumni in sustainability initiatives. • Represent the University at regional and national professional conferences (speaking, presenting, etc.). • Develop and coordinate outreach events, including identifying sponsors and speakers, event planning, and logistics.

Copy of the job description for the institution's sustainability officer (1st position):

Text of the job description for the institution's sustainability officer (2nd position):

The Stewardship Manager of the Gordon Natural Area is responsible for: • Implementation of the GNA's Strategic Plan, including implementing trail maintenance, promotional, scholarly, educational, and ecosystem restoration activities within the GNA • Communication across divisions / groups on campus regarding GNA initiatives, support needs, etc. • Coordination/record keeping regarding GNA research, species identification (plant and fungi), and educational activities • Contribution to GNA's online / social media presence • Development and implementation of (1) GNA master plan, (2) preventative maintenance programs for GNA, outdoor classroom, and gardens, (3) GNA components of the West Chester University MS4 watershed management plan • Oversight of outdoor classroom and gardens, and assistance with green roof management • Budget management • Administration and supervision of student workers and volunteers

Copy of the job description for the institution's sustainability officer (2nd position):

Text of the job description for the institution's sustainability officer (3rd position):

This position provides administrative support to the Office of Sustainability (OoS) which promotes, monitors, coordinates, and supports environmental, economic, and social sustainability initiatives of West Chester University's staff, faculty, and students. The Administrative Assistant will work under the direct supervision of the Director of Sustainability and in collaboration with staff and student workers in the OoS. The successful applicant will provide a variety of services to help achieve the missions and goals of the OoS, the Sustainability Council (SC), and committees of the SC. Duties include: types and proofreads e-mail messages, meeting minutes, memoranda, and other documents; provides reception duties within the Office of Sustainability; answers incoming calls and email messages, receives visitors, and provides responses to inquiries; schedules and confirms locations and times for Office of Sustainability, SC, and SC committee meetings, and other events; takes minutes at OoS, SC, and SC committee meetings, distributes them for review, then finalizes and disseminates them; assists in preparing documents and materials for Office of Sustainability and SC sponsored events on campus and in other locations; orders office supplies; reconciles purchasing card

expenditures; processes e-requisitions; provides assistance in data entry and analysis; opens, sorts and distributes mail; coordinates front desk coverage during breaks, lunch periods, and vacations; and other clerical duties, as needed. The successful applicant must have the ability to adapt to changing priorities and possess a professional and friendly demeanor when dealing with students, faculty, staff, and visitors who interact with the OoS.

Copy of the job description for the institution's sustainability officer (3rd position):

Commitments and Planning

Score	Responsible Party
5.00 / 6.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution's guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

Measurement

Report on the institution's current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more measurable sustainability objectives that address A) teaching, learning, and/or research, B) campus and/or community engagement, C) campus operations, D) racial equity and/or social justice, and E) administration and/or finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the institution's active plans, e.g., the institution's current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted an assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in the Technical Manual.

Measurement

Report on assessments, activities and plans completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

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

2.1 Public sustainability commitment

Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan?:

Yes

Narrative detailing the institution's guiding vision or goals for sustainability and the plan(s) in which they are published:

West Chester University's goals for sustainability are outlined in the 2013 Climate Action Plan (https://www.wcupa.edu/Sustainability/documents/WCU_Climate_Action_Plan_2013.pdf) and the draft of a new Climate and Sustainability Action Plan (https://www.wcupa.edu/Sustainability/documents/CSAP_OpenHouse_Fall2022_Posters_FINAL.pdf). Information about the plans is available here: <https://www.wcupa.edu/Sustainability/carbonneutralityplan.aspx>.

The original and in-development Climate and Sustainability Action Plans commit the university to decarbonization of Scope 1 and 2 emissions, efforts to reduce Scope 3 emissions, and action in seven areas of academics and operations:

- Buildings and Energy
- Transportation
- Purchasing
- Zero Waste
- Food systems and dining services
- Green Spaces
- Teaching, Research, and Curriculum

West Chester University's current Strategic Plan, "Reimagining Student Success: Building on WCU's Momentum, January 2024 - June 2025," highlights goals related to sustainability with an "earth" icon. Sustainability was designed to be woven throughout the goals of the plan. The plan is available here: <https://www.wcupa.edu/president/strategicPlan/>.

Narrative and/or website URL outlining the institution's external sustainability commitments that include a reporting requirement:

West Chester University is a signatory to Second Nature's Carbon Commitment and annually updates its estimated MTCO₂e emissions using the University of New Hampshire's SIMAP platform. Our most recent data can be found on SIMAP's public reporting webpage at <https://unhsimap.org/public/institution/66>. [Note that our electricity provider -- PECO, a subsidiary of Exelon Corporation -- has experienced problems with its billing system and has not provided comprehensive data to allow us to file our FY 2024 report, so the most recent comprehensive year of reporting is for fiscal year 2022-23.]

West Chester University is designated as a Level II Arboritum by ArbNet. ArbNet accreditation requires Level II Arboritums to have at least 100 species of woody plants, employ paid staff, and have enhanced public education programs and a documented collections policy. <https://arbnet.org/accreditation/levels-accreditation> WCU Information: <https://arbnet.org/morton-register/west-chester-university-arboretum>

West Chester University is a designated "Tree Campus Higher Education" by the Arbor Day Foundation for 12 years running. The program requires WCU to have a tree care plan, advisory committee, service learning projects, and an Arbor Day celebration. <https://www.arborday.org/our-work/tree-campus-higher-education>.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.1:

2.0

2.2 Measurable sustainability objectives

Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and/or research?:

Yes

Narrative listing the institution's measurable sustainability objectives that address teaching, learning, and/or research:

From the WCU Climate Action Plan (2013, still in effect: https://www.wcupa.edu/Sustainability/documents/WCU_Climate_Action_Plan_2013.pdf): 1. Curriculum Objective 1.1 – Incorporate Sustainability into General Education Objective 1.2 – Create Sustainability Majors, Minors, and Certificate Programs Objective 1.3 – Adopt Sustainability and Climate Change Learning Outcomes Objective 1.4 – Develop Opportunities for Experiential Sustainability Learning From WCU Strategic Plan January 2024-June 2025: OUTCOME 2: Use the United Nations Sustainable Development Goals to create curricular and co-curricular opportunities that promote the value and importance of creating a sustainable society to foster world readiness. Initiative 1: Promote learning related to the United Nations Sustainable Development Goals by prioritizing grant funding and scholarships that align with them. OUTCOME 4: Create intentionally inclusive and engaging learning experiences using evidence-informed pedagogies

WCU Reimagining Student Success Strategic Plan, Goal: Enhancing Student Learning (<https://www.wcupa.edu/president/strategicPlan/enhancing-student-learning.aspx>), OUTCOME 2: Use the United Nations Sustainable Development Goals to create curricular and co-curricular opportunities that promote the value and importance of creating a sustainable society to foster world readiness. Goal: Fostering and Sustaining Community, OUTCOME 3: Create inclusive and sustainable university environments that meet the needs of current and future members of the community. OUTCOME 4: Continue to enhance culture of sustainability on campus by integrating sustainability education and promoting responsible use of environmental, social and economic resources in innovative and effective ways.

[NOTE: The published Climate Action Plan and Strategic Plan did not address specific faculty, staff, or units responsible for working on each objective. With the establishment of the Office of Sustainability in 2017 and its responsibility to support the volunteer members of the Sustainability Council and its standing committees, the Office of Sustainability and the Sustainability Council have taken primary responsibility for either implementing projects and programs to accomplish Climate Action Plan objectives or advocating for and working with other units on campus with direct responsibility for actions to accomplish CAP objectives.]

Has the institution adopted one or more measurable sustainability objectives that address campus and/or community engagement?:

Yes

Narrative listing the institution's measurable sustainability objectives that address campus and/or community engagement:

From the WCU Climate Action Plan (2013, still in effect: https://www.wcupa.edu/Sustainability/documents/WCU_Climate_Action_Plan_2013.pdf): 2. Co-Curricular Education and Training Objective 2.1 – Establish a Student Sustainability Educators Program (Eco-Reps) Objective 2.2 – Establish an Earth Ally Program Objective 2.3 – Incorporate Sustainability into New Student Orientation Objective 2.4 – Produce Campus-Wide Sustainability Events Objective 2.5 – Develop Campus Sustainability Tours Objective 2.6 – Create a Model Sustainable Room in a Residence Hall Objective 2.7 – Create Sustainability Themed Housing Objective 2.8 – Establish a 'Sustainability' House From the WCU January 2024-June 2025 Strategic Plan: OUTCOME 3: Create inclusive and sustainable university environments that meet the needs of current and future members of the community. OUTCOME 4: Continue to enhance culture of sustainability on campus by integrating sustainability education and promoting responsible use of environmental, social and economic resources in innovative and effective ways.

[NOTE: The published Climate Action Plan did not address specific faculty, staff, or units responsible for working on each objective. With the establishment of the Office of Sustainability in 2017 and its responsibility to support the volunteer members of the Sustainability Council and its standing committees, the Office of Sustainability and the Sustainability Council have taken primary responsibility for either implementing projects and programs to accomplish Climate Action Plan objectives or advocating for and working with other units on campus with direct responsibility for actions to accomplish CAP objectives.]

Has the institution adopted one or more measurable sustainability objectives that address campus operations?:

Yes

Narrative listing the institution's measurable sustainability objectives that address campus operations:

From the WCU Climate Action Plan (2013, still in effect: https://www.wcupa.edu/Sustainability/documents/WCU_Climate_Action_Plan_2013.pdf): 2. Reduce Consumption & Improve Energy Efficiency Objective 2.1 – Transition to Lower Emission Fuel Sources for Heating & Cooling Objective 2.2 – Install Web-Based Utility Dashboards in Campus Buildings Objective 2.3 – Implement an Energy Use Fee/Rebate for Student Housing Objective 2.4 – Implement Energy Savings Retrofits for Residence Halls Objective 2.5 – Install Solar Hot Water Heating for Appropriate Buildings Objective 2.6 – Install LED lighting in Parking Lots and Selected Indoor Spaces Objective 2.7 – Continue to Implement Green Information Technology Initiatives 3. Produce Renewable Energy Objective 3.1 – Install Small-Scale Photovoltaics on Campus Objective 3.2 – Install Large-Scale Photovoltaic Array(s) on Campus 4. Buy Green Power Objective 4.1 – Buy Green Power/Purchase Renewable Energy Credits (RECs) 5. Purchase & Develop Carbon Offsets Objective 5.1 – Buy Carbon Offsets for Unavoidable Emissions Objective 5.2 – Develop Carbon Offset Projects with Research and Educational Val

WCU Strategic Plan, Goal: Fostering and Sustaining Community (<https://www.wcupa.edu/president/strategicPlan/fostering-sustaining-community.aspx>), OUTCOME 4: Continue to enhance culture of sustainability on campus by integrating sustainability education and promoting responsible use of environmental, social and economic resources in innovative and effective ways. Initiative 2: Develop and apply Zero Waste guidelines that encourage the redesign of university operations, practices, and policies to use financial, material, technological, and human resources efficiently and sustainably.

[NOTE: The published Climate Action Plan and Strategic Plan did not address specific faculty, staff, or units responsible for working on each objective. With the establishment of the Office of Sustainability in 2017 and its responsibility to support the volunteer members of the Sustainability Council and its standing committees, the Office of Sustainability and the Sustainability Council have taken primary responsibility for either implementing projects and programs to accomplish Climate Action Plan objectives or advocating for and working with other units on campus with direct responsibility for actions to accomplish CAP objectives.]

Has the institution adopted one or more measurable sustainability objectives that address racial equity and/or social justice?:

Yes

Narrative listing the institution's measurable sustainability objectives that address racial equity and/or social justice:

WCU Strategic Plan, Goal: Advancing DEI (<https://www.wcupa.edu/president/strategicPlan/advancing-DEI.aspx>)

OUTCOME 1: Establish the infrastructure, including resources, incentives, strategies, and accountabilities, to advance equity in student success for historically underrepresented and marginalized student populations.

OUTCOME 2: In conjunction with the Moon Shot for Equity goal teams, transform institutional cultures to be equity-minded through the implementation of basic needs infrastructure, well-being programming, intentional and inclusive space for the cultivation of community and leadership, professional development opportunities, and mentoring/advising training.

OUTCOME 3: Increase equity in access to higher education by closing equity gaps in retention rates to WCU for historically underrepresented and marginalized students by 5% by year 2.

OUTCOME 4: Equip all students with the tools and resources to thrive beyond their time at West Chester University.

[NOTE: The published Reimagining Student Success Strategic Plan did not address specific faculty, staff, or units responsible for working on each objective. Working Groups were established for each of the three primary goals of the plan and faculty and staff nominated to serve on each one. They have monitored and reported on progress made.]

Has the institution adopted one or more measurable sustainability objectives that address administration and/or finance?:

Yes

Narrative listing the institution's measurable sustainability objectives that address administration and/or finance:

WCU Strategic Plan, Goal: Fostering and Sustaining Community (<https://www.wcupa.edu/president/strategicPlan/fostering-sustaining-community.aspx>), OUTCOME 4: Continue to enhance culture of sustainability on campus by integrating sustainability education and promoting responsible use of environmental, social and economic resources in innovative and effective ways. Initiative 1: Improve financial and technological productivity, efficiency, and effectiveness through innovative systems, processes, and behaviors.

[NOTE: The published Reimagining Student Success Strategic Plan did not address specific faculty, staff, or units responsible for working on each objective. Working Groups were established for each of the three primary goals of the plan and faculty and staff nominated to serve on each one. They have monitored and reported on progress made.]

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.2:

3.0

2.3 Climate resilience assessment and planning

Has the institution conducted an assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community?:

No

Narrative and/or website URL providing an overview of the institution's climate resilience assessment:

Does the institution participate in an ongoing campus-community task force or committee that is focused on climate resilience?:

No

Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience:

Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?:

No

Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.3:

0.0

Optional documentation

Notes about the information provided for this credit:

NOTE: In the 2025 calendar year, the Office of Sustainability and the Sustainability Council are in the process of updating and expanding the 2013 Climate Action Plan, which will be renamed West Chester University's Climate and Sustainability Action Plan.

All data input here was gathered from West Chester University's published Strategic Plan (<https://www.wcupa.edu/president/strategicPlan/Documents/Strategic%20Plan%202024%20Final.pdf>) and Climate Action Plan (https://www.wcupa.edu/Sustainability/documents/WCU_Climate_Action_Plan_2013.pdf) and from the WCU Office of Sustainability's website at <https://wcupa.edu/sustainability>.

Data input by Calli Lambard 1/2/2025

Additional documentation for this credit:

Institutional Governance

Score	Responsible Party
2.50 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution.
- B. One or more student representatives are included as members of the institution's highest decision-making body.
- C. At least one student representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution.
- B. One or more academic staff representatives are included as members of the institution's highest decision-making body.
- C. At least one academic staff representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution.
- B. One or more staff members representing non-managerial workers are included as members of the institution's highest decision-making body.
- C. At least one staff member representing non-managerial workers has voting rights on the institution's highest governing body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below:

- A. Institution has one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance.
- B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

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

3.1 Student participation in governance

Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution:

West Chester University's Student Government Association (SGA) was established in 1988. The purpose of the SGA is to provide a unified and responsible government that will promote the welfare and growth of students, and constantly work for the benefit of all students. SGA will work to ensure that all rights and privileges are shared by all. SGA will make certain that the concerns of students will be heard and acted upon.

https://www.wcupa.edu/_services/STU/sga/default.aspx

Are one or more student representatives included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining student representation on the institution's highest decision-making body:

West Chester University's Council of Trustees must have one student representative. <https://www.wcupa.edu/president/trustees/default.aspx> Chris Needham was appointed in April 2024 and currently serves on the Council of Trustees.

https://www.wcupa.edu/_services/STU/sga/studentTrustee.aspx

Does at least one student representative have voting rights on the highest decision-making body?:

Yes

Description of other mechanisms used to consult students on institutional decisions, plans, or policies:

The student trustee on West Chester University's Council of Trustees is a voting member. Chris Needham was appointed in April 2024 and currently serves on the Council of Trustees.

<https://www.wcupa.edu/president/trustees/default.aspx>

https://www.wcupa.edu/_services/STU/sga/studentTrustee.aspx

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.1:

1.0

3.2 Academic staff participation in governance

Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution:

The mission of the Faculty Senate at West Chester University is to ensure classroom and non-classroom faculty involvement in the shared governance of the institution. A forum for advocating and evaluating institutional policy and related matters affecting the welfare of the University, the Faculty Senate is committed to fostering a climate that promotes the growth and development of faculty and students.

https://www.wcupa.edu/_FACSTAFF/facultySenate/

Are one or more academic staff representatives included as members of the institution's highest decision-making body?:

No

Narrative and/or website URL outlining academic staff representation on the institution's highest decision-making body:

Does at least one academic staff representative have voting rights on the institution's highest decision-making body?:

No

Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies:

Faculty representatives are included in many of WCU's major planning initiatives, including every strategic plan, a 2024/25 update of WCU's Campus Facilities Master Plan, and the ongoing Moon Shot for Equity (<https://www.wcupa.edu/moonShot/>). In some cases faculty representatives are explicitly designated to represent the Faculty Senate and in other cases the perspective of the university's faculty body is sought out without formal nomination or involvement of the Faculty Senate.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.2:

0.5

3.3 Non-academic staff participation in governance

Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution?:

No

Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution:

Are one or more staff members representing non-managerial workers included as members of the institution's highest decision-making body?:

No

Narrative and/or website URL outlining non-academic staff representation on the institution's highest decision-making body:

WCU staff representatives are included in many of WCU's major planning initiatives, including every strategic plan, a 2024/25 update of WCU's Campus Facilities Master Plan, and the ongoing Moon Shot for Equity (<https://www.wcupa.edu/moonShot/>). This representation is usually at the invitation of senior administration and is based on staff members' knowledge and expertise in specific areas of university operations.

Does at least one staff member representing non-managerial workers have voting rights on the institution's highest decision-making body?:

No

Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.3:

0.0

3.4 Community participation in governance

Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution:

West Chester Community Campus Committee (WCCCC) was established to to "promote and increase communication and collaboration between Borough of West Chester community leaders and residents and West Chester University officials and students on issues that affect health, safety, and quality of life for the campus and Borough community."

<https://west-chester.com/734/Community-Campus-Committee> and <https://www.wcupa.edu/university-advancement-external-affairs/campus-committee/default.aspx>

Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies?:

Yes

Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies:

West Chester University's participation in Tree Campus Higher Education requires that a community member is represented on the Sustainability Council's Trees and Green Spaces Committee. Mr. Michael Dunn, West Chester borough resident, arborist, and advisor to West Chester Borough is the current (Spring 2025) community member on the committee.

<https://www.arboday.org/our-work/tree-campus-higher-education/standards>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Data Entry: Lois Howell, 11-Feb-22; updated 4-Mar-25 by Calli Lambard.

Information on student trustee from Chris Needham, student trustee.

Additional documentation for this credit:

Investment

Points Earned 0.00

Points Available 9.00

This impact area 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.

Credit	Points
Sustainable Investment Program	0.00 / 4.00
Investment Holdings	0.00 / 5.00

Sustainable Investment Program

Score	Responsible Party
0.00 / 4.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a committee on investor responsibility (CIR).

Measurement

Report on current sustainable investment policies and directives and/or currently active committees. Policies adopted by investment managers or other external parties are not sufficient.

4.2 Negative screening and divestment

An institution earns 1 point when it employs negative screening and/or targeted divestment in support of sustainability, as evidenced by a published policy or directive or a public commitment.

Measurement

Report on current policies and directives and/or public commitments made by the institution.

4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on activities from within the previous three years.

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

Investment Holdings

Score	Responsible Party
0.00 / 5.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its investment pool within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution's behalf by other entities. Pensions and other restricted assets may be excluded.

5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or environmental, social, and governance (ESG), B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive screens, D) community development financial institutions (CDFIs), E) place-based investments that target positive social and environmental impacts in economically divested areas, and/or F) green revolving funds seeded from the investment pool. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution's long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

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

Representation & Access

Points Earned 9.94

Points Available 14.00

This impact area seeks to recognize institutions that are working to expand access and ensure that their students and employees are representative of the communities they serve. A safe and supportive campus climate and a student body staff that are representative of the communities served by an institution provide a richer environment for learning and collaboration.

In a broader context, the populations that are underrepresented in higher education settings tend to suffer disproportionate exposure to environmental burdens, social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources.

To achieve sustainability, a society and its institutions must make higher education accessible to all, improve the lived reality of marginalized groups, and dismantle the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting representation and access a fundamental prerequisite for creating a sustainable society.

Credit	Points
Institutional Climate	3.00 / 3.00
Racial and Ethnic Representation	1.44 / 3.00
Gender Parity	2.00 / 2.00
Affordability and Access	2.00 / 3.00
Student Success	1.50 / 3.00

Institutional Climate

Score	Responsible Party
3.00 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ students, D) low-income and/or first-generation students, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) employees with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an institutional climate assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

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

6.1 Support for students from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities:

At West Chester University, the Office of Educational Accessibility (OEA) appreciates disability as an integral part of the University experience. We are committed to providing equal access and opportunity to all campus programs and services for persons with disabilities. Through collaboration and support of the entire campus community, the OEA promotes disability pride, self-determination of the student, and universally accessible design principles so that everyone has full access to University life. The OEA strives to provide and/or coordinate supportive services that enable students with disabilities to maximize their educational potential. The OEA is committed to working with students, staff, and faculty in developing and implementing the most appropriate strategies for a successful learning experience while maintaining the academic standards and integrity of the mission of the University.

The OEA provides services and programs that ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1990). All programs and services are in keeping with the University's mission to provide equal education for all qualified students.

OEA provides letter of accommodations as needed. OEA offers Academic Coaching, Mindfulness Coaching, and Assistive Technology training. OEA also has a proctoring center, which provides accessible testing in a distraction reduced setting for students who are registered with the OEA and have a reasonable accommodation that provides the student with the ability to test in an alternate setting or format.

OEA also may offer the option of a Reduced Courseload as an Accommodation. If a student is granted the accommodation of reduced course load, this means they are eligible to take less than 12 credits a semester and be considered full-time students. More information can be found at this link:

<https://www.wcupa.edu/universityCollege/OEA/studentResources.aspx>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Here at West Chester University of Pennsylvania, the Dowdy Multicultural Center (DMC) provides programming aimed at equipping student leaders with the skills necessary to embody servant leadership while championing the principles of diversity, inclusion, and civility. The DMC implements their peer mentoring program, which was established in 1994, dedicated to supporting WCU Students of Color (Asian American, Black/African American, Desi American, Latinx, Mixed heritage, Native American/Indigenous, Pacific Islander) through their first academic year. Students of Color will learn about campus resources, establish a support network that includes students, faculty, and staff, and create goals for holistic success with the guidance of established student leaders and DMC staff. Students will be matched with student leader after registering. Another staple program that the DMC hosts is the Kente Ceremony, The Dowdy Multicultural Center is excited to coordinate the Kente Graduation Celebration, known affectionally by students and alumni as ""Kente"" which is an event that was created in the fall of 1992 to ""honor and celebrate the achievements of multicultural students"". Kente has become a ""true West Chester University tradition"".

As the student body at West Chester University has grown in its cultural diversity, so has the event itself. Today, Kente is an event that affirms and celebrates the cultural identity of students who identify as Alaskan Native, Asian and Asian American, Black and African American, Caribbean American, Desi American, Latina/o/x, Native American, Hawaiian/Pacific Islander, and Multiracial.

Other programs include our Ruby Jones Conference on Race, Social Justice, & Civil Leadership, Brothers of Excellence Programs, and programs centered around our cultural heritage months (Latina/o/x/ Heritage Month, Native American Heritage Month, Black History Month, and Asian Pacific Islander Desi American Heritage Month). The website also includes a host resources such as the listing of our multicultural organizations, resources for scholarships, newsletters, and undocumented student resources.

https://www.wcupa.edu/_services/multicultural/default.aspx

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students:

West Chester University of Pennsylvania (WCU) supports a variety of programs, initiatives, and networks designed to meet the needs of LGBTQ+ students. The Center for Trans and Queer Advocacy (CTQA) is committed to creating an environment where the intersectional experiences of trans and queer people are supported, celebrated, validated, and affirmed. The CTQA upholds this mission through a range of services, including one-on-one consultations, educational and social programming, and training sessions. These offerings are tailored for both specific audiences and the general campus community.

Programming is developed collaboratively each semester by professional staff and peer educators to achieve the Center's core outcomes: supporting, celebrating, validating, and affirming the trans and queer campus community. Examples of programming include Love is Love Week, Let's Talk About Sex (a sexual health and education fair), book clubs, Gayme Hang (a weekly board game hour), Tight Knit (a weekly crafting hour), and Trans Joy. The CTQA also provides spaces for visibility on important days such as Bisexual, Lesbian, Queer Pride, and Aromantic Spectrum Days.

Training opportunities offer in-depth learning experiences for various campus units and groups to build awareness, knowledge, and skills to serve as allies and advocates for the LGBTQ+ community. Core training offerings include Queer Basics, Allyship to Advocacy, Trans Advocacy, and Intersectionality in Practice (https://www.wcupa.edu/_services/transAndQueer/trainings.aspx). Additionally, professional staff create tailored training sessions for campus units, groups, and classes upon request. This tailored approach allows staff to more effectively meet the unique learning objectives of each group.

Much of the CTQA's work is accomplished through a wide network of campus and community partners. On campus, the primary partners include the Center for Women and Gender Equity (CWGE), the Dowdy Multicultural Center, and the LGBTQIA+ Faculty and Staff Caucus. The CTQA also collaborates with the Queer Council of Orgs, which consists of the following registered student organizations: Sexuality and Gender Alliance (SAGA), Out in STEM (oSTEM), the Gender Studies Club, and Underrepresented Genders in Physics.

https://www.wcupa.edu/_services/transAndQueer/

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for low-income and/or first-generation students:

Our website is <https://www.wcupa.edu/wcFirst/> which outlines scholarships, programs, student organizations, a list of first-gen faculty and staff, ways to get involved including the First Gen Students of Color Internship Prep program, a video, the first-gen definition, a college terms glossary, a family guide for first-gen students, and information about how to connect with us on Instagram and through email. Additionally, we send a regular newsletter (we've been highlighting first-gen students in it), offer first-gen graduation pins and students can purchase first-gen stoles at the Campus Store.

Each year we welcome new first-gen students with fries and soda at Chickie's and Pete's on campus. Throughout the fall we host tables where they can play games, win prizes, and pick up snacks and swag. In November, we honor National First-Generation College Celebration Day. This year we're hosting a table during finals week. In the spring we offer graduation photos to first-gens. Over the summer, we connect with students and their families in the Orientation Resource Fair. We also collaborated with Residence Life and Housing to restart the first-gen theme community this year. We also offer on-demand educational programs to help students navigate their growth and development and the university. These programs include Demystifying Academic Titles, Finding a Mentor, and Strategies for Solving Problems at WCU. WCU also has a honor society, Tri-Alpha, dedicated to first generation college students. <https://www.wcupa.edu/wcFirst/triAlpha.aspx>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students:

West Chester University of Pennsylvania allows undocumented students to complete a paper/amended version of the FAFSA application. By doing so, this allows our students who are undocumented to potentially receive state aid, school financial aid, and private scholarships.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups?:

Yes

Narrative and/or website URL describing the additional underrepresented groups and the institution's programs, initiatives, and networks for students from these groups:

West Chester University's Promise Program is a campus support program serving unaccompanied homeless and foster youth. The program supports students with access to year-round housing on campus, food and supplies from the Resource Pantry, priority employment opportunities, access to scholarship funds, and monthly programming that provides mentorship and opportunities to engage with peers and guest speakers. <https://www.wcupa.edu/financialAid/promiseprogram.aspx>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.1:

0.9999999999999999

6.2 Support for employees from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities:

West Chester University of Pennsylvania (WCUPA) supports initiatives that focuses on providing accommodations, accessibility training, and dedicated resources for employees with disabilities.

Trainings include:

- Universal Design for Learning: An Introduction
- Planning for Accessible and Inclusive Events and Programs
- Individuals with Disabilities: Creating an Inclusive Environment
- Creating an Inclusive Classroom
- Teaching and the ADA (For faculty)

There are also resources available for individuals at The Office of Educational Accessibility (

<https://www.wcupa.edu/universityCollege/OEA/>)

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

Yes, there are employee resource groups (ERGs) on campus, including The Multicultural Faculty Commission and The Society – both serve multicultural faculty and/or staff.

Some programs offered by these groups include:

- Fall term networking kick-off
- Book club
- Diversity Dialogues
- Workshop: Decolonizing Your Syllabi

<https://www.wcupa.edu/mfc/>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees?:

Yes

Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees:

WCUPA supports LGBTQ+ employees through the LGBTQIA+ Caucus, which offers a supportive network, engaging events, and advocacy resources. "The mission of the LGBTQIA+ University Caucus is to promote the equity, empowerment, and success of LGBTQIA+ students, faculty, and staff by fostering a safe campus environment; developing, suggesting, and supporting inclusive policies and curriculum; supporting LGBTQIA+ recruitment and retention initiatives; and promoting social and educational opportunities to meaningfully engage with the University community."

More details are available at: https://www.wcupa.edu/_admin/diversityEquityInclusion/caucus/

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups?:
Yes

Narrative and/or website URL describing the additional underrepresented groups the institution's programs, initiatives, and networks for employees from these groups:

West Chester University's Center for Women and Gender Equity (https://www.wcupa.edu/_services/women-gender-equity/) and Center for Trans and Queer Advocacy (https://www.wcupa.edu/_services/transAndQueer/) provide services, training, programs, and recreational activities for both students and employees. Such resources include lactation spaces, gender inclusive restrooms, preferred name policy, and training programs (such as the From Allyship to Advocacy program), and other services such as support for survivors of violence program: https://www.wcupa.edu/_services/women-gender-equity/supportResources.aspx.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.2:

1.0

6.3 Institutional climate assessment

Has the institution conducted an institutional climate assessment within the previous three years?:

Yes

Description of the methodology used to assess institutional climate:

The systemwide survey was administered online through Viewfinder Campus Climate Surveys, a third-party vendor, January 31 - March 4, 2022. The data were analyzed and a final report produced in September 2022. The standard Viewfinder survey instrument was modified in consultation with a diverse committee of faculty and staff.

Does the institution publish the results of its institutional climate assessments?:

Yes

Published results of the institution's most recently finalized institutional climate assessment:

Online resource where the results of the institution's institutional climate assessments are publicly available:

https://www.wcupa.edu/_admin/diversityEquityInclusion/documents/PASSHE_West%20Chester_FINAL%20Climate%20Survey%20Findings%202022.pdf

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Data provided by Chancey Page, M.Ed., Assistant Director/Coordinator of Equal Opportunity Programs and Strategic Initiatives, Office of Equal Opportunity and Compliance 12/20/2024

Data input by Calli Lambard, 1/2/2025

Additional documentation for this credit:

Racial and Ethnic Representation

Score	Responsible Party
1.44 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

7.1 Ethnic diversity index

An institution earns 1 point when the ethnic diversity index for its A) students, B) academic staff, C) non-academic staff, and D) executive staff is each 0.75 or greater. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

This credit requires the completion of a [racial and ethnic diversity worksheet](#). Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the predominant student body. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all regular/permanent employees. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the [STARS Help Center](#).

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

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

7.1 Ethnic diversity index

Provide ethnic diversity index figures within a range from 0 to 1.

Completed racial and ethnic diversity worksheet:

[STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet_2025_Submission.xlsx](#)

Ethnic diversity index for students:

0.42

Ethnic diversity index for academic staff:

0.3

Ethnic diversity index for non-academic staff:

0.4

Ethnic diversity index for executive staff:

0.41

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 7.1:

0.51

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution:

5.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students:

3.0

Description of the methodology and data source(s) used to identify the region served and its demographics:

As a member university of the Pennsylvania State System of Higher Education (<https://passhe.edu/>), West Chester University serves the Commonwealth of Pennsylvania, the region we have designated for evaluating Racial and Ethnic Diversity. WCU's student body in the 2024-25 academic year includes students from 54 of the state's 67 counties (<https://viz.passhe.edu/t/Public/views/Enrollment-PublicFinal>). To obtain data comparable to information about WCU students, faculty, non-academic staff, and executive leadership, we used racial and ethnic data for Pennsylvania from the U.S. Census Bureau's data explorer app at <https://data.census.gov/>.

The Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students:

60.0

Points earned for indicator PA 7.2:

0.6

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff:

2.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff:

2.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff:

1.0

The Reporting Tool will automatically calculate the following four figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff:

40.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff:

40.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff:

20.0

Points earned for indicator PA 7.3:

0.3333333333333333

Optional documentation

Notes about the information provided for this credit:

The Pennsylvania State System of Higher Education provides detailed information on the racial and ethnic identities of WCU students, faculty, and non-academic staff on the system's website at <https://viz.passhe.edu/t/Public/views/DiversityEquityInclusion/DiversityEquityInclusion>. For executive staff, WCU's Office of Sustainability developed a list of 14 key employees (president, vice-presidents and college and library deans).

Data entry: Brad Flamm 12/2024

Additional documentation for this credit:

Gender Parity

Score	Responsible Party
2.00 / 2.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other marginalized gender identities.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data systems.

8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent academic staff, B) regular/permanent non-academic staff, and C) executive staff identify as women or other marginalized gender identities. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's human resources system. Report on all regular/permanent employees. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

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

Provide percentage figures within a range from 0 to 100.

8.1. Percentage of students with marginalized gender identities

Percentage of students that identify as women or other marginalized gender identities:

60.8

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.1:

1.0

8.2 Percentage of employees with marginalized gender identities

Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities:

56.3

Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities:

58.9

Percentage of executive staff that identify as women or other marginalized gender identities:

57.1

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.2:

1.0

Optional documentation

Notes about the information provided for this credit:

Data obtained from Pennsylvania State System of Higher Education Diversity, Equity and Inclusion data application at <https://viz.passhe.edu/t/Public/views/DiversityEquityInclusion/DiversityEquityInclusion> and from review of membership of the university's Executive staff by the Office of Sustainability.

Spreadsheet for OoS future reference sourcing data from above link: [Gender Racial Ethnic and Indigenous Data Table.xlsx](#)

Entry by: Joanna Guay 12/13/2024 Reviewed and ready for completion 2/28/25

Source: Imosvick@wcupa.edu Lindsey Mosvick (Center for Women and Gender Equity)

Additional documentation for this credit:

Affordability and Access

Score	Responsible Party
2.00 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's predominant student body.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US [College Navigator](#). If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the [STARS Help Center](#).

9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

9.3 Legacy and donor admissions

An institution earns 1 point when an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.

Measurement

Report on the current status of the institution's admissions policies and procedures.

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

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

Does the institution have the required data and wish to pursue this indicator?:

Yes

Local currency code:

840

Local hourly minimum wage for students:

11.0

Average annual net price of attendance for low-income students:

16,800.0

If wage and price data are provided, the Reporting Tool will automatically calculate the following two figures:

Number of paid work-hours per year required to meet the average net price of attendance for low-income students:

1,527.27272727273

Points earned for indicator PA 9.1:

0.0

9.2 Percentage of students that are low-income

Does the institution have the required data and wish to pursue this indicator?:

Yes

Percentage of students that are low-income:

53.6

Description of the methodology used to identify low-income students:

WCU's responses to the Common Data Set for FY 2023-24 indicated that of 12,795 full-time undergraduate students, 6,855 were determined to have financial need (53%). See Table H-2, page 37: https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/CDS_2023_2024_Final_05.06.24%20_Revised_07.01.24.pdf.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.2:

1.0

9.3 Legacy and donor admissions

Is an applicant's relationship to the institution's alumni or donors a factor that is positively considered in the institution's admission decisions?:

No

Narrative and/or website URL providing an overview of the factors that are considered in the institution's admission decisions:

In our admissions decisions, we emphasize a student's academic record, recognizing it as a reliable indicator of an applicant's potential to succeed at West Chester University. For our more competitive academic programs, we also consider other key factors such as letters of recommendation from school counselors and teachers, relevant experience and a demonstrated commitment to their chosen field of study. An applicant's relationship to alumni or donors has no bearing on the admissions decision, ensuring that all candidates are considered solely on the basis of their academic qualifications and merits.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Average annual net price of attendance for low-income students of \$16,800 obtained for FY 2023 from US College Navigator (<https://nces.ed.gov/collegenavigator/?q=West+Chester+University&s=all&id=216764>). While WCU shares the average amount of financial aid provided to students identified to have financial need, the data are not provided in a way to highlight those students in the lowest family income range.

The State of Pennsylvania's minimum wage is \$7.25. At WCU the lowest hourly wage paid to student workers is \$11.00. Neither figure is high enough to bring the number of hours worked to cover the average annual net price of attendance in 1,000 hours or fewer.

Information for PA 9.3 provided by Sarah Freed, West Chester University Senior Associate Vice President of Enrollment

Additional documentation for this credit:

Student Success

Score	Responsible Party
1.50 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the completion rate for low-income students to the overall student completion rate is 0.90 or more, as outlined in the Technical Manual.

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the predominant student body and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate is 0.90 or greater, as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.90 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

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

Provide completion rates within a range of 0 to 100.

10.1 Completion rate for low-income students

Overall student completion rate:

69.8

Does the institution have completion rate data for low-income students?:

Yes

Completion rate for low-income students:

60.7

If data on low-income students is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for low-income students to the overall completion rate:

0.8696275071633238

Points earned for indicator PA 10.1:

0.0

10.2 Completion rate for students with marginalized gender identities

Does the institution have completion rate data for women and/or students with other marginalized gender identities?:

Yes

Completion rate for students that identify as women or other marginalized gender identities:

75.2

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate:

1.0773638968481376

Points earned for indicator PA 10.2:

1.0

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution:

6.0

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates:

3.0

Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

Six Year Graduation Rates for First Time, Full-Time, First Year Degree-Seeking Student Cohorts (2017 cohort measured in 2023)

69.8%. overall

61.5%. male

75.2%. female

58.3%. African American

66.7%. Asian

55.4%. Hispanic / Latino

62.8%. Two or more races

50.0% Native Hawaiian, Other Pacific Islander

100%. American Indian

See page 37 of <https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/Factbook%202023.pdf>

Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

[Factbook_2023.pdf](#)

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates:

50.0

Points earned for indicator PA 10.3:

0.5

Optional documentation

Notes about the information provided for this credit:

Completion rates for all, male, female, and by race and ethnicity based on Six Year Graduation Rates for First Time, Full-Time, First Year Degree-Seeking Student Cohorts for the Fall cohort from 2017 (measured in 2022-23). See WCU Factbook located at <https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/Factbook%202023.pdf>.

Six Year Completion Rate for low-income students (defined as Pell Grant recipients) was 60.7% for the same starting Fall 2017 cohort. Documented on page 8 of https://www.wcupa.edu/deputy-provost/institutionalResearch/documents/CDS_2023_2024_Final_05.06.24%20_Revised_07.01.24.pdf.

Additional documentation for this credit:

Wellbeing & Work

Points Earned 4.94

Points Available 11.00

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution’s people define its character and capacity to perform, therefore an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

Credit	Points
Health, Safety and Wellbeing	2.69 / 3.00
Employee Rights	2.25 / 3.00
Pay Equity and Living Wage	0.00 / 5.00

Health, Safety and Wellbeing

Score	Responsible Party
2.69 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for employees that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on "smoking" as defined by the institution (e.g., to include or exclude vaping).

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

11.1 Student wellbeing and assistance programs

Does the institution make physical health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for students:

Student Health Services is staffed by Registered Nurses, Nurse Practitioners, and Physicians. Their goal is to "help you stay healthy and in class so you can meet your academic goals." They offer general health care, immunizations, medications, needle disposal, sexual health services, and TB testing.

Student Health Services is open from Monday-Thursday 8am-6pm and Friday 8am-4pm. A list of nearby weekend health care centers [is available on their website](#).

https://www.wcupa.edu/_services/studentHealthServices/

Does the institution make behavioral health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for students:

Counseling Services offers mental health services to students. Triage appointments are available Monday-Friday 1-3pm via phone. Short-term individual counseling (virtual or in-person), group therapy, or off-campus referrals for long-term counseling are available to students.

The Counseling Center also provides a course called "Seeking Counseling: When? How? Who?" that seeks to help students identify if counseling might be right for them. They also support stress management for students throughout the semester.

https://www.wcupa.edu/_services/counselingCenter/counselingServices.aspx

Does the institution make sexual and reproductive health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's sexual/reproductive health services for students:

Student Health Services provides access to sexual health services for students. Condoms are available at no cost to students, and students can visit with a Student Health Services health care provider to obtain contraceptive prescriptions, which can be purchased at Student Health Services with that prescription. Emergency contraceptive is also available with a visit.

Student Health Services also provides Sexually Transmitted Infection testing at appointments.

https://www.wcupa.edu/_services/studentHealthServices/

Does the institution make contemplative and/or spiritual activities available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for students:

The Center for Contemplative Studies offers "live, online, and recorded resources to help you find calm in the present moment, to see the moment more clearly, and—most important—to stay connected with others." The Center offers free meditations, yoga classes, mindful painting classes, and more to students, faculty, and staff.

<https://www.wcupa.edu/healthSciences/contemplativeStudies/default.aspx>

WCU's Interfaith, Meaning-Making, and Spirituality Project "aims to develop a sustainable network of faculty, staff, students, and community members who support the diverse ways students orient around religious and philosophical worldviews." This project hosts a [directory of Religious Life](#) on campus and in the surrounding community that shares resources for a variety of faiths.

<https://www.wcupa.edu/interfaith/default.aspx>

Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention?:

No

Narrative and/or website URL providing an overview of the institution's student safety and violence prevention committee:

There is an employee committee that in principle should include students, but no students currently serve on the committee.

We reached out to Student Government Association, who have confirmed that no such student-centered committee exists at this point.

Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties?:

Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for students:

WCU's Fund to Finish is flexible emergency aid that offers small awards—often the cost of a few credits—that arrive quickly, ensuring a student completes their degree. The fund provides flexible, emergency funding when students have exhausted all other avenues of support to complete their degree.

<https://go.wcufoundation.org/donate/fund-to-finish>

A similar program is available to students in the RN-BSN program who have exhausted all other forms of financial aid and need financial assistance. The Emergency Aid application can be found on the Financial Aid website.

<https://www.wcupa.edu/financialAid/scholarships.aspx>

The Financial Aid office also has a general emergency application that all students can complete for consideration for additional grant funding.

Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity?:

Yes

Narrative and/or website URL providing an overview of the institution's student food security initiatives:

The Resource Pantry, run by the Center for Civic Engagement and Social Impact (CCESI), is open to all undergraduate and graduate students at West Chester University, regardless of need level. During hours of operation, walk-ins are welcome to the pantry. They offer a mix of non-perishable food items and fresh produce for students at no cost.

Online ordering is available for orders picked up during pantry open hours and for after-hours pickup.

https://www.wcupa.edu/_services/civicEngagementSocialImpact/pantry/default.aspx

WCU also offers a Saturday shuttle free of charge to the West Chester Food Cupboard, a local food pantry available to students.

https://www.wcupa.edu/_information/AFA/Facilities/shuttle/documents/West-Chester-Food-Cupboard.pdf

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.1:

0.857142857142857

11.2 Employee wellbeing and assistance programs

Does the institution make physical health services available to employees?:

No

Narrative and/or website URL providing an overview of the institution's physical health services for employees:

Does the institution make behavioral health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for employees:

The State Employee Assistance Program (SEAP) is a free service for State System employees and their family members. The hotline is available 24 hours a day, 7 days a week. The hotline can offer assistance and referral services.

The free benefit includes unlimited use of the SEAP hotline at no cost, up to six face-to-face sessions for employees and family members with a SEAP counselor each year, as well as access to the Live and Work Well resource website.

<https://www.passhe.edu/hr/benefits/seap.html>

Does the institution make free or reduced cost fitness activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's fitness activities for employees:

Faculty and staff purchase a membership to West Chester University's Campus Recreation Center, which includes use of a myriad of fitness equipment, attendance in group fitness classes, a jogging track, indoor and outdoor basketball and volleyball courts, a climbing wall, and more.

Memberships can be purchased on an annual basis and taken out as a payroll deduction, or they can be purchased on a 6-month, 1-month, or 1-day basis.

https://www.wcupa.edu/_services/CampusRec/

Does the institution make contemplative and/or spiritual activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for employees:

The Center for Contemplative Studies offers "live, online, and recorded resources here to help you find calm in the present moment, to see the moment more clearly, and—most important—to stay connected with others." The Center offers free meditations, yoga classes, mindful painting classes, and more to students, faculty, and staff.

<https://www.wcupa.edu/healthSciences/contemplativeStudies/default.aspx>

Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures?:

Yes

Narrative and/or website URL providing an overview of the institution's workplace health and safety committees:

The West Chester University Safety Committee is comprised of representation from a broad range of campus constituencies and reports to the Vice President for Administration and Finance. The Safety Committee serves in an advisory role to assist the University in addressing hazards on campus that can cause injury, illness, harm to the environment, or damage to campus facilities and equipment.

The Safety Committee provides an opportunity for employee participation in shaping the University's environmental health and safety program and meets the requirements in the collective bargaining agreements for joint health and safety committees.

https://www.wcupa.edu/_information/AFA/Facilities/environmental-health-safety/safetyCommittee.aspx

Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties?:

No

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for employees:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.2:

0.8333333333333333

11.3 Smoke free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

No

Narrative and/or website URL providing an overview of the institution's smoke-free policies:

All WCU facilities are non-smoking. Specific buildings have designated outdoor smoking areas, which can be identified by the building's Facility Administrator. Smoking is only permitted in these designated areas.

<https://www.wcupa.edu/registrar/campusScheduling/alcSmokingSafety.aspx>
https://www.wcupa.edu/_services/Stu.Syk/buildingProcedures.aspx

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Data Provided by:

11.1 - Judd Strauss, Director for Student Health Center (jstrauss@wcupa.edu)

11.1 - Dr. Tori L. Nuccio, Deputy Director of Financial Aid (tnuccio@wcupa.edu)

11.2 and 11.3 - Stacy Smith, Senior Benefits and Leave Manager (ssmith@wcupa.edu)

Data Entry: Joanna Guay 12/12/24, Calli Lambard 3/6/25

Additional documentation for this credit:

Employee Rights

Score	Responsible Party
2.25 / 3.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected maternity leave are available to full-time employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is supplemented by the institution to a total of at least 60 percent of income would qualify.

12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender family/medical leave. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) freedom of association in a format that is accessible to all employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's published information. The information may be published, for example, in an employee handbook or equivalent resource.

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

12.1 Number of weeks of paid maternity leave

Number of weeks of paid maternity leave:

12.0

Narrative and/or website URL providing an overview of the maternity leave options available to employees:

In the case of parental leave, the employee can take up to 12 weeks paid, then up to 14 weeks of unpaid leave. This applies for the birth of a son or daughter, and to care for the newborn child, or for adoption or foster care placement of a child.

<https://www.wcupa.edu/hr/FMLA.aspx>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.1:

0.5

12.2 Percentage of employees eligible for paid all-gender family/medical leave

Percentage of employees eligible for paid all-gender family/medical leave:
100.0

Narrative and/or website URL providing an overview of the institution's eligibility criteria for paid family/medical leave:

The Family and Medical Leave Act (FMLA) requires WCU to provide at least 12 weeks of leave (with or without pay) with benefits within a 12-month period for reasons such as a serious health condition of the employee or qualified family member, birth, adoption or foster placement, or military exigency. A medical provider will determine the leave length, but in the case of parental leave, the employee can take up to 12 weeks paid, then up to 14 weeks of unpaid leave.

To qualify for FMLA, individuals must be employed for at least one year and worked at least 1,250 hours during the previous 12-month period.

In all cases, specific documentation is required and must be approved by Human Resources.

<https://www.wcupa.edu/hr/FMLA.aspx>

All employee groups are eligible for this type of leave. <https://www.passhe.edu/hr/benefits/leave/index.html>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.2:
1.0

12.3 Published measures to protect employee rights

Does the institution publish information on anti-harassment in a format that is accessible to all employees?:

Yes

Does the institution publish information on grievance resolution in a format that is accessible to all employees?:

Yes

Does the institution publish information on whistleblower protections in a format that is accessible to all employees?:

Yes

Does the institution publish information on freedom of association in a format that is accessible to all employees?:

No

Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights:

All WCU policies are available online in the WCU policy library: <https://www.wcupa.edu/policies/policies.aspx>

Grievance resolution information is available in collective bargaining agreements, available publicly here: <https://www.wcupa.edu/hr/workplace-accommodations.aspx#cba>

Information on [Pennsylvania's Whistleblower Law](#) is available at the bottom of every WCU webpage: <https://www.wcupa.edu/default.aspx>

Anti-harassment policy is available here: [http://www.wcupa.edu/policies/documents/Sexual%20Harassment%20and%20Misconduct%20Policy%20\(non-Title%20IX\).pdf](http://www.wcupa.edu/policies/documents/Sexual%20Harassment%20and%20Misconduct%20Policy%20(non-Title%20IX).pdf)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.3:

0.75

Optional documentation

Notes about the information provided for this credit:

Data entered by Calli Lambard, 3/6/2025

Additional documentation for this credit:

Pay Equity and Living Wage

Score	Responsible Party
0.00 / 5.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

13.1 Internal pay equity assessment

An institution earns 1 point for A) having conducted one or more internal pay equity assessments during the previous three years that B) are inclusive of academic and non-academic staff, C) explicitly address pay equity by gender identity, and D) explicitly address pay equity by racial, ethnic, and/or Indigenous identity, and E) for publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on pay equity assessments completed within the previous three years and the results of the most recent assessment. Collectively, these assessments must cover at least 50 percent of the institution's employees (either directly or by representative sample). External (e.g., market-based) pay equity assessments do not qualify.

13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited living wage employer or B) 100 percent of its employees receive remuneration (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a living wage. Incremental points are available for criterion B based on the institution's performance within a range from 75 to 100 percent and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer, accreditation program criteria must be reasonably consistent with the [Anker Methodology](#) and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the [STARS Help Center](#).

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both regular/permanent employees and short-term/casual employees. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the [STARS Help Center](#). A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the [Massachusetts Institute of Technology Living Wage Calculator](#).

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example, based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week.

Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its significant contractors meets at least one of the following criteria:

- A. The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
- B. The contractor's lowest-paid, on-site employees are covered by a collective bargaining agreement (i.e., a union contract).
- C. The contractor is a worker cooperative.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution's most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

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

Innovation & Leadership

Innovation & Leadership

Points Earned 1.00

Points Available 10.00

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. An institution may add any number or combination of these credits to its report, however the maximum number of bonus points applied toward scoring is 10.

Credit	Points
Sustainability Course Inventory	1.00 / 1.00

Sustainability Course Inventory

Score	Responsible Party
1.00 / 1.00	Bradley Flamm Director of Sustainability Office of the President

Criteria

An institution earns 1 bonus point when it has conducted a comprehensive inventory of its course offerings within the previous three years to identify the sustainability challenges or Sustainable Development Goals (SDGs) addressed by each course.

Measurement

Report on comprehensive course inventories completed within the previous three years. To qualify, the process used to complete the inventory must be inclusive of all academic course offerings or equivalent units of instruction (e.g., modules or subjects) and the completed inventory must, at minimum, include the title of each course and any corresponding sustainability challenges. A list of suggested keywords to help identify sustainability challenges is available in the [STARS Help Center](#).

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

Has the institution conducted a comprehensive inventory within the previous three years to identify the sustainability challenges or SDGs addressed by each course?:

Yes

Copy of the sustainability course inventory:

[Inventory_of_Sustainability_Courses_2024_FINAL.pdf](#)

Description of the methodology used to complete the course inventory:

This is the Spring 2024 inventory of courses taught at WCU that are either sustainability-focused or sustainability inclusive using definitions included in STARS 2.4.

A survey was distributed to all university faculty members in the Fall 2023 semester asking them to identify and describe courses they taught during the Fall 2023 semester and the Spring and Summer semesters of 2024 that fell under the definitions provided for sustainability-focused or sustainability-inclusive courses.

- A sustainability-focused course is one in which the main goals and objectives include environmental, social or economic sustainability.
- A sustainability-inclusive course is one in which environmental, social or economic sustainability is addressed, but not included in the main goals and objectives of the course.

Many courses that are sustainability-focused or sustainability-inclusive address one or more of the 17 UN Sustainable Development Goals identified in the introduction to this survey:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reducing Inequality

- 11. Sustainable Cities and Communities
- 12. Responsible Consumption and Production

With responses from over 300 faculty members to the campus-wide survey, we documented the self-identified course titles, numbers, levels (Undergraduate, Graduate, or Undergraduate and Graduate), and academic department and created inventories for those designated sustainability-focused and those designated sustainability-inclusive.

Optional documentation

Notes about the information provided for this credit:

Entered after AASHE's initial review of WCU's STARS Submission (2025).
Revised and added: GA Joanna Guay 4/11/2025.

Additional documentation for this credit:

stars.aashe.org West Chester University of Pennsylvania | STARS Report |